

Online Education Explained

**Michael Simonson, Susan M. Zvacek, Sharon
Smaldino**

Distance Education Charles Schlosser, Michael

Simonson, 2006-05-01 Distance Education has become a major topic of interest in the field of educational communications and technology. In response to this interest, the Association for Educational Communications and Technology (AECT) published the first edition of *Distance Education: Definition and Glossary of Terms* in 2002. The second edition of this monograph was begun in 2005. While the definition of distance education was changed only slightly, the glossary of terms was updated significantly under the supervision of Joann Flick and members of AECT's Division of Distance Learning. The definition of distance education and much of the supporting narrative offered in this edition of *Distance Education: Definition and Glossary of Terms* is based on *Teaching and Learning at a Distance: Foundations of Distance Education*, 3rd. edition (2006). This information is used with permission.

Emotions, Technology, and Learning Sharon Y.

Tettegah, Michael P. McCreery, 2015-11-17 Research suggests two important roles of emotion related to learning and technology. First, emotion can be the key factor that is being learned or taught through technological means. Second, emotional responses with and through technology can alter what is being learned or how the content is learned. The goal of this volume is to compile and synthesize research that addresses these two perspectives by focusing on the relationship between emotion and learning as facilitated by technology. The book is divided into four sections to represent the specific interest related to emotion and learning: Theory and Overview of Emotions and Learning; Emotions and Learning Online; Technology for Emotional Pedagogy with Students; and Technology of Emotional Pedagogy with Teachers. Provides a deeper theoretical and empirical perspective of emotion and learning Discusses how blended and online learning impact our ability to share emotion or learn

emotion Explores how students learn emotion, share emotion, and how it impacts their ability to learn Examines how teachers learn emotion, share, emotion, and how it impacts their ability to teach through technology Addresses student diversity

Learning Online Barbara Means, Marianne Bakia, Robert Murphy, 2014-04-03 At a time when more and more of what people learn both in formal courses and in everyday life is mediated by technology, *Learning Online* provides a much-needed guide to different forms and applications of online learning. This book describes how online learning is being used in both K-12 and higher education settings as well as in learning outside of school. Particular online learning technologies, such as MOOCs (massive open online courses), multi-player games, learning analytics, and adaptive online practice environments, are described in terms of design principles, implementation, and contexts of use. *Learning Online* synthesizes research findings on the effectiveness of different types of online learning, but a major message of the book is that student outcomes arise from the joint influence of implementation, context, and learner characteristics interacting with technology--not from technology alone. The book describes available research about how best to implement different forms of online learning for specific kinds of students, subject areas, and contexts. Building on available evidence regarding practices that make online and blended learning more effective in different contexts, *Learning Online* draws implications for institutional and state policies that would promote judicious uses of online learning and effective implementation models. This in-depth research work concludes with a call for an online learning implementation research agenda, combining education institutions and research partners in a collaborative effort to generate and share evidence on effective practices.

Distance Education 3rd Edition Michael Simonson, Lee Ayers Schlosser, 2009-07-01 Glossary Compiled by Terry Hudgins, Nova Southeastern University Distance education is defined as

institution-based formal education where the learning group is separated, and where interactive telecommunications systems are used to connect learners, resources, and instructors. This definition is expanded on in the 2009 yearbook of the Encyclopaedia Britannica, which validates this definition of the field. Distance Education: Definition and Glossary of Terms, 3rd Edition is unique in that it packages the terms together under one cover making this rapidly advancing complex topic easier to comprehend. The book addresses the complexities of terminology used in the field of distance education. In a time where distance education is becoming widely utilized across the globe, this at-a-glance approach makes it easier than ever to respond to the growing demand and questions about this subject matter.

Distance Education Michael Simonson, Deborah J.

Seepersaud, 2018-08-01 The fourth edition of this book updates background information about the definition and supporting theories and updates the glossary with new terms related to distance education and instructional technology.

Encyclopedia of the Sciences of Learning Norbert M.

