Distance In Service Teacher Training Course On Designing

While online learning has become pervasive in many fields in higher education, it has been adopted somewhat slower in teacher education. In addition, more research is needed to empirically evaluate the effectiveness of online education in teacher preparation. Teacher Education Programs and Online Learning Tools: Innovations in Teacher Preparation presents information about current online practices and research in teacher education programs, and explores the opportunities, methods, and issues surrounding technologically innovative opportunities in teacher preparation. It presents empirical evidence of teacher candidate learning and assessment in the context of various online aspects of teacher licensure.

Originally published in 1981 this volume provides a detailed analysis of the factors - strategic, pedagogic, operational, organisational and financial -which should be taken into account in the planning and running of large-scale, centralised distance education systems at the higher education level. The book uses evidence drawn from Open University type institutions in Canada, Costa Rica, Germany, Iran, Israel, Pakistan, Spain, Sri Lanka, Venezuela and the UK.

Contents: What is Wrong with Teacher Education?, Is Distance Education Relevant?, What Has It Been Used for?, How is It Planned And Managed?, What Technologies Can We Use?, How Can You Fund It?, How Do Teachers Learn Practical Skills?, How Can We Assess It?

Pre-Service and In-Service Teacher Education: Concepts, Methodologies, Tools, and Applications

An Economic and Educational Assessment of Its Potential for Africa

What Works Well

Self-assessment in In-servic Distance Teacher Training

An Instructor's Guide to Developing and Running Successful Distance Learning Classes, Workshops, Training Sessions, and More

Teaching and Learning at a Distance is written for introductory distance education courses for preservice or in-service teachers, and for training programs that discuss teaching distant learners or managing distance education systems. This text provides readers with the basic information needed to be knowledgeable distance educators and leaders of distance education programs. The teacher or trainer who uses this book will be able to distinguish between appropriate uses of distance education. In this text we take the following themes: The first theme is the definition of distance education. Before we started writing the first edition of Teaching and Learning at a Distance we carefully reviewed the literature to determine the definition that would be at the foundation of our writing. This definition is based on the work of Desmond Keegan, but is unique to this book. This definition of distance education has been adopted by the Association for Educational Communications and Technology and by the Encyclopedia Britannica. The second theme of the book was the importance of research to the development of the contents of the book. The best practices presented in Teaching and Learning at a Distance are validated by scientific evidence. Certainly there are ⟦rules of thumb⟧, but we have always attempted to only include recommendations that can be supported by research. The third theme of Teaching and Learning at a distance is derived from Richard Clark⟦s famous quote published in the Review of Educational Research that states that media are mere vehicles that do not directly influence achievement. Clark⟦s controversial work is discussed in the book, but is also fundamental to the book⟦s advocacy for distance education ⟦ in other words, we authors did not make the claim that education delivered at a distance was inherently better than other ways people learn. Distance delivered instruction is not a ⟦magical⟧ approach that makes learners achieve more. The fourth theme of the book is equivalency theory. Here we presented the concept that instruction should be provided to learners that is equivalent rather than identical to what might be delivered in a traditional environment. Equivalency theory helps the instructional designer approach the development of instruction for each learner without attempting to duplicate what happens in a face to face classroom. The final theme for Teaching and Learning at a Distance is the idea that the book should be comprehensive ⟦ that it should cover as much of the various ways instruction is made available to distant learners as is possible. It should be a single source of information about the field.

