

# Distance Education in Practice

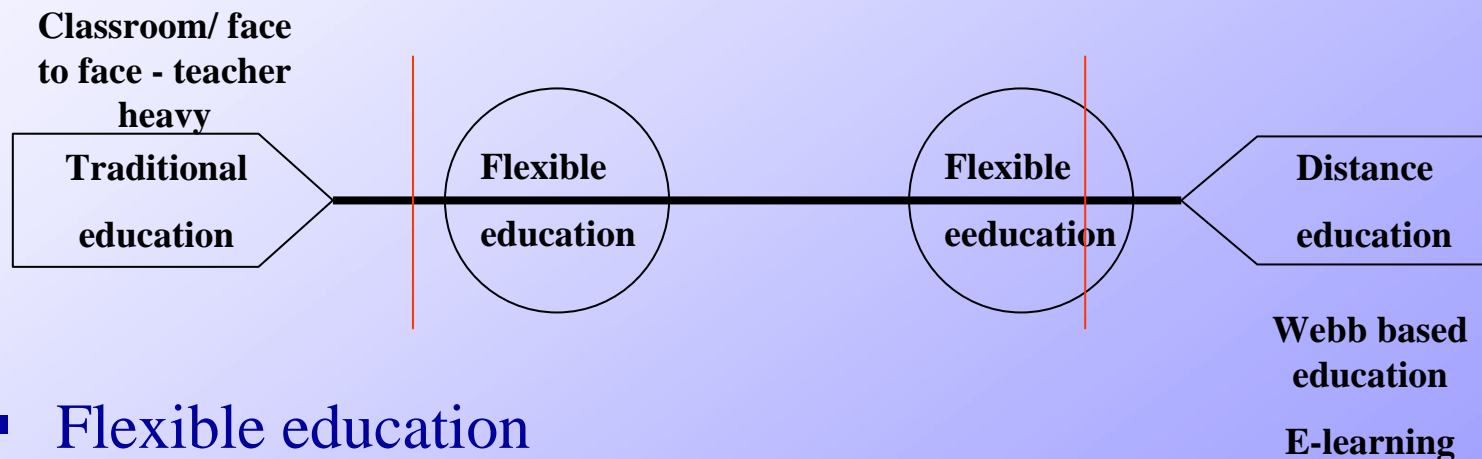
- Needs and educational profiles
- Pedagogical model
- Methodological tools
- Analysis and working methods
- Organization
- Technical tools
- Pedagogical structure capital
- Eden – working place for teachers and students
- Some examples
- Questions and short discussions

# The educational "life cycle"

- Needs / demands (Individuals, organization, society)
- Task - reservation (compare: The state / municipality)
- End user analysis
- Organization and choice of methods
- Planning and manuscript
- Design and production
- Apply for... – administration
- Carrying through (out) / interaction (Learning)
- Competence control – Goal fulfilment
- Evaluation

# Educational profiles - definitions

- Traditional education
- Distance education



- Flexible education
- Needs and accessibility will be govern the design
- In Finland they are using the word "Multiform education"

# Value for the teacher and student

- Increased accessibility, and increased freedom (liberty) of choice
- Human capital will become pedagogical structure capital
- Important resources can be copied and disseminated
- Wider possibilities for individualization
- More individual time for the student
- Working team/partner natural base for development
  - Charing of planning
  - Methodological variation
  - Better follow-up
  - "smart" Job

## Traditional but tested...

- Orientate
- Motivate
- Present
- Instruct sb to
- Test/Practise
- Learning by doing
- Control

# Pedagogical basic outlook – model

1. Terms and conceptions
  2. Problem definition
  3. Inventory of understanding and ideas
  4. Systematize and estimate the value
  5. Formulate the learning goals
  6. Obtain knowledge – Lear
  7. Synthesis – account
- (Control)
  - The seven steps – knowledge guidance and process guidance

# Pedagogical keystones

- Information or communication

<b>Pedagogical keystones</b>	<b>Information</b>	<b>Communication</b>	<b>Control</b>
<b>Orientate</b>	+++		
<b>Motivate</b>	(+)	+++	
<b>Demonstrate</b>	+++		
<b>Teach sb sth</b>	++	+	
<b>Practise</b>	++	++	
<b>Learning by doing</b>	-	+++	
<b>Control</b>	-	++	<b>Different types of tests, tasks</b>