Seel, 2011-10-05 Over the past century, educational psychologists and researchers have posited many theories to explain how individuals learn, i.e. how they acquire, organize and deploy knowledge and skills. The 20th century can be considered the century of psychology on learning and related fields of interest (such as motivation, cognition, metacognition etc.) and it is fascinating to see the various mainstreams of learning, remembered and forgotten over the 20th century and note that basic assumptions of early theories survived several paradigm shifts of psychology and epistemology. Beyond folk psychology and its naïve theories of learning, psychological learning theories can be grouped into some basic categories, such as behaviorist learning theories, connectionist learning theories, cognitive learning theories, constructivist learning theories, and social learning theories. Learning theories are not limited to psychology

and related fields of interest but rather we can find the topic of learning in various disciplines, such as philosophy and epistemology, education, information science, biology, and – as a result of the emergence of computer technologies – especially also in the field of computer sciences and artificial intelligence. As a consequence, machine learning struck a chord in the 1980s and became an important field of the learning sciences in general. As the learning sciences became more specialized and complex, the various fields of interest were widely spread and separated from each other; as a consequence, even presently, there is no comprehensive overview of the sciences of learning or the central theoretical concepts and vocabulary on which researchers rely. The Encyclopedia of the Sciences of Learning provides an up-to-date, broad and authoritative coverage of the specific terms mostly used in the sciences of learning and its related fields, including relevant areas of instruction, pedagogy, cognitive sciences, and especially machine learning and knowledge engineering. This modern compendium will be an indispensable source of information for scientists, educators, engineers, and technical staff active in all fields of learning. More specifically, the Encyclopedia provides fast access to the most relevant theoretical terms provides up-to-date, broad and authoritative coverage of the most important theories within the various fields of the learning sciences and adjacent sciences and communication technologies; supplies clear and precise explanations of the theoretical terms, cross-references to related entries and up-to-date references to important research and publications. The Encyclopedia also contains biographical entries of individuals who have substantially contributed to the sciences of learning; the entries are written by a distinguished panel of researchers in the various fields of the learning sciences.

Learning Online Barbara Means, Marianne Bakia, Robert Murphy, 2014-04-03 At a time when more and more of what people learn both in formal courses and in everyday life is

mediated by technology, *Learning Online* provides a much-needed guide to different forms and applications of online learning. This book describes how online learning is being used in both K-12 and higher education settings as well as in learning outside of school. Particular online learning technologies, such as MOOCs (massive open online courses), multi-player games, learning analytics, and adaptive online practice environments, are described in terms of design principles, implementation, and contexts of use. *Learning Online* synthesizes research findings on the effectiveness of different types of online learning, but a major message of the book is that student outcomes arise from the joint influence of implementation, context, and learner characteristics interacting with technology--not from technology alone. The book describes available research about how best to implement different forms of online learning for specific kinds of students, subject areas, and contexts. Building on available evidence regarding practices that make online and blended learning more effective in different contexts, *Learning Online* draws implications for institutional and state policies that would promote judicious uses of online learning and effective implementation models. This in-depth research work concludes with a call for an online learning implementation research agenda, combining education institutions and research partners in a collaborative effort to generate and share evidence on effective practices.

Emotions, Technology, Design, and Learning Sharon Y. Tettegah, Martin Gartmeier, 2015-10-07 *Emotions, Technology, Design, and Learning* provides an update to the topic of emotional responses and how technology can alter what is being learned and how the content is learned. The design of that technology is inherently linked to those emotional responses. This text addresses emotional design and pedagogical agents, and the emotions they generate. Topics include design features such as emoticons, speech recognition, virtual avatars, robotics, and adaptive computer technologies, all as relating to the emotional

responses from virtual learning. Addresses the emotional design specific to agent-based learning environments Discusses the use of emoticons in online learning, providing an historical overview of animated pedagogical agents Includes evidence-based insights on how to properly use agents in virtual learning environments Focuses on the development of a proper architecture to be able to have and express emotions Reviews the literature in the field of advanced agent-based learning environments Explores how educational robotic activities can divert students' emotions from internal to external

Guide to Online Learning Peterson's,2010-09-15 Peterson's Guide to Online Learning can help you get the most out of your online learning experience with helpful details on: Online learning guidance Online study habits Live chat sessions Virtual learning groups Online payment advice Common online mistakes Peterson's is with you every step of the way. With our resources for education exploration, financial aid, and test prep, you'll be well prepared for success! Comprehensive online learning guidance, including tips on making the most of your online learning experience Truths and myths of online learning and frequent learner errors Information about online degree programs, online certifications, and continuing education Advice on paying for online classes, software, and textbooks Peterson's is a leading provider of education content in the United States and has partnered with the DoD to provide a wide range of online products and services designed to help military service members and their families reach their education and career goals. Book jacket.

