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Distance Education 2nd
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Perspectives
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Instructional Technology
And Distance Educat

***This edited collection
provides a window into
Africa's diversity. A wide-***

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*ranging body of authors
offers a valuable glimpse
into the challenges and
opportunities presented by
globalization to the youth in
Africa and its diaspora, while
issuing a stern call for*

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*International Perspectives
Perspectives In Instructional
Technology And Distance
Education*

***action to local governments
to act now and tap into the
energy of Africa's
burgeoning youth
population. In doing so, the
authors expand extant
literature on the continent's***

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*International Perspectives
coping with globalization in
Perspectives in Instructional
the context of young people
Technology And Distance
in various African nations.*

*Featured in the collection
Educat
are views on education,
language, agriculture, sport
and technology, deeply*

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***interwoven into the
schooling, behavior, and
health of youth. Specifically,
these practices are found in
both formal and non-formal
education, agricultural
production, and food***

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***nutrition, computer
technology, and sport's
amelioration of health
issues, throughout Africa.***

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***book. For courses in
Instructional Design,
Instructional Technology, or
Computer-Based
Instructional Design.***

***Immerses students in the
field and provides a strong***

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***foundation for future
careers. In order to be
successful in their field,
professionals must go
beyond performing the skills
associated with Instructional
Design and Technology***

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*(IDT); they must recognize
current and future trends
likely to impact the field and
envision how to employ
them. Trends and Issues in
Instructional Design and
Technology, Fourth Edition*

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helps students and future practitioners attain these goals. It defines the IDT field, the historical events that have resulted in current-day areas of focus, and the theories of learning and

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***instruction upon which
practices are based.***

***Emerging technologies,
strategies to improve
teaching and learning
environments, and current
practices in a wide variety of***

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***settings are among the many
topics discussed in depth.
Previous editions of this
acclaimed text won
numerous awards from the
Association for Educational
Communications and***

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International Society for
Performance Improvement.***

***"This book provides
practitioners in the field of
distance education a case
book that is a valuable***

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*reference of best practices
in the field" --Provided by
publisher.*

*Trends in E-learning
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Online and Distance Social
Work Education*

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*Online Distance Education
Open and Distance
Education in Australia,
Europe and the Americas
An Overview of Policies,
Trends, Issues and
Challenges in the Australian*

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***Cases on Inquiry through
Instructional Technology in
Math and Science***

***The third edition of this
award-winning Handbook
continues the mission of its***

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*predecessors: to provide a
comprehensive compendium
of research in all aspects of
distance education,
arguably the most
significant development in
education over the past*

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*three decades. While the
book deals with education
that uses technology, the
focus is on teaching and
learning and how its
management can be
facilitated through*

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*technology. Key features
include: Comprehensive
coverage that includes all
aspects of distance
education, including design,
instruction, management,
policy, and a section on*

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*different audiences. Chapter
authors frame their topic in
terms of empirical research
(past and present) and
discuss the nature of
current practice in terms of
that research. Future*

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**research needs are
discussed in relation to both
confirmed practice and
recent changes in the field.**

**Section one provides a
unique review of the
theories that support**

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***distance education
pedagogy. Section six***

***includes a unique review of
distance education as a***

component of global culture.

***This book will be of interest
to anyone engaged in***

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***International Perspectives
Perspectives In Instructional
Technology And Distance
Educat***
***distance education at any
level. It is also appropriate
for corporate and
government trainers and for
administrators and policy
makers in all these
environments. Recipient of***

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***the 2013 IAP Distance
Education Book Award
In 1996, the Institute of
Medicine (IOM) released its
report Telemedicine: A
Guide to Assessing
Telecommunications for***

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***Health Care. In that report,
the IOM Committee on
Evaluating Clinical***

***Applications of Telemedicine
found telemedicine is similar
in most respects to other
technologies for which***

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better evidence of effectiveness is also being demanded. Telemedicine, however, has some special characteristics-shared with information technologies generally-that warrant

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***particular notice from
evaluators and decision***

makers. Since that time,

attention to telehealth has

continued to grow in both

the public and private

sectors. Peer-reviewed

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journals and professional
societies are devoted to
telehealth, the federal
government provides grant
funding to promote the use
of telehealth, and the
private technology industry***

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*continues to develop new
applications for telehealth.
However, barriers remain to
the use of telehealth
modalities, including issues
related to reimbursement,
licensure, workforce, and*

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**costs. Also, some areas of
telehealth have developed a
stronger evidence base than
others. The Health
Resources and Service
Administration (HRSA)
sponsored the IOM in**

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***holding a workshop in
Washington, DC, on August
8-9 2012, to examine how
the use of telehealth
technology can fit into the
U.S. health care system.
HRSA asked the IOM to***

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***focus on the potential for
telehealth to serve
geographically isolated
individuals and extend the
reach of scarce resources
while also emphasizing the
quality and value in the***