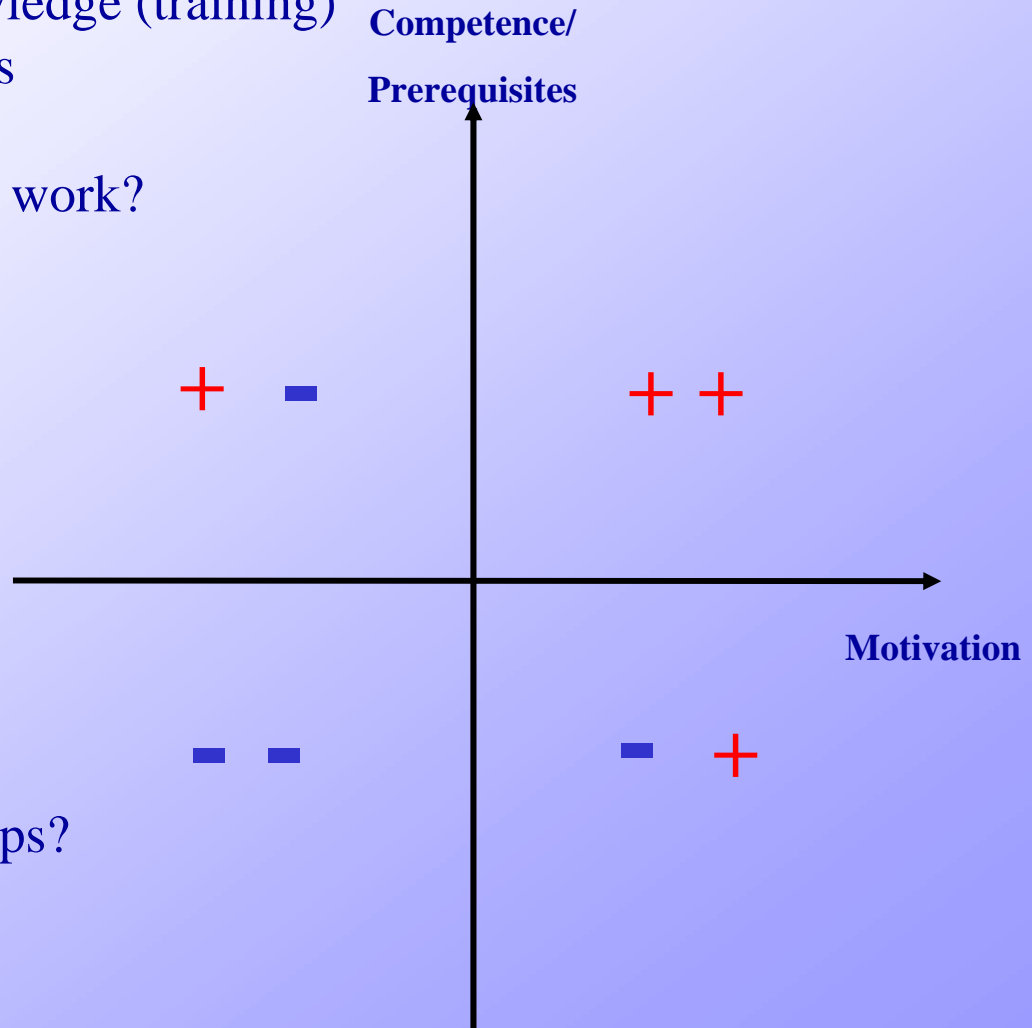
# Methodological tools

- Which methods and tools are useable for what?

<b>Method/Tool</b>	<b>Information</b>	<b>Communication</b>	
Face to face	Yes, but a lot of work	Very good, fast and simple	No
Books	Yes. May be difficult for some	Useless	Yes. Some hard to distribute
Webb sides	Yes. May be difficult for some	Useless	Yes
Streaming video	Very good. The student need the tools	Useless	Yes
Mail	Yes, but hard to administrate	Yes, but hard to use for some	Yes
Telephone	Not recommend	Communication	Yes
Fax	May bee sometimes	Very uncertain	Yes
Video conference, NetMeeting	May bee, sometimes	Good	

# Target group analysis – individual inquiry - motivation

- Previous knowledge (training)
- Learning styles
- Motivation
- Which models work?



