

Online Education in rural

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Abstract: Distance education delivers classes (live or pre-taped) to students in their home, office, or classroom. It is used by K-12, higher education, continuing education and business. As the cost of delivering quality education increases, institutions find that limited resources prevent them from building facilities, hiring faculty, or expanding curricula. They are using distance education to maximize resources and are combining their assets with others to produce programming. Distance education is offered internationally, nationally, regionally, and locally over all forms of conferencing technology. Distance education delivers classes (live or pre-taped) to students in their home, office, or classroom. It is used by K-12, higher education, continuing education and business. As the cost of delivering quality education increases, institutions find that limited resources prevent them from building facilities, hiring faculty, or expanding curricula. They are using distance education to maximize resources and are combining their assets with others to produce programming. Distance education is offered internationally, nationally, regionally, and locally over all forms of conferencing technology. Distance learning is expanding and examples of it are increasing dramatically. Fewer than 10 states were using distance learning in 1987; today, virtually all states have an interest or effort in distance education. Distance learning systems connect the teacher with the students when physical face-to-face interaction is not possible. Telecommunications systems carry instruction, moving information instead of people. The technology at distant locations are important and affect how interaction takes place, what information resources are used, and how effective the system is likely to be. [Mojtaba Sadighi and Mehran Bozorgmanesh. **Online Education in rural**. Researcher. 2011;3(6):72-77]. (ISSN: 1553-9865). <http://www.sciencepub.net>.

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Introduction:

Distance learning is expanding and examples of it are increasing dramatically. Fewer than 10 states were using distance learning in 1987; today, virtually all states have an interest or effort in distance education. Distance learning systems connect the teacher with the students when physical face-to-face interaction is not possible. Telecommunications systems carry instruction, moving information instead of people. The technology at distant locations are important and affect how interaction takes place, what information resources are used, and how effective the system is likely to be. Technology transports information, not people. Distances between teachers and students are bridged with an array of familiar technology as well as new information age equipment. What sets today's distance education efforts apart from previous efforts is the possibility of an interactive capacity that provides learner and teacher with needed feedback, including the opportunity to dialogue, clarify, or assess. Advances in digital compression technology may greatly expand the number of channels that can be sent over any transmission medium, doubling or even tripling channel capacity. Technologies for learning at a distance are also enlarging our definition of how students learn, where they learn, and who teaches them. No one technology is best for all situations and applications.

Different technologies have different capabilities and limitations, and effective implementation will depend on matching technological capabilities to education needs.

Distance education places students and their instructors in separate locations using some form of technology to communicate and interact. The student may be located in the classroom, home, office or learning center. The instructor may be located in a media classroom, studio, office or home.

The student may receive information via satellite, microwave, or fiber optic cable, television (broadcast, cable or Instructional Television Fixed Services (ITFS), video cassette or disk, telephone - audio conferencing bridge or direct phone line, audio cassette, printed materials - text, study guide, or handout, computer - modem or floppy disk, and compressed video. Recent rapid development of technology has resulted in systems that are powerful, flexible, and increasingly affordable. The base of available information technology resources is increasing with dramatic speed. Much has been learned about connecting various forms of technology into systems, so that the ability to link systems is growing. Most distance learning systems are hybrids, combining several technologies, such as satellite, ITFS, microwave, cable, fiber optic, and computer connections.

Interactivity is accomplished via telephone (one-way video and two-way audio), two-way video or graphics interactivity, two-way computer hookups, two-way audio. Interactivity may be delayed but interaction provided by teacher telephone office hours when students can call or through time with on-site facilitators. Classes with large numbers of students have a limited amount of interactivity. Much of the activity on computer networks is on a delayed basis as well. Possibilities for audio and visual interaction are increasingly wide.

In the earlier days of distance learning, it was most common to see distance learning used for rural students who were at a distance from an educational institution. The student might watch a telecourse on a television stations, read texts, mail in assignments and then travel to the local college to take an exam. This model is still in use, but as the technology has become more sophisticated and the cost of distance learning dropped as equipment prices dropped, the use of distance education has increased.