Distributed Learning Tasha Maddison,Maha Kumaran,2016-10-12 The field of distributed learning is constantly evolving. Online technology provides instructors with the flexibility to offer meaningful instruction to students who are at a distance or in some cases right on campus, but still unable to be physically present in the classroom. This dynamic environment

challenges librarians to monitor, learn, adapt, collaborate, and use new technological advances in order to make the best use of techniques to engage students and improve learning outcomes and success rates. Distributed Learning provides evidence based information on a variety of issues, surrounding online teaching and learning from the perspective of librarians. Includes extensive literature search on distributed learning Provides pedagogy, developing content, and technology by librarians Shows the importance of collaboration and buy-in from all parties involved

Economics of Distance and Online Learning William J. Bramble, Santosh Panda, 2008-03-31 This book provides a comprehensive overview of the organizational models of distance and online learning from an international perspective and from the point of view of economic planning, costing and management decision-making. The book points to directions for the further research and development in this area, and will promote further understanding and critical reflection on the part of administrators, practitioners and researchers of distance education. The experiences and perspectives in distance education in the US are balanced with those in other areas of the world.

Teaching and Learning at a Distance Michael Simonson, Susan Zvacek, 2024-01-01 Teaching and Learning at a Distance is written for introductory distance education courses for preservice or in-service teachers, and for training programs that 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 trainer who uses this book will be able to design courses, evaluate programs, and identify issues and trends affecting the field. 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 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 book and has been adopted by the Association for Educational Communications and Technology and by the Encyclopedia Britannica. The second theme of the book is the importance of research to the development of effective courses and programs offered at a distance. 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 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 published in the Review of Educational Research asserting that media are 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 do not make the claim that education delivered at a distance is inherently better than other ways people learn. Distance delivered instruction is not a magical approach that makes learners achieve more. Equivalency theory is the fourth theme of the book. Here we present 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 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 should be comprehensive—that it should cover as much of the various ways instruction is made available to distant learners as is possible. It can serve as a stand-alone source of information.

Online Learning and its Users Claire McAvinia, 2016-04-25
Online Learning and Its Users: Lessons for Higher Education re-

examines the impact of learning technologies in higher education. The book focuses particularly on the introduction and mainstreaming of one of the most widely used, the virtual learning environment (VLE) or learning management system (LMS). The book presents an activity theoretic analysis of the VLE's adoption, drawing on research into this process at a range of higher education institutions. Through analysis and discussion of the activities of managers, lecturers, and learners using the VLE, lessons are identified to inform future initiatives including the implementation of massive open online courses (MOOCs). A replicable research design is included and explained to support evaluation and analysis of the use of online learning in other settings. The book questions accepted views of the place of technologies in higher education, arguing that there has been a repeated cycle of hype and disappointment accompanying the development of online learning. While much research has documented this cycle, finding new strategies to break it has proved to be a more difficult challenge. Why has technology not made more impact? Are lecturers going to be left behind by their own students in the use of digital technologies? Why have we seen costly and time-consuming failures? This book argues that we can answer these questions by heeding the lessons from previous experiences with the VLE and early iterations of the MOOC. More importantly, we can begin to ask new and different questions for the future to ensure better outcomes for our institutions and ultimately our learners. presents institution-wide analysis of the adoption of a key educational technology for higher education, validated across multiple sites, to support deeper understanding of the use of learning technologies in context describes Activity Theory and presents a replicable model to operationalise it for investigations of the use of online learning in higher education and other settings provides a unique perspective on the historical experience of VLE adoption and mainstreaming to identify important insights and essential

lessons for the future

Teaching and Learning at a Distance Michael Simonson, Susan M. Zvacek, Sharon Smaldino, 2019-07-01 Teaching and Learning at a Distance is written for introductory distance education courses for preservice or in- service teachers, and for training programs that 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 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 edition of Teaching and Learning 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 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 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 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 published in the Review of Educational Research that states that media are 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 education delivered at a distance was inherently better than other ways people learn. Distance 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 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 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 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.