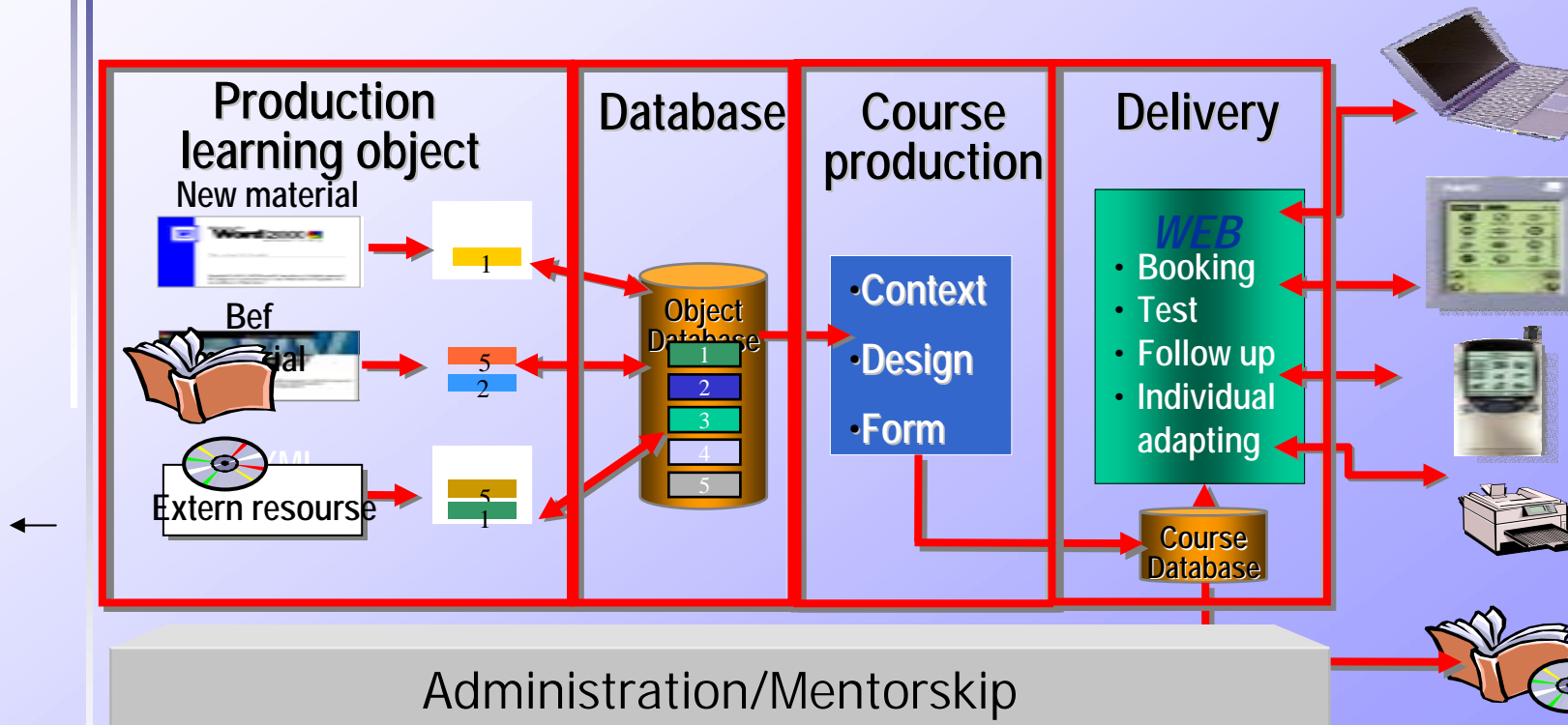
- How to map the target groups?

# The Production process

- Learning objects
  - Target groups, resources, accessibility will set the limits
- Plan and manuscript
  - Information- and communication methods will be decided
- Editorial office – composition / assembly
  - Which objects / Which material is accessible?
- Distribution
  - How approach the content to the student.