High front-end costs prevented an early widespread adoption of electronically mediated learning. Distance learning has been aggressively adopted in many areas because it can meet specific educational needs. As the concept of accountability became accepted and laws required certain courses in high school in order for students to be admitted to state colleges, telecommunications was examined as a way to provide student access to the required courses. Many rural school districts could not afford the special teachers to conduct required courses. Distance education met this need by providing courses in schools where teachers were not available or were too costly to provide for a few students. It also fulfilled a need for teacher training and staff development in locations where experts and resources were difficult to obtain. These systems link learner communities with each other and bring a wide array of experts and information to the classroom.

Challenges which faced the early users of distance education are still with us today. If distance education is to play a greater role in improving the quality of education, it will require expanded technology; more linkages between schools, higher education, and the private sector; and more teachers who use technology well. Teachers must be involved in planning the systems, trained to use the tools they provide, and given the flexibility to revise their teaching. Federal and state regulations will need revision to ensure a more flexible and effective use of technology. Connections have been established across geographic, instructional, and institutional boundaries which provide opportunities for collaboration and resource sharing among many groups. In the pooling of students and teachers, distance learning reconfigures the classroom which no longer is

bounded by the physical space of the school, district, state or nation.

The key to success in distance learning is the teacher. If the teacher is good, the technology can become almost transparent. No technology can overcome poor teaching which is actually exacerbated in distance education applications. When skilled teachers are involved, enthusiasm, expertise, and creative use of the media can enrich students beyond the four walls of their classroom.

Teachers need training in the system's technical aspects and in the educational applications of the technology. Areas for assistance include the amount of time needed to prepare and teach courses, how to establish and maintain effective communication with students, strategies for adding visual components to audio courses, ways to increase interaction between students and faculty, planning and management of organizational details, and strategies for group cohesion and student motivation.

The interchange of ideas requires different communication methods than in conventional classrooms: information technologies are predominantly visual media, rather than the textual and auditory environment of the conventional classroom, the affective content of mediated messages is muted compared to face-to-face interaction, and complex cognitive content can be conveyed more readily in electronic form because multiple representations of material (e.g., animations, text, verbal descriptions, and visual images) can be presented to give learners many ways of understanding the fundamental concept.

WHAT IS DISTANCE EDUCATION?

Distance education is a method of education in which the learner is physically separated from the teacher and the institution sponsoring the instruction. It may be used on its own, or in conjunction with other forms of education, including face-to-face instruction. In any distance education process there must be a teacher, one or more students, and a course or curriculum that the teacher is capable of teaching and the student is trying to learn. The contract between teacher and learner, whether in a traditional classroom or distance education, requires that the student be taught, assessed, given guidance and, where appropriate, prepared for examinations that may or may not be conducted by the institution. This must be accomplished by two-way communication. Learning may be undertaken either individually or in groups; in either case, it is accomplished in the physical absence of the teacher in distance education. Where distance teaching materials are provided to learners, they are structured in ways that facilitate learning at a distance.

EFFECTIVE TEACHING AND LEARNING WITH DISTANCE EDUCATION

Distance education dictates changes in behavior for both the teacher and the learner. The successful student develops persistence and skills in self-directing work. The successful distance education teacher becomes conversant with new technology and develops new instructional styles, moving from creating instruction to managing resources and students and disseminating views (Strain, 1987). Administrative and faculty support for distance education are critical to the success of this instructional method. Administrators should take note that the implementation of a distance education program may allow access to a greater number of students. However, the time and work associated with teaching at a distance exceeds the normal requirements of campus-based instruction.

Students in distance education settings perform as well or better on assignments, class activities, and exams when compared to campus-based students (St. Pierre, 1998). Nevertheless, students must maintain persistence and a clear focus to succeed in a distance learning situation. Self-direction, a passion for learning, and strong individual responsibility are important influences on achievement. There are indications that distance education works best for more mature, motivated, well-organized, and already accomplished learners (Rintala, 1998).

