

Traditional Degrees and online degrees in adult education

Abbas Emami and Mohaddaseh Nazarpour

Marvdasht Branch, Islamic Azad University, Marvdasht, Iran
E-mail: abbasemami237@yahoo.com

Abstract: 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. 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.

[Abbas Emami and Mohaddaseh Nazarpour. **Traditional Degrees and online degrees in adult education.** *Researcher* 2016;8(1):66-70]. ISSN 1553-9865 (print); ISSN 2163-8950 (online). <http://www.sciencepub.net/researcher>. 6. doi:[10.7537/marsrsj08011606](https://doi.org/10.7537/marsrsj08011606).

Keywords: Online Degrees, Traditional Degrees, distance education

Introduction:

Hence, considering the position and role of education in the third millennium on the basis of ICT is also a serious approach to the topic with the knowledge community centered on learning and general trends of technological tools to enjoy much of the information and Find the appropriate place in the information society Third Millennium That actually can be a global community and is without limit is undeniable-and-run. Guidance and therefore move in the direction of society should be education and technology for comprehensive pandemic done. Considering the above definitions and with the knowledge and attitudes towards the third millennium and the desirability and some weaknesses in the achievement of certain standards and dynamic structures in order to achieve a knowledge based society, there is. In the present circumstances to provide our information infrastructure development and integration inevitably link the elements and tools that they are as indicators of technology education and technology education will be remembered. In the new context of combining these two indicators comes to training facilities and a variety of tools that will provide guidance and development in information will be very effective.

In other words, the country still in the feasibility assessment and appropriate to make public the necessary training for operation and application of scientific principles and technological tools is has been done and why certain movements and sometimes non-normative point will not be able node an unlock.

The conditions and according to the capacity of developing countries and training facilities required a knowledge-based society feels is felt. If all processes in technology education and technology optimization and standardization of the Hungarian education should go, and appropriate channels that the best option in this area could benefit from state universities is capabilities.

According to the information in the development of any society should take half of the world to progress until the necessary coordination and synchronization global developments so as to accept the design structure of a knowledge-based society have a special place for the University and respect the role of education and technology was In designing a model with global standards of dynamism and flexibility at first be necessary to select a sample that the facilities and communications needed for this purpose provide action and then determine optimal cognitive deficiencies than Hammett and weaknesses push.

No doubt the experiences of implementing these standards and to develop troubleshooting information using technological tools would be much more economical. That if we develop a range of information from a city university level and conduct more successful we'll be more acceptable was. Because the utilization and application tools and step up the information they've been successful. Therefore the most important first step needed to coordinate and synchronize technology education and educational

technology standards and capability in the high user acceptability of the world is also enjoyed.

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.

The Cons of Online Degree Programs

Here are the main shortcomings:

1. Credits and Accreditation

Remember that not all online institutions are accredited or have the required accreditation.

Some online degree credits are transferable and some are not – It is important to find the level of accreditation that the online institution provides – Regionally or nationally accreditation.

There are however, those online institutions which are considered to be on the par with established traditional education systems.

2. Suitability

It's best not to idealize online programs and what they offer.

Studying from home may sound great, but not everyone has the right environment at home for academic study. For some people, specially designed campuses are ideal to get away from the distractions of the home and to immerse yourself in study.

3. No face-to-face human interaction

Online degree programs and online courses have their advantages, but they lack human interaction. These prevent the normal interactions between students and teachers, relegating any queries to the message boards and forums.

Only video interaction may be possible with online degree programs and its exact use and frequency vary from institution to institution, while the actual classes are given via archived modules.

For those who prefer human interaction, online degree program may not be the best option.

4. Independent study isn't good for all

Online degree study may require better comprehensive skills than traditional education.

In traditional classroom environment, it may be easier to understand instructional material because of the human proximity and the option to ask questions and get immediate sympathetic answers.

Are Online Degrees Worth Anything? Are Online Degrees Credible?

Many people consider online degrees as not worthwhile proposition.

They think online degrees are a waste of time and money; further, they feel such degrees are not recognized anywhere.

So, are online degree programs worth anything?

Well, it is quite natural to have apprehensions about something that you do not know about. In fact, when online courses were newly launched, they were widely unaccepted by many corporations and campus based educational institutions. However, the situation has now changed.