This study focused on examining distance education In-Service Teacher Education (INSET) programmes for the education of secondary school teachers in Uganda. The study traced the historical development of distance education, explored some of the theories underpinning it and related these to distance education in Uganda. In addition the study explored INSET programmes provided in Uganda through Distance Education since 1990. The study then focused on Makerere University's Bachelor of Education (B. Ed) (External) Programme. This study explored issues related to the viability of distance education to meet the increasing demands of education in Uganda, factors impacting this growth, strengths and weaknesses of the teacher education programmes that have been run in the country since 1990 especially the B. Ed (External) programme and the possibility of integrating Information Communication Technologies (ICTs) in these programmes. To gather the relevant data, two instruments were used: questionnaires for students of B. Ed and Bachelor of Science (External), prospective students, tutors, managers and administrators of the B. Ed (External): an interview schedule for policy makers at the Ministry of Education and Sports, District Education offices, National Teachers' Colleges and Primary Teachers' Colleges. A total of 305 respondents participated in this study and they were drawn from different districts - Soroti, Tororo, Masindi, Mbarara, Kampala, Entebbe, Wakiso, and Mpigi - in the country. The data gathered was then analysed using descriptive and inferential statistics: and presented descriptively, in tables and graphs. The study established that distance education has a huge potential in Uganda but there are a number of factors that may be limiting the full realisation of this potential especially with regard to the running of science-oriented courses and with regard to meeting the practical demands of teacher education. However, with careful planning of the programmes, it is possible to effectively and efficiently provide any course. The study revealed a number of strengths and weaknesses in INSET programmes that have been run by distance education, and in the B. Ed (External) in particular. The specific areas included content, practical work: management and administration: study materials development and provision: student support: assessment and examination: and integration of ICTs in these programmes. To make

these programmes much more effective and efficient, the study identified some strategies that could be used. Of particular note is the need to decentralise services and to put in place quality assurance mechanisms. Also, since ICTs occupy a central role in distance education programmes, the study explored the different ICTs that the B. Ed (External) stakeholders have access to, strategies of financing and making this technology more accessible, reasons for choosing a particular technology and the prerequisites that must be put in place for these to work. Furthermore, the study revealed that, in Uganda, access to the ICTs, is still a huge problem to students and staff of the B. Ed (External) programme. Personal ownership of the video, TV, computer and Internet is limited. Alternative ways especially collaborative ventures, and use of centres should therefore be utilised much more. Finally, a Framework for High Quality INSET Distance Education for Secondary School Teachers in Uganda was suggested. Makerere University can use this framework as the beginning of a restructuring and reorganisation process so as to ensure the B. Ed (External) achieves its objectives and produces high quality teachers.

Previous pedagogical models have failed to take into account new contextual and mobile methods of learning with the advances in technology-mediated learning. This book puts forward a pedagogical approach, namely, future innovative in-service teacher education in Europe. It is concerned with the educational use of information and communication technologies, specifically with the development and dissemination of a new pedagogical strategy for open and distance learning through in-service teacher education in schools across Europe.

Achieving and Sustaining Universal Primary Education
Pre-service Teacher Training in Two Open and Distance Learning Based Universities in Africa
Teaching and Learning at a Distance
Professional Upgrading of Turkish General English Teachers to English for Specific Purposes
Teach Beyond Your Reach

Papers presented at the 39th Annual Conference of the Indian Association of Teacher Educators, held at Allahabad during 10-11 February 2006.

Conflicting research results regarding outcomes for distance versus face-to-face course delivery methods, as well as a lack of that research, presents a need for further research into distance education. This mixed methods study adds to the existing literature on distance education, and will provide specific research exploring pre-service teachers' perceptions of their self efficacy in the context of teacher education. This study is descriptive in nature, and has a dual purpose: to add to the existing knowledge base regarding distance education models and traditional face-to-face delivery models in teacher education, and to inform program designers about the impact of these types of delivery models on pre-service teachers' perceptions of personal self efficacy. It is the intent of this research to give voice to teacher education students directly related to their experiences, and to contribute to the discourse on distance education, especially in the context of teacher education programs. This study addresses three research questions: what are the perceptions of pre-service teachers regarding their sense of self-efficacy in the context of field experiences?; what are the similarities and dissimilarities in pre-service teachers' perceptions of self-efficacy as a result of face-to-face delivery methods versus on-line delivery methods? ; and what are the perceptions of faculty regarding the effectiveness of on-line versus face-to-face delivery methods in developing self-efficacy in pre-service teachers?

In many international settings, developing economies are in danger of declining as the digital divide becomes the knowledge divide. This decline attacks the very fabric of cohesion and purpose for these regional societies delivering increased social, health, economic and sustainability problems. The examples in this book will provide leaders, policy developers, researchers, students and community with successful strategies and principles of ICT use in education to address these needs. This book will discuss how educational technology can be used to transform education and assist developing communities to close the knowledge divide. It will provide comprehensive coverage of educational technology in development in different professions and parts of world. The book will provide examples of best practice, case studies and principles for educators, community leaders, researchers and policy advisers on the use of educational technology for development. In particular, it will provide examples of how education can be provided more flexibly in order to provide access to hitherto disadvantaged communities and individuals.