Garrels (1997) describes five critical elements for successful teaching at a distance:

1. Instructor enthusiasm. This requires animation and comfort in front of the camera, or with the technology utilized. Faculty support and interest are critical to the success of distance learning endeavors.

2. Organization. Teaching materials must be prepared in advance; timing, variation, and smooth transitions must be planned. Instructors should allocate from 3 to 5 hours of preparation for each hour of distance instruction. Great attention to detail is required long before the actual classroom activity occurs (Summers, 1997).

3. Strong commitment to student interaction. Whatever the modality used to teach at a distance, the instructor must encourage and facilitate ongoing communication between the students and the instructor.

4. Familiarity with the technology used in the class format. Faculty development is important before beginning any distance activities, and instructors should be trained in video use, computer use, or other forms of instructional technology used.

5. Critical support personnel. Production staff, graphic designers, and technical staff members will help the instructional setting produce successful teaching at a distance.

Distance education is any type of schooling that takes place away from a physical campus. Distance

education is also known as:

- distance learning
- virtual learning
- online learning
- e-learning
- online education
- web-based training

Types of Distance Education Programs:

There are two types of programs offered by distance education schools: synchronous learning programs and asynchronous learning programs. With synchronous learning, distance education students must log on to the school's website at a set time. Often, they interact with their peers and professors via group chats, web seminars, video conferencing, and phone call-ins. With asynchronous learning, distance education students complete all coursework on their own time. They often learn via assignment sheets, message boards, email, pre-recorded video lectures, mp3s, and traditional mail correspondence.

Distance education began for the delivery of courses to students who live in remote areas. Over the years, though, this form of education has become the preferred method for learning outside of the classroom.

Distance Education is now undertaken by people with busy schedules, hectic lifestyles, special needs, and also those living in isolated areas. What's more, with such flexible learning options you can choose to study at any time and from any location you like.

There are a number of different **forms of distance education** and it's important to know which method you prefer:

- **Correspondence learning:** your course materials are printed and sent out to you by mail/courier. The advantages are that you have a printed set of reference materials, you can study anywhere and you are not reliant on a computer, you can learn for long periods of time.
- **eLearning:** your course materials are provided to you in multimedia format; that is, on CD/DVD. In this way you can choose to take your study materials within you and learn anywhere in the world with just a laptop.
- **Online learning:** no materials are sent to you and you do all your learning online. The limitation is that you need to be logged onto a computer (though you may be able to download and print some of your materials yourself, though this can cost you more in ink), there is a limit to how much you can absorb and do online, and most people's attention span on-screen is limited to 20 minutes (your eyes get tired after that).

- **Broadcast learning:** where you tune into a series of television, radio or Internet broadcasts (e.g. podcast, YouTube, etc.).
- **Teleconferencing:** where your lessons are conducted in real time through an Internet connection. Limitations are that streaming can be slow, connections can cause problems (students and teachers generally need to be computer literate) and there can be delays in talk-time, depending on software, hardware and connection capabilities.

Online Education Cons

To balance our view of online education, let's consider some of the disadvantages/Weaknesses:

1. Requires Self Discipline

The greater freedom of online classes requires greater self disciplines, but not everybody has it. The comfort of studying from home may also reflect negatively on your motivation to do your best.

Depending on your personality, home can provide as many distractions as traditional campus facilities (designed especially for studying).

2. How well have you learned

With online education, the students have a greater hold on the education process, and that is not always a good sign. For example, in online education, though the teachers set up the audio and video clips with the same dedication, it remains to be seen whether the students study it with the same dedication that they would in a classroom.

3. No Campus Life

Many people remember the college/university as the best time of their lives.

Part of it is the campus life – During and after classes. One of the disadvantages of taking online education rather than traditional one, is that in online education you will not have the atmosphere of campus lawns, corridors and classrooms, huge libraries with real books you can hold. There will be no campus buddies and no campus culture.