Online degrees are gaining popularity. Further, such degrees are being offered and widely accepted. As per a recent survey conducted by Distance Education and Training Council, more than 71% of corporations consider online degrees as 'more valuable' and worthwhile than the traditional one.

How can one understand the value of an online degree?

Though, surveys mark online degrees with certain amount of credibility, how does one make sure the value attached?

Online Degree Program: Should you go for it?

The first question asked is –

Is an online degree worth anything? What is the real Value of online degrees?

Check for the accreditation! The accreditation attached to the online degree is the key here.

As for any campus based degree program, there are accredited online degrees and non accredited online degrees based on the online school accreditation. Therefore, the accreditation of the online educational institution must be checked carefully.

For more information, refer to Online Schools Accreditation Meaning. Let us acquaint ourselves with the merits and demerits on online degrees for understanding the value attached.

Merits of online degrees:

1. **Ease of Access:** The course material and instructions can be accessed by a student from anywhere across the globe. This can be done via an internet connection. This provides greater freedom to students and working professionals to study the course material.

2. **Genuine interactivity:** Online courses provide students with a high level of interactivity.

How? Since the students are far apart geographically, they have more time to ponder over the facts and get back with logical reasoning and viewpoint. This is not so in case of traditional classes.

3. Dissemination of information: Online courses have the advantage of reaching out to larger masses as compared to traditional studies. Further, additions and amendments can easily and more quickly be disseminated to students.

4. Documentation: The best part of online courses is every material, discussion, presentation and interaction is electronically documented. Thus, a student can refer to such documents anytime, anywhere.

Perhaps, the only demerit of online degree is the kind of infrastructure it requires. An online course requires a sound IT infrastructure that can support the smooth functioning of online class rooms.

Earn a Degree Online: Why Get a Degree Online?

These days, one can get a degree without going to college. Online education is the latest concept that has taken the world of education by storm.

Though online education is still in its initial stages in many parts of the world, it becomes a great option, particularly in the western world, and has certain advantages over traditional education, which makes it so popular.

Online education is not just advantageous to the teachers, but has its advantages for the students too. While teachers can make decent money by teaching online, students can also get online degrees in a simple manner.

This article addresses the first questions asked about online degrees – Why Earn an Online Degree?

Why get a degree:

The first questions asked by many who are just starting up: Why do I need a degree? What should I get a degree in?

No degree means no job and thus no money. Needless to say that, without a degree your chances for getting a decent job on the job market are limited – Employers take it as the first selection criteria.

Refer to the categories – Choosing a Career Path and Online Education Degrees for getting a complete picture and more information on career & degree choices.

Why get a degree online?

The first question asked naturally is – Why an Online degree and not the traditional degree?

Both ways are good as long as you look for an accredited online degree.

An online degree is absolutely not less Qualitative – There is no difference between the value of a traditional degree and an online degree given that – You will check very carefully the accreditation of

the online educational institution before taking a degree program online.

If you are wondering whether you should get an online degree, you would be surprised to know that many people have no other choice but to opt for an online degree.

There are several reasons why one needs to get an online degree, but the most common are:

- In many cases, people need extra degrees to pursue a career in a profession that they are interested in.

- Many people do not continue their education for a number of reasons, and by the time they are ready to pursue their education, they are working or even have a family. An online education makes life simpler for people like them.

Why take Online Degree program?

Consider the pros and cons for online education and traditional education, before choosing either one.

Online degree choices – What are the choices?

Online education provides almost the entire scope of education, starting from an Associate degree up to PhD degree online. There are streams of education, and even some professional specialized courses. For example:

- You can complete your school or college education via the online universities.

- You can also get other, professional degrees online such as, a degree for managers a MBA, Master of Business Administration online.

- Professional course, online learning – You can complete computer courses online and get a certificate, a diploma. These courses are best fit for people who want to advance their professionalism with a specific online degree of their industry for getting a lift up off their career.

Therefore, if you are thinking how to get a degree at home, you would first need to decide which degree is of your interest – Which degree you want to get.

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.