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delivery of health care

Perspectives In Instructional
services. This workshop

Technology And Distance
summary discusses the

Educational
evolution of telehealth since

1996, including the

increasing role of the

private sector, policies that

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*have promoted or delayed
the use of telehealth, and
consumer acceptance of
telehealth. The Role of
Telehealth in an Evolving
Health Care Environment:
Workshop Summary*

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***discusses the current
evidence base for
telehealth, including
available data and gaps in
data; discuss how
technological developments,
including mobile telehealth,***

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***electronic intensive care
units, remote monitoring,
social networking, and
wearable devices, in
conjunction with the push
for electronic health
records, is changing the***

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***delivery of health care in
rural and urban
environments. This report
also summarizes actions
that the U.S. Department of
Health and Human Services
(HHS) can undertake to***

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***further the use of telehealth
to improve health care
outcomes while controlling
costs in the current health
care environment.***

***This report provides a
summary and analysis of***

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*virtual school activities and
trends across the United
States. The virtual school
movement can be
considered the "next wave"
in technology based K-12
education, joining proven*

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***distance learning delivery
methods. Virtual schools are
defined for the purposes of
this study as educational
organizations that offer K-12
courses through Internet- or
Web-based methods.***

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The face of education is constantly being transformed due to rapid changes in technology. It is imperative that leadership trends and techniques be evaluated in the educational

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*field, particularly in
reference to alternative
learning programs.*

*Administrative Leadership in
Open and Distance Learning
Programs is a pivotal
scholarly resource that*

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***discusses emerging issues
surrounding the
administration of non-
traditional education
practices. Highlighting
relevant topics that include
policy development, quality***

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*assurance, accreditation,
and assessment systems,
this publication is an ideal
reference source for
educators, academicians,
graduate students, and
researchers that are*

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***interested in the
progression of open and
distance education.***

***The Distance Education
Evolution***

***The Role of Telehealth in an
Evolving Health Care***

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***Environment
Administrative Leadership in
Open and Distance Learning
Programs***

***Library Services for Business
Students in Distance
Education***

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Foundations of Distance
Education, 6th Edition
Handbook of Distance
Education

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Corporation* 

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*height="30" src="/sites/stylus/images/imgMicro.jpg" Online,
Perspectives In Instructional
Technology And Distance
Education
Blended and Distance Education
in Schools provides students
enrolled in Education
Technology, Educational
Administration and related*

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*Masters and PhD programs with
expert opinions and insights on
the practice and policy in K-12
online, blended and distance
education, online and blended
programs, including curriculum,
instruction, technology and*

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management aspects. It describes the status and trends of the field, provides illustrative program examples, explores the issues and challenges that programs face and highlights ongoing research in key areas

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related to program effectiveness.

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*Topics discussed: * The current
status of K-12 online, distance
and blended learning in the U.S.*

** Policy, funding, and
management issues in relation to
program implementation **

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*Research on effective programs
within governmental jurisdiction
and various program types **

*Global case studies that
represent the variety of ways
programs are being successfully
implemented * A synthesis of key*

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findings and lessons learned,
Perspectives In Instructional
and local and global visions for
Technology And Distance
the future of K-12 distance and
Educat
online learning This text is highly
appropriate for students enrolled
in Educational Technology,
Educational Administration and*

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*related Masters and PhD
programs. An online companion
resource provides pedagogical
features that enhance text use in
a classroom setting.*

First published in 2002.

Routledge is an imprint of Taylor

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& Francis, an informa company.
Perspectives In Instructional
Technology And Distance
Educat
This update to the award-winning
first edition analyzes the pros
and cons of different media and
focuses on general guidelines
and basic principles, making the
ideas in this guide transferable to

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future technologies.

*Courses and programs being
delivered at a distance require a
unique set of professional
competencies. Whether using
synchronous or asynchronous
methods of instruction,*

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*International Perspectives
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*systematic instructional design
can help stimulate motivation,
increase interaction and social
presence, and authenticate
learning outcomes. Principles of
adult learning, including self-
directed and student-centered*

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learning approaches are emphasized in this Advanced Methods in Distance Education: Applications and Practices for Educators, Administrators and Learners . It is designed to be theory to practice, with readers

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*gaining the necessary
knowledge, skills, and abilities to
be successful in teaching or
training using technology-
mediated instruction. Major
sections include: Foundations of
Teaching and Learning at a*

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*Distance, Adult Learning,
Instructional Design, Technology
Knowledge and Skills,
Administrative Issues, and
Future Directions.*

Motivation, Volition, and

Engagement in Online Distance

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Perspectives In Instructional
Technology And Distance
Educ
Communication, Pedagogy, and
Technology
Building Successful Programs
Youth, Globalization, and Society