4. Internet Connection

Another negative point of online education is that it entirely depends on the internet connection. Though many countries have a robust Internet connection and others are getting it soon, there are still countries, and areas in countries that do not have access to Internet and other enhanced technologies. It would be difficult to get online education in countries that have a limited online presence.

Online Education VS Traditional Education

This article reviews the differences and the pros and cons of online VS traditional education.

Gone is the world where only traditional, campus-based education existed and you only had to choose the

university or college you wanted to study in.

Someday, probably in the near future, Online Education will replace traditional institutions. At least, many degree programs will combine the on campus courses as well as online classes as a standard educational approach.

But for now, the future student has to decide first whether he/she wants to study online or on a campus degree.

Here are some points to consider the pros and cons of online and traditional institutions:

Differences between Online and Traditional Education; Comparison

1. Convenience

One of the most striking, innovative, and unprecedented features of online education is their convenience for almost anyone. Persons busy with careers or families will be able to compose their schedules so that they fit their individual time constraints. This is possible because courses are delivered in the form of electronic-based modules online.

It is also convenient because it requires no commuting, saving a great deal of time and money.

It allows to study from home, with the only requirement being the possession of an adequate computer and internet connection. Basic computer skills only are required to acquire higher education online.

2. Expenses

Tuition costs less for most online institutions. Online education also eliminates the additional expenses usually entailed by traditional “campus life”, commuting, and the purchase of study materials.

3. Feedback

Feedback is somewhat better in traditional education. Students can interact directly face to face with both classmates and teachers, which makes feedback easier to understand and faster to get.

Some online institutions do offer chat rooms and video/audio meetings.

4. Accreditation

The credit of online education depends on its purpose and context. If you only have online degree(s) and are just trying to find work, employers may prefer traditionally educated candidates.

If you are already an employed and valuable professional, online learning will be seen favorable as a way to improve your skills, expand your professional knowledge, and thus contribute more at work.

5. Ecology

Online education has obvious positive effect on the environment.

It may not be measurable now, but if online education largely replaces traditional institutions in the near future it will mean that less paper will be used for books and

writing material and fewer campuses will be built while the number of students and employed teachers will only increase radically.

Conclusion:

In general, new methods of educational systems to countries around the world as a necessity and need for learning and training opportunities to study in areas with different climatic features and conditions of learning and education according to their gender and cultures, has been. Each method is mentioned with regard to changes in features and creates an education system, and evaluation is used. Judgement of distance education in an educational way, first as a necessity to eliminate barriers to educational climate and geographical areas, age and gender restrictions learners began their work. And more in a death education system, especially in the philosophy and goals based on theories of learning theories have evolved to find and promote professional growth. Approach to distance education with regard to the necessity of education in countries formed.

Emergence and development of information societies is the consequences of industrialization. Despite the diversity of information in various forms of media in local, national and international, access, exchange and use of various information easier than last time is. Information society, a member of your buddies know that open information system in terms of geographical location and the last 25 years, organizational development, are limited. Distance learning faster than other forms of training has been.

Growth factor in the economic interests of this type of educational approach, flexibility and remove the distance can be named. The methods of distance education, required for building physical education is not providing services. Teachers and trainers in this method - compared with traditional methods - and have more opportunities to more people than are being trained. In this type of teaching style of each person in each academic field, and each job can be arbitrary in time and space, trained without having to leave the house for work or business is education. This method requires that students are dispersed over long distances provides. Distance learning advantages of distance education in comparison with traditional education, the need for physical locations and training programs limited to no specific time period. In this type of teaching style, learning for life without possibility of spatial and temporal constraints for each individual there. In distance education, problems related to lack of qualified teachers and appropriate educational environment - as it posed in the traditional method of M is - is resolved. In this way the use of advanced features in digital libraries and search the various sites during the study, time and cost savings are.

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