# Pedagogical structure capital

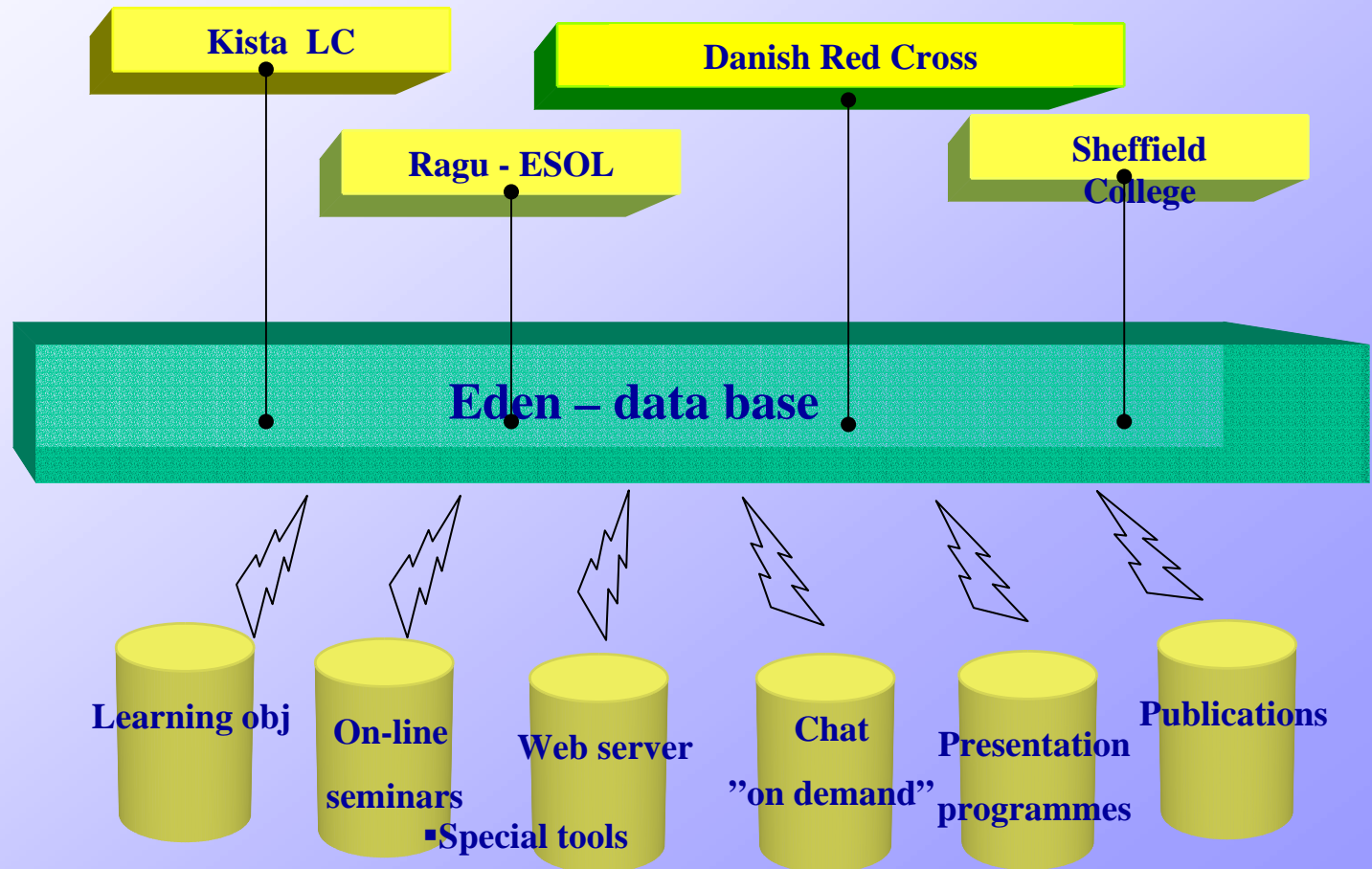
- Information object = structure capital