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in Africa and Its Diaspora
Perspectives In Instructional
Foundations of Distance
Technology And Distance
Education 7th Edition
Educat

*Advanced Tools, Technologies,
and Applications*

*There exists a wealth of information
about inquiry and about science,*

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International Perspectives
*technology, engineering, and
Perspectives In Instructional
mathematics (STEM), but current
Technology And Distance
research lacks meaningfully written,
Educational
thoughtful applications of both
topics. Cases on Inquiry through
Instructional Technology in Math and
Science represents the work of many*

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*International Perspectives
authors toward meaningful discourse
Perspectives In Instructional
of inquiry used in STEM teaching. This
Technology And Distance
book presents insightful information to
Educat
teachers and teacher education
candidates about using inquiry in the
real classroom, case studies from
which research suggests appropriate*

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uses, and tangible direction for
Perspectives In Instructional
creating their own inquiry based STEM
Technology And Distance
activities. Sections take the reader
Educat
logically through the meaning of
inquiry in STEM teaching, how to use
technology in modern classrooms,
STEM projects which successfully*

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Educat*
*integrate inquiry methodology, and
inquiry problem solving within STEM
classrooms with the aim of creating
activities and models useful for real-
world classrooms.*

*"This comprehensive, six-volume
collection addresses all aspects of*

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online and distance learning, including
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information communication
Technology And Distance
Education
virtual classrooms, pedagogical
systems, Web-based learning, library
information systems, virtual
universities, and more. It enables*

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*libraries to provide a foundational
reference to meet the information needs
of researchers, educators,
practitioners, administrators, and
other stakeholders in online and
distance learning"--Provided by
publisher.*

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In today's technology-crazed environment, distance learning is touted as a cost-effective option for delivering employee training and higher education programs, such as bachelor's, master's and even doctoral degrees. Distance Learning

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*International Perspectives,
Technologies: Issues, Trends and
Opportunities provides readers with an
in-depth understanding of distance
learning and the technologies available
for this innovative media of learning
and instruction. It traces the
development of distance learning from*

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Technology And Distance
Educat*
*its history to suggestions of a solid
strategic implementation plan to
ensure its successful and effective
deployment.*

*The Encyclopedia of Female Pioneers
of Online Learning is the first volume
to explore the lives and scholarship of*

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*women who have prominently
advanced online learning. From its
humble origins as distance education
courses conducted via postal
correspondence to today's advances in
the design and delivery of dynamic,
technology-enhanced instruction, the*

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ever-evolving field of online learning
Perspectives In Instructional
continues to be informed by the
Technology And Distance
seminal research and institutional
Educational
leadership of women. This landmark
book details 30 preeminent female
academics, including some of the first
to create online courses, design*

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*learning management systems,
research innovative topics such as
discourse analysis or open resources,
and speak explicitly about gender
parity in the field. Offering
comprehensive career profiles, original
interviews, and research analyses,*

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these chapters are illuminating on their
own right while amounting to an
essential combination of reference
material and primary source.*

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Second Edition*

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Methodologies, Tools, and*

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Applications

Virtual Schools

Offers comprehensive coverage of the issues, concepts, trends, and technologies of distance learning. In this environment of disruptive technological change, higher education institutions must

**determine whether they will
develop and offer technology-
supported, hybrid, or online
courses and degrees, which
courses and degrees, how many,
for whom, and for what purpose.
They must make decisions about
development models and design,**

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processes, costs, and student and
faculty support. In this volume,
the authors explore the current
and future practice of distance
education in higher education
institutions, including:
developing an initial
infrastructure to support course

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**design and development,
revitalizing existing structures**

and processes for distance

education, and cutting-edge

practices that innovate and lead

the field. These topics help guide

decision makers as they

determine appropriate responses

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to distance learning opportunities. This is the 173rd volume of the Jossey-Bass quarterly report series New Directions for Higher Education. Addressed to presidents, vice presidents, deans, and other higher education decision makers

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Education
on all kinds of campuses, it
provides timely information and
authoritative advice about major
issues and administrative
problems confronting every
institution.

**Online and Distance Social Work
Education: Current Practice and**

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Future Trends provides a
comprehensive presentation on
the evolution, current status and
future direction of distance
learning and online education in
the social work profession.