Foundations of Distance Education, 6th Edition
Quality of Human Resources: Education - Volume II
Foundations of Distance Education 7th Edition
Distance Education

Don't start from scratch! Learn what works—and what doesn't—in providing education to off-campus students! This unique compilation presents practical advice on how to set up distance learning programs that effectively serve the needs of students who don't have access to the campus. The book examines issues surrounding development, implementation, teacher training, time management, and other important aspects of distance education. Distance Education: What Works Well brings you lessons garnered from real-life experiences at several institutions to help you explore the pros and cons of distance education—and what it takes to implement a distance program that really works. In the first half of Distance Education: What Works Well you'll examine: the development of a digital high school—from the early stages through "rookie camp" experiences practical recommendations on how to design successful online high school programs what has worked well—and what has not—in terms of distance education in the rural K-12 environment the successful and not-so-successful aspects of an innovative distance education project that encourages collaboration between high schools and middle schools The second half of this informative book presents practical advice to help you set up distance learning programs that make the most of available technology. You'll learn: how to train faculty to effectively use distance education techniques the importance of student-teacher and student-student interaction in a distance education setting—and how to

build active online communities that keep students and faculty in touch the roles and functions of moderators in online education—and the skills they need to be effective six effective tactics designed to optimize online time how to decide whether distance education is the right choice for you

In addition to the rapidly expanding role of distance learning in higher education, web-based instruction is now being offered by many types of organizations to employees, clients, and other associates. This book provides experienced and newbie distance educators with a curriculum-focused approach to the design, development and delivery of courses and training sessions. Providing practices and examples, and surveying the tools of the trade, this guide covers key issues including instructional design, course craft, adult learning styles, student–teacher interaction, and strategies for building a community of learners.

Regardless of the field or discipline, technology is rapidly advancing, and individuals are faced with the challenge of adapting to these new innovations. To remain up-to-date on the current practices, teachers and administrators alike must constantly stay informed of the latest advances in their fields. Teacher Training and Professional Development: Concepts, Methodologies, Tools, and Applications contains a compendium of the latest academic material on the methods, skills, and techniques that are essential to lifelong learning and professional advancement. Including innovative studies on teaching quality, pre-service teacher preparation, and faculty enrichment, this multi-volume book is an ideal source for academics, professionals, students, practitioners, and researchers.

Contemporary Perspectives

Foundations of Distance Education

Handbook of Research on Emerging Priorities and Trends in Distance Education: Communication, Pedagogy, and Technology

International Guidelines on Open and Distance Teacher Education

Educational Technology for Development

Distance Education for Teacher TrainingRoutledge

As with any industry, the education sector goes through frequent changes due to modern technological advancements. It is every educator's duty to keep up with these shifting requirements and alter their teaching style to best fit the needs of their classroom. Pre-Service and In-Service Teacher Education: Concepts, Methodologies, Tools, and Applications explores the current state of pre-service teacher programs as well as continuing education initiatives for in-service educators. It also emphasizes the growing role of technology in teacher skill development and training as well as key pedagogical developments and methods. Highlighting a range of topics such as teacher preparation programs, teaching standards, and fieldwork and practicum experiences, this multi-volume book is designed for pre-service teachers, teacher educators, researchers, professionals, and academics in the education field.