- Communication = human interaction

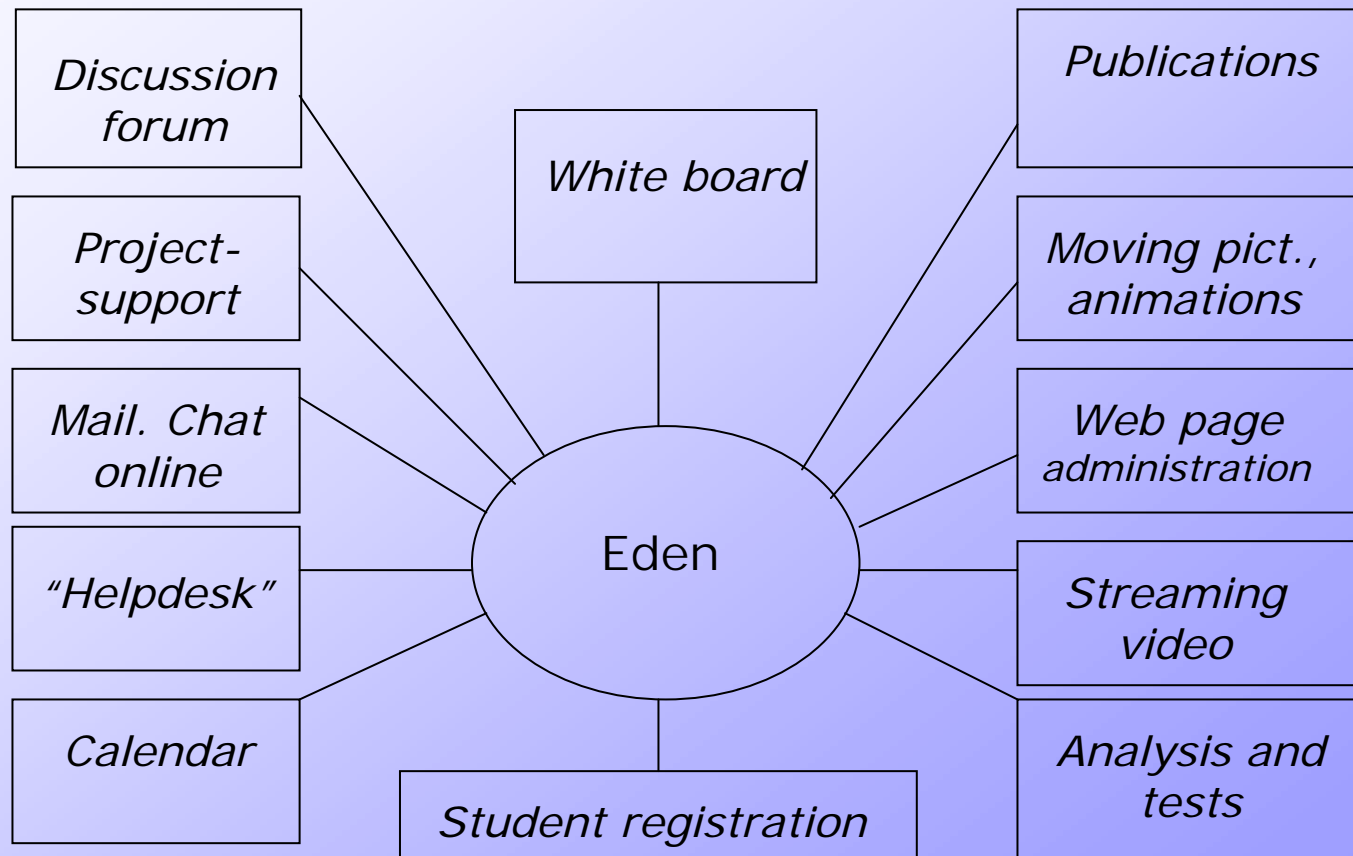
# Accessibility– Learning environment

- Accessibility for teachers and students
- "Service Centre" – integration platform
- Not everything has to be on a computer