Documenting the current state-of-
the-art, this book demonstrates

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**the power of distance learning
and online technology and
addresses future trends in web-
based social work education.**

**Written by widely recognized
experts, the chapters represent
an authoritative statement of the
present state-of-the-art in the**

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application of technology to

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contemporary social work

Technology And Distance
education. The insights of these

experts will be of great interest to

students and faculty in the 798

accredited social work programs

in the United States. They are

creating a revolution in the

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**profession which will forever
change the nature of education
for professional practice.**

**Authored by widely recognized
educators on the cutting edge of
technological innovation, this
text will be relevant to social
work students and educators in**

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**baccalaureate, masters and
doctoral programs in the USA and
internationally. The chapters in
this book were originally
published in the Journal of
Teaching in Social Work.**

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**International Perspectives
Perspectives In Instructional
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Education**
**describes the history, structure
and institutions of open and
distance education in six
countries: Australia, Brazil,
Canada, Germany, the UK and the
US. It discusses how open and
distance education is evolving in
a digital age to reflect the needs**

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International Perspectives
and circumstances of national
Perspectives In Instructional
higher education systems in
Technology And Distance
these countries, and explores the
Education
similarities and differences
between the ways in which they
are organized and structured. It
is the first book to make such
comparisons and draw

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conclusions about the nature of open and distance education in the context of various national higher education systems. In a digital era with growing use of online education as well as open and distance education, this book is particularly useful for policy-

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**makers and senior administrators
who want to learn about
organizing and expanding open
and distance education provision.
It is also a valuable reference for
researchers, academics and
students interested in
understanding the different**

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**approaches to open and distance
education.**

**Current Practice and Future
Trends**

**Online, Blended and Distance
Education in Schools**

**Supporting Multiculturalism in
Open and Distance Learning**

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Applications and Practices for
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Learners**

**International Handbook of
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Advanced Methods in Distance**

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Traditional distance education is undergoing major changes as governments seek to increase higher education enrolments and institutions and individuals make wide use of technologies to support learning. This paper discusses a number of issues relating to teaching and learning in

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distance education and intends to contribute to the ongoing discussion of the role of distance education in meeting the educational needs of nations and their people as they strive to meet the demands and expectations of a rapidly developing global knowledge economy. This is one of a number of papers developed by DEHub

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in relation to issues in distance education and focuses on policies, trends, issues and challenges related to teaching and

learning. [Author abstract]

The growing interest in transnational cooperation in education across borders has different implications for developed and developing countries. It is true that

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globalization affects all societies, but not at the same speed and magnitude.

Perspectives In Instructional Technology And Distance Education
Supporting Multiculturalism in Open and Distance Learning Spaces is a critical scholarly resource that examines cultural issues and challenges in distance education arising from the convergence of theoretical, administrative, instructional,

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communicational, and technological dimensions of global education. Featuring coverage on a broad range of topics such as cultural diversity, interaction in distance education, and culturally sensitive intuitional design, this book is geared towards school administrators, universities and colleges, policy makers, organizations,

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Motivation is an important factor in and for all education levels. However, as learners in online distance education milieus are away from both teachers, other learners, and the learning environments physically, this concept becomes more important for online education.

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Education

Motivating learners in distance education and keeping their motivation alive throughout the learning process is an issue that should be emphasized and taken care of for teachers and instructional designers.

At this point, although there are many approaches, models, and theories regarding enhancing and sustaining

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Perspectives In Instructional Technology And Distance Education
motivation and engagement in the education processes, it is seen that there is not enough work and/or effective and efficient strategies that can be applied in online distance learning environments.

Motivation, Volition, and Engagement in Online Distance Learning evaluates motivational obstacles in online distance

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education both theoretically and practically, identifies the strengths and weaknesses of the online education

environments regarding motivation, and provides actionable motivational and volitional strategies for online educators.

This book offers coverage of topics such as learning theories, motivation research, and

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synchronous online learning environments, making it a valuable

resource for researchers, professionals,

decision makers, institutions in all

education levels, academicians, pre-service

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initiatives. It goes beyond the hype surrounding Web 2.0 technologies and highlights the important issues that researchers and educators need to consider to enhance educational practice. George Veletsionos is assistant professor

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Teaching and Learning at a
Distance is written for introductory
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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

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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

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edition of Teaching and Learning at
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a Distance we carefully reviewed
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the literature to determine the
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definition that would be at the
foundation of our writing. This
definition is based on the work of
Desmond Keegan, but is unique to

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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

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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

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recommendations that can be supported by research. The third

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theme of Teaching and Learning at

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a distance is derived from Richard

Clark's famous quote published in

the Review of Educational

Research that states that media are

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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

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education delivered at a distance was inherently better than other

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ways people learn. Distance

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delivered instruction is not a

□magical□ approach that makes

learners achieve more. The fourth

theme of the book is equivalency

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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

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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

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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.

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strengthened and assumed a
more international scope.
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impressive growth in the
conceptual, empirical and
experiential foundations
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the most advanced

technologies (e.g., 3-D
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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

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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

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book. This definition of distance
education has been adopted by
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second theme of the book was

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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

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published in the Review of
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that media are mere vehicles
that do not directly influence
achievement. Clark's
controversial work is discussed
in the book, but is also

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fundamental to the book's
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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
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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

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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

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the various ways instruction is made available to distant learners as is possible. It should be a single source of information about the field.