Foundations of Distance Education Desmond

Keegan, 2013-12-19 Distance education and training provision has expanded dramatically over the past few years. This best-selling introduction to the field has helped many to understand the origins and background of distance education, and has been used by students and professionals as a guide to policy and practice. It has now been updated in the light of the developments in recent years in Eastern Europe and the enormous advances in the use of new technologies. A new case study of distance education in China is also included.

The SAGE Encyclopedia of Online Education Steven L.

Danver, 2016-10-12 Online education, both by for-profit institutions and within traditional universities, has seen recent tremendous growth and appeal - but online education has many aspects that are not well understood. The SAGE Encyclopedia of Online Education provides a thorough and engaging reference on all aspects of this field, from the theoretical dimensions of teaching online to the technological aspects of implementing online courses—with a central focus on the effective education of students. Key topics explored through over 350 entries include: · Technology used in the online classroom · Institutions that have contributed to the growth of online education · Pedagogical basis

and strategies of online education · Effectiveness and assessment
· Different types of online education and best practices · The
changing role of online education in the global education system

Making Sense of Online Learning Patti Shank, Amy
Sitze, 2004-03-11 If you need quick, targeted baseline knowledge
about using technology for teaching and learning, *Making Sense
of Online Learning* is for you. This practical, no-nonsense primer
will help you understand how online learning technologies work
and how they fit into your organization. You'll gain a working
knowledge of important topics such as design, infrastructure, and
evaluation and the confidence to make informed decisions that
will help your learners and organization thrive. Since information
about online learning changes at Internet speed, the book is
supported with a dedicated Web site
(www.learningpeaks.com/msoll/) filled with up-to-the-minute
suggestions for tools and resources.

Digital Learning: The Key Concepts Frank Rennie, Keith
Smyth, 2019-07-04 The new edition of *Digital Learning: The Key
Concepts* is the perfect reference for anyone seeking to navigate
the myriad of named concepts, approaches, issues and
technologies associated with digital learning. Key terms are
explained succinctly, making this book ideal to dip into for a quick
answer, or to read from cover-to-cover, in order to gain a mastery
of how digital concepts fit within the world of education. Fully
updated to include important developments in digital practice and
technology in education over the last ten years, this book takes
the reader from A to Z through a range of relevant topics
including: • Course design • Digital scholarship • Learning
design • Open education • Personal learning environments •
Social media and social networking. Ideal as an introductory
guide, or as a reference book for ongoing referral, this quick-to-
use and comprehensive guide is fully crossreferenced and
complete with suggestions for further reading and exploration,
making it an essential resource for anyone looking to extend their

understanding of digital practices, techniques and pedagogic concepts.

Teaching and Learning at a Distance Michael R. Simonson, Sharon E. Smaldino, Susan Zvacek, 2014 *Teaching and Learning at a Distance* is written for introductory distance education courses for preservice or in-service teachers, and for training programs that 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 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 edition of *Teaching and Learning 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 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 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 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 published in the Review of Educational Research that states that media are 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 education delivered at a distance was inherently better than other ways people learn.

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Real-Life Distance Education Anthony A. Pina, Al. P.

Mizell, 2014-02-01 *Real-Life Distance Education: Case Studies in Practice* documents and discusses the experiences of those who have implemented distance learning as a solution to “real-life” problems and provides guidance to assist readers in their understanding and analysis of distance learning. This approach allows readers to develop analytic and problem solving skills. The variety of different situations within the individual case studies allows readers to apply their knowledge to new and unique situations and to explore solutions to complex issues. The book is useful as a primary or supplementary text in programs of educational technology, instructional design, learning sciences, human resource development, curriculum & instruction, media & technology or higher education.

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