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Distance Education

Distance Education is defined as “teaching and planned learning in which teaching normally occurs in a different place from learning, requiring communication through technologies as well as special institutional organization” (Moore & Kearsley, 2012, p. 2). Distance learning extends access to educational opportunity to people who would otherwise be excluded (Garrison & Cleveland-Innes, 2010, p.105). Distance learning is used to describe learning and teaching, which is our subject of study, and “the term education describes the relationship that has two sides, teacher and learner” (Moore & Kearsley, 2012, p. 2).

The components of Distance Education include a general model for processes in a system. First element includes a source of content knowledge and teaching, which is comprised of an educational institution with faculty and resources to provide the content. Second, a course design system to structure into materials and activities for students. Third, a system that delivers the courses to learners through media and technology. Fourth, instructors and support personnel who interact with learners as they use these materials. Fifth, learners in their different environments. Lastly, a management system to organize policy, needs assessment, and resource allocation; to elevate outcomes; and to coordinate other systems (Moore & Kearsley, 2012, p. 12).

Distance Education is about change it does have differences from traditional education. Distance Education means that “more people have access, more easily, to more and better learning resources” (Moore & Kearsley, 2012, p. 20). Generally, students would attend brick and mortar colleges or universities that may or may not be local, if it were accessible to them. In contrast to traditional education, the use of distance education allows disadvantaged populations access to take courses from the same institution and faculty. This is especially true for working

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adults as they may not be able to attend the traditional university setting which is face-to-face. Many distance education students are working adults as opposed to traditional college students who have typically come straight from high school.

Web-based learning, also called e-learning, include student management resources and testing functions (Moore & Kearsley, 2012, p. 81), which are different than traditional learning as it provides more autonomy. These systems provide asynchronous interaction where student and teacher are separated by time and space (Moore & Kearsley, 2012, p. 140) and synchronous interaction where learning and teaching take place in real-time (Moore & Kearsley, 2012, p. 230). Distance Education, “beyond access, gives a greater degree of control to the learner” (Moore & Kearsley, 2012, p. 20). Working to provide quality programs in a competitive world is also a concern, which is factored into the costs of distance education. “A key idea in distance education is the principle of comparative advantage” (Moore & Kearsley, 2012, p. 21). Meaning that these schools have to decide upon subjects it provides in opposition to its competitors. The future educational system, as opposed to traditional, will have no geographic boundaries (Moore & Kearsley, 2012, p. 21).

In conclusion, Distance Education is learning and teaching that is done anywhere. Distance Education has changed the way traditional education is done as it usually uses some form of technology to have interaction between teacher and student. As Distance Education provides autonomy and greater access to education to students worldwide, it continues expanding to many populations without regards to any geographic boundaries.

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