



DISTANCE EDUCATION AND EDUCATIONAL TECHNOLOGY



Editors
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Evaluating Open Distance Learning 2nd Edition

John P. Wilson



Evaluating Open Distance Learning 2nd Edition:

Handbook of Distance Education Michael Grahame Moore, William G. Anderson, 2003-04-02 The second edition of this award winning book continues the mission of its predecessor to provide a comprehensive compendium of research in all aspects of distance education arguably the most significant development in education over the past quarter century While the book deals with education that uses technology the focus is on teaching and learning and how its management can be facilitated through technology This volume will be of interest to anyone engaged in distance education at either the K 12 or college level It is also appropriate for corporate and government trainers and for administrators and policy makers in all these environments

Evaluating Open and Distance Learning Mary Thorpe, 1988 *Assessment in Open, Distance, and e-Learning* Jessica Evans, Sally Jordan, Freda Wolfenden, 2020-05-06 Universities across the globe are attempting to change assessment practices to address challenges in student engagement and achievement and to respond to a global employability agenda demanding evidence of a broader range of skills and competencies In the UK this has acquired urgency given the shift of higher education over the last 20 years from the prerogative of an elite minority to mass participation in a highly diversified market system Integral to this interrogation of objectives for assessment is the identified need to develop and improve academics assessment practice Strategies frequently focus on attendance at formal Continuous Professional Development events and or implementation of institutional blueprints This book showcases how scholarship as part of academics practice can be part of an academic toolkit for change that expands awareness and knowledge of the purposes and effects of the pedagogy of assessment The case studies ranging from assessment in Massive Open Online Courses MOOCs to assessment design for students whose first language is not English to the effectiveness of peer learning to support academic integrity and programme level assessment strategies are framed by an introduction that explores a communities of practice approach to the institution wide improvement of assessment It argues through a case study from The Open University OU that academics professional expertise is best deepened through participation in authentic activities of teaching and scholarship The discussion identifies what is involved in such an approach including the role of an enabling principles based framework the constraints on implementation and the implications for leaders of teaching and learning This book was originally published as a special issue of the Open Learning journal

Encyclopedia of Distance Learning, Second Edition Rogers, Patricia L., Berg, Gary A., Boettcher, Judith V., Howard, Caroline, Justice, Lorraine, Schenk, Karen D., 2009-01-31 Offers comprehensive coverage of the issues concepts trends and technologies of distance learning

Programme Evaluation and Quality Judith Calder, 2013-04-03 Offers advice to those involved in the design of open and distance learning courses on creating an organized system of programme evaluation The text addresses the need for such a programme the organization of the evaluation the determination of priorities and programme implementation

Ethical Practices and Implications in Distance Learning Demiray, Ugur, Sharma, Ramesh C., 2008-07-31 This book provides ethical

insight into the world of e learning through case studies that elucidate the issues through real world examples Provided by publisher **Resources in Education** ,1999-04 **Human Resource Development** John P. Wilson,2005 The book will provide both thought provoking questions and stimulating answers to the key factors in HR development today IT Training Human Resource Development is the ideal handbook for all professional trainers and provides core information needed by all professional students of this subject This new second edition has been fully updated and revised with the inclusion of three new chapters making this the most topical book in this field Design Development and Application of E learning Knowledge Management Human Intellectual Capital Clearly structured with detailed sections covering each aspect of the training cycle the book also includes sections on The Role of Learning Training and Development in Organisations Learning and Competitive Strategy The Identification of Learning Training and Development Needs The Planning and Designing of Learning Training and Development Delivering Learning Training and Development Assessment and Evaluation of Learning Training and development Managing the Human Resource Development Function Co ordinated and edited by Dr John P Wilson individual contributors include Professor Geoff Chivers Professor of Continuing Education Sheffield University Joan Keogh OBE and Colin Beard both senior lecturers Sheffield Hallam University Alan Cattall University of Bradford plus many more leading academics in the field of Human Resource Development Handbook of Research on Managing and Designing Online Courses in Synchronous and Asynchronous Environments Durak, Gürhan,Çankaya, Serkan,2021-12-17 In order to be successful online learning should be planned systematically It can be said that offering distance education courses without preparation and knowledge about the theoretical background can cause drawbacks While distance education has become widespread and popular it is observed that there could be problems in its application Such problems can include technical problems inability to meet the learning needs at the learners own speeds lack of communication among learners and between learners and teachers and lack of quality materials appropriate for online learning or the inclusion of materials used in traditional methods directly into online learning For successful online courses these critical aspects of distance education are important and they should be taken into account by the institutions and the instructors offering online courses The Handbook of Research on Managing and Designing Online Courses in Synchronous and Asynchronous Environments provides up to date knowledge and experiences regarding technologies processes and environments for online course design in distance education systems and covers topics related to the aspects of successful distance education systems with a focus on teaching and learning in online environments Focusing on topics such as instructional design and integrated systems it is an ideal guide for online course designers instructional designers curricula developers administrators educators researchers trainers and students *Media Studies: Content, audiences, and production* Pieter Jacobus Fourie,2001 This book includes theoretical approaches as well as a production section that focuses on basic techniques and introductory applications of media studies The Educational Technology Handbook Steven Hackbarth,1996 Grade level 1 2 3 4 5 6 7 8 9 10 11 12 k p e

i s t *Evaluating e-Learning* Rob Phillips, Carmel McNaught, Gregor Kennedy, 2012-03-22 How can novice e learning researchers and postgraduate learners develop rigorous plans to study the effectiveness of technology enhanced learning environments How can practitioners gather and portray evidence of the impact of e learning How can the average educator who teaches online without experience in evaluating emerging technologies build on what is successful and modify what is not By unpacking the e learning lifecycle and focusing on learning not technology *Evaluating e Learning* attempts to resolve some of the complexity inherent in evaluating the effectiveness of e learning The book presents practical advice in the form of an evaluation framework and a scaffolded approach