References:

1. Alharthi, Mohammad A (2003). a High quality portal frame work for asynchronous learning networks: intellectual capital aggregation and organization, doctorate thesis, Vanderbilt university.
2. Allison. chlin.& others (2002). an integrated framework for distributed learning environments.
3. Almogbel. Ali N (2002). distance education in Saudi Arabia: attitudes and perceived contributions of faculty, students, and administrators in technical college, doctorate thesis, university of Pittsburgh.
4. Al-saleh, Mary Margaret (2002). a description and comparison of RN_ BSN Nursing student, perception of student _ teacher relationships in traditional and internet distance education nursing courses. DNSC, widener university school of nursing.
5. Anonymous (2001). history of distance education and training council (75 years). Distance education and training council washington.
6. Armstrong, Amy Jo (2002). an investigation of personal – social contextual factors of the online adult learner: perceived ability to complete and succeed in a program of study. Doctorate Thesis, Virginia commonwealth university.
7. Barron, D (1996). Distance education in north American library and information science education: Application technology and commitment. journal of the American society for information science. Vol.47, No.11.
8. Bates,T (1995).Technology, open learning and distance education London:Routledge.
9. Beetham. H., & Sharpe, R. (eds.) (2007). *Rethinking pedagogy for a digital age: Designing and delivering e-learning*. London: Routledge.
10. Boltone, sharon Bauer (2002). Developing an instrument to Analze the application of adult learning principles to world wide web distance education courses using the Delphi technique. EdD. University of lousville.
11. Bonk, C., & Graham, C. (eds.). (2006). *Handbook of blended learning: Global perspectives, local designs (pp. xvii - xxiii)*. San Francisco: Pfeiffer.
12. Carter, A (2001). Interactive distance education: implication for adult learner, *Interautional Media*, 28(3), PP: 249-261.
13. Chizari, M, Mohammad,H and linder,J.R (2002). Distance education competencies of Faculty members in Iran.
14. Crossfield, N. L. (2001, May/June). Digital reference: the next new frontier. *Latitudes*, 10(3). Retrieved July 16, 2005, from <http://nmlm.gov/psr/lat/v10n3/digitalref.html>.
15. Dodds, T., Perraton, H., & Young, M. (1972). *One year's work: The International Extension College 1971-1971*. Cambridge, UK: International Extension College.
16. Faulhaber, C. B. (1996). Distance learning and digital libraries: Two side of a single coin. *Journal of the American Society for Information Science* 47(11), 854-856.
17. Gandhi, S. (2003). Academic librarians and distance education challenges and opportunities. *Reference & User Services Quarterly*, 43(2), 138-154.
18. Garrels, M. (1997). Dynamic relationships: Five critical elements for teaching at a distance. Faculty Development Papers. Available online at: Indiana Higher Education Telecommunication

- System
(http://www.ihets.org/distance_ed/fdpapers/1997/garrels.htm l).
19. Garrison, D. R.; H. Kanuka (2004). Blended learning: Uncovering its transformative potential in higher education. *The Internet and Higher Education* 7 (2), 95-105.
 20. Garrison, R., & Vaughan, N. (2008). *Blended learning in higher education: Framework, principles, and guidelines*. San Francisco: Jossey-Bass.
 21. Garrison, J. A., Schardt, C., & Kochi, J. K. (2000). web – based distance continuing education: a new way of thinking for students and instructors. *Bulletin of the Medical Library Association*, 88(3), 211-217.
 22. Grimes, G. (1992). Happy 100th anniversary to distance education. Retrieved August 25, 2005, from <http://www.macul.org/newsletter/1992/nov,dec92/going.html>.
 23. Husler, R. P. (1996). Digital library: content preservation in digital world. *DESIDOC-Bulletin of Information Technology*, 16(1), 31-39.
 24. Jeffres, M. Research in distance education. Retrieved August 20, 2005, from <http://www.ihets.org/distance-ipse/fdhandbook/research.html>.
 25. Katsirikou, A., & Sefertzi, E. (2000). Innovation in the every day life of library. *Technovation*, 20(12), 705-709.
 26. Lebowitz, G. (1997). Library service equity issue. *The Journal of Academic Librarianship*, 23(4), 303-308.
 27. Lipow, A. G. (1999, January 20). Serving the remote user: reference service in the digital environment. In *Proceedings of the ninth Australasian information online & on disc conference and exhibition*.
 28. Littlejohn, A., & Pegler, C. (2007). *Preparing for blended e-learning*. London: Routledge.
 29. McLean, D. D. (1996). Use of computer-based technology in health, physical education, recreation, and dance. *ERIC Digest* 94-7. Washington, DC: ERIC Clearinghouse on Teaching and Teacher Education. ED 390 874.

1/24/2016