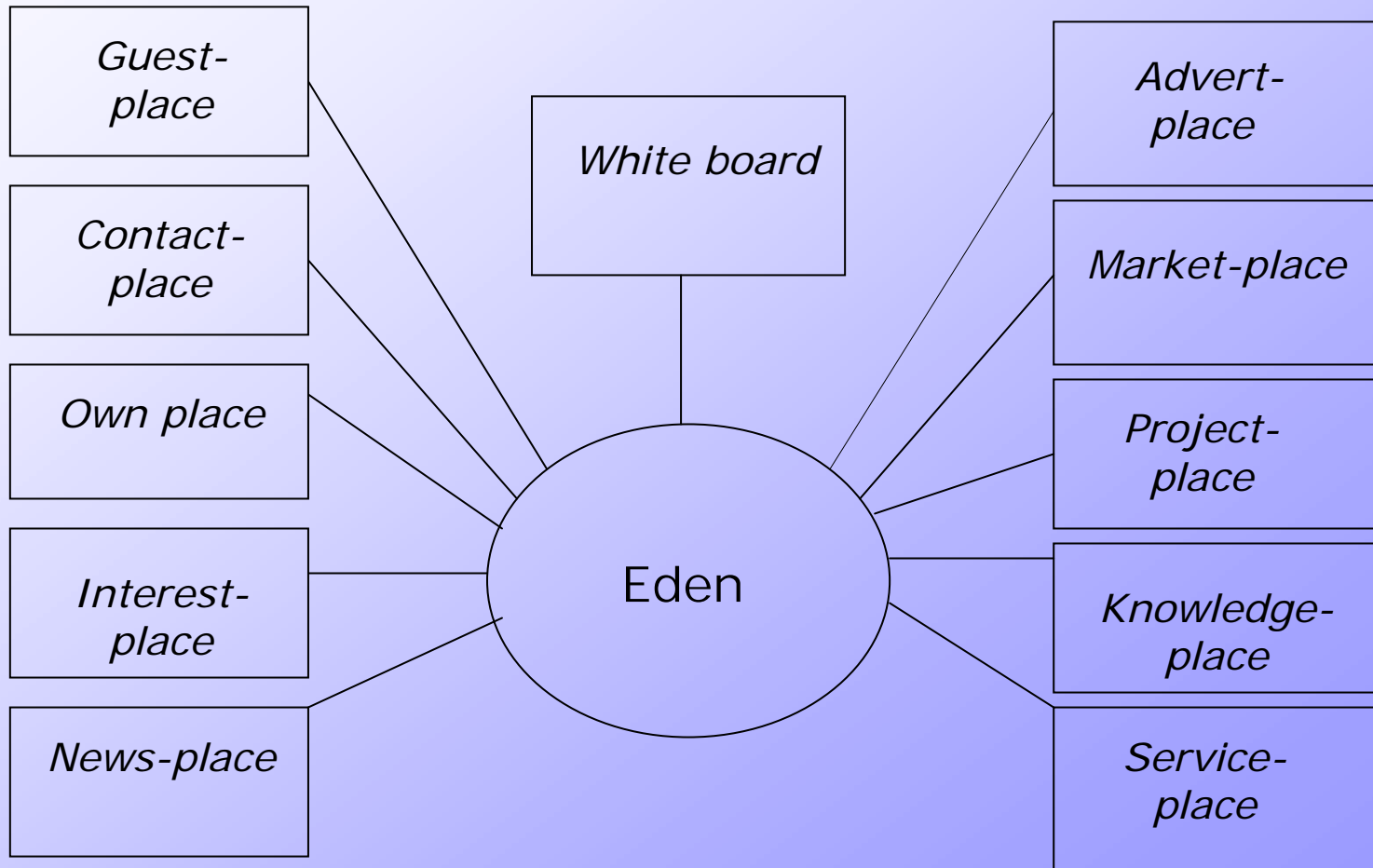


Can be changed and extended

# Construction of the environment in Eden



# Eden – "Meeting place"



# Conclusion

- Teachers will be in lead of the process
- Use well tested pedagogical methods
- The target group's demand will be in focus
- Adapt the profile of the education out of accessible (IT-) environments, resources and tools – flexible education
- Strive for using open interfaces as Internet
- Regulate the copy right questions before the course will be produced /carried through (out). Who owns the idea and different information elements?
- Plan the innovation – describe processes and deal (give) out resources