Teaching and Learning at a Distance is written for introductory distance education courses for preservice or in- service teachers, and for training programs that discuss teaching distant learners or managing distance education systems. This text provides readers with the basic information needed to be knowledgeable distance educators and leaders of distance education programs. The teacher or trainer who uses this book will be able to distinguish between appropriate uses of distance education. In this text we take the following themes: The first theme is the definition of distance education. Before we started writing the first edition of Teaching and Learning at a Distance we carefully reviewed the literature to determine the definition that would be at the foundation of our writing. This definition is based on the work of Desmond Keegan, but is unique to this book. This definition of distance education has been adopted by the Association for Educational Communications and Technology and by the Encyclopedia Britannica. The second theme of the book was the importance of research to the development of the contents of the book. The best practices presented in Teaching and Learning at a Distance are validated by scientific evidence. Certainly there are "rules of thumb", but we have always attempted to only include recommendations that can be supported by research. The third theme of Teaching and Learning at a Distance is derived from Richard Clark's famous quote published in the Review of Educational Research that states that media are mere vehicles that do not directly influence achievement. Clark's controversial work is discussed in the book, but is also fundamental to the book's advocacy for distance education – in other words, we authors did not make the claim that education delivered at a distance was inherently better than other ways people learn. Distance delivered instruction is not a "magical" approach that makes learners achieve more. The fourth theme of the book is equivalency theory. Here we presented the concept that instruction should be provided to learners that is equivalent rather than identical to what might be delivered in a traditional environment. Equivalency theory helps the instructional designer approach the development of instruction for each learner without attempting to duplicate what happens in a face to face classroom. The final theme for Teaching and Learning at a Distance is the idea that the book should be comprehensive – that it should cover as much of the various ways instruction is made available to distant learners as is possible. It should be a single source of information about the field.

Collaborative Teacher Training Using Distance Education and Technology

The USAID Pre-Service Teacher Education Program and Teacher Professionalization in Pakistan

Distance Delivery of Pre-service Teacher Education

Distance Education and the Training of Primary School Teachers in Tanzania

Innovations in Delivering Primary

This volume of the series that debates the need for universal primary education, is concerned with the "good behaviour" of would-be educational innovators in developing countries. The text looks at the need for a code of practice and relating that to issues of economic realism, human rights sensitivity, ecological responsibility and educational effectiveness.

Don't start from scratch! Learn what works—and what doesn't—in providing education to off-campus students! This unique compilation presents practical advice on how to set up distance learning programs that effectively serve the needs of students who don't have access to the campus. The book examines issues surrounding development, implementation, teacher training, time management, and other important aspects of distance education. Distance Education: What Works Well brings you lessons garnered from real-life experiences at several institutions to help you explore the pros and cons of distance education—and what it takes to implement a distance program that really works. In the first half of Distance Education: What Works Well you'll examine: the development of a digital high school—from the early stages through "rookie camp" experiences practical recommendations on how to design successful online high school programs what has worked well—and what has not—in terms of distance education in the rural K-12 environment the successful and not-so-successful aspects of an innovative distance education

project that encourages collaboration between high schools and middle schools The second half of this informative book presents practical advice to help you set up distance learning programs that make the most of available technology. You'll learn: how to train faculty to effectively use distance education techniques the importance of student-teacher and student-student interaction in a distance education setting—and how to build active online communities that keep students and faculty in touch the roles and functions of moderators in online education—and the skills they need to be effective six effective tactics designed to optimize online time how to decide whether distance education is the right choice for you

With scarce material available in the field, this volume examines the nature of sustainability in open and distance learning in order to provide a guide to successful implementation. It is published in association with the Commonwealth of Learning.

Distance Teaching and In-service Primary Teacher Training in Pakistan
Communication, Pedagogy, and Technology
World review of distance education and open learning
Teacher Education Programs and Online Learning Tools: Innovations in Teacher Preparation
Developing a Framework for Quality Teacher Education Programmes

Since the establishment of Pakistan in 1947, the country has announced more than 15 education policy regimes directing the improvement of education. Each policy has been ambitious in its aims and critical of past failures. A common feature of all policies, plans, programs, and schemes, however, is that all of them have failed to achieve their objectives. Even programmes using international resources have been unsuccessful in significantly changing Pakistan's education sector. The country has been well-advised over the past decade by local, international and donor agencies regarding what is not.

How can open and distance learning and information and communications technology (ICT) provide us with more - and better - teachers? Open and distance learning is increasingly used in teacher education in developing and developed countries. It has the potential to strengthen and expand the teaching profession of the twenty-first century and to help achieve the target of education for all by 2015. Teacher Education Through Open and Distance Learning examines the case for using open and distance learning and ICT to train our educators. It describes and analyses the ways in which these methods and technologies are used for: *initial teacher training and continuing professional development *training principals and school managers *training those who provide non-formal adult and community education *communities of practice and sharing of knowledge and ideas within the teaching profession It also discusses the policy-making, management, technology, costing, evaluation and quality assurance aspects of this work. The contributors are outstanding practitioners in the field. The first review in over a decade, Teacher Education Through Open and Distance Learning draws on wide-ranging and international experience to summarise the strengths and weaknesses of new approaches to the education of teachers. It offers invaluable guidance to policymakers, planners, headteachers and teachers.

First published in 2002. Routledge is an imprint of Taylor & Francis, an informa company.

Ethical Practices and Implications in Distance Learning

A Selected Bibliography

Concepts, Methodologies, Tools, and Applications

Teacher Training and Professional Development: Concepts, Methodologies, Tools, and Applications

Distance Teaching For Higher and Adult Education

With the rise of distance education in the post-modern world, progressive research on the best methods, tools, and technologies in the field is necessary to continue to take advantage of the pedagogical opportunities and improvements offered through remote learning platforms. The Handbook of Research on Emerging Priorities and Trends in Distance Education: Communication, Pedagogy, and Technology focuses on the latest innovations and technological developments surrounding distance learning, instructional design, and computer-mediated communication in educational settings. This comprehensive research work will be of use to teachers, academicians, IT developers, upper-level students, and school administrators interested in the latest trends in online learning.

This book examines the case for using infomation technologies and open and distance learning to train our teachers and give us more and better teachers. Given are practical new ways of building and strengthening the world's largest profession.

Distance education includes the use of correspondence courses, the work of open universities, and education in-school and out-of-school based on broadcasting by radio or television. It is defined as an educational process in which a significant proportion of the teaching is conducted by someone removed in space and/or time from the learner. Within Africa, it has been used for teacher training, and for primary, secondary and tertiary education. Many African countries have been offering in-service training to teachers using correspondence courses. In primary education, the most important application of distance-teaching techniques has been in interactive radio, where radio is used for direct classroom teaching. At both secondary and tertiary level, "equivalence" courses have been developed offering an alternative route to formal qualifications for students outside school or college. Cost data are presented on all these applications, showing a reduction in costs at all levels. It is argued that distance education's potential to increase access to education and reduce costs justifies further investment along with other strategies for education in Africa.

A Study of In-service Distance Education for Secondary School Teachers in Uganda
Professionalism in Teacher Education
Improving In-Service Teacher Training Across Europe
Proposals for a Distance Education In-service Teacher Training Programme
Distance Learning for Teacher Education: Current status, programmes and practices

This volume is a comprehensive collection of critical essays on The Taming of the Shrew, and includes extensive discussions of the play printed versions and its theatrical productions. Aspinall has included only those essays that offer the most influential and controversial surrounding the play. The issues discussed include gender, authority, female autonomy and unruliness, courtship and marriage, language speech, and performance and theatricality.

Quality of Human Resources: Education is a component of Encyclopedia of Human Resources Policy, Development and Management which part of the global Encyclopedia of Life Support Systems (EOLSS), an integrated compendium of twenty one Encyclopedias. The Theme is organized into five different topics which represent the main scientific areas of the theme: Foundations of Educational Systems; Knowle Education; Structural Foundations of Educational Systems; Educational Systems: Case Studies and Educational Indices; Education for Sustainable Development. Each of these consists of a topic chapter emphasizing the general aspects and various subject articles explain back ground, theory and practice of a specific type of education which is a very important factor in human development and awareness

achieving global sustainable development. These three volumes are aimed at the following five major target audiences: University and C Students, Educators, Professional Practitioners, Research Personnel and Policy Analysts, Managers, and Decision Makers and NGOs. "This book provides ethical insight into the world of e-learning through case studies that elucidate the issues through real-world examples"--Provided by publisher.
Innovations in Teacher Preparation
Distance Education for Teacher Training
Course Delivery Methods and Perceptions of Self-efficacy of Pre-service Teachers
Teacher Education Through Open and Distance Learning
Interactive ESL In-service Teacher Training Via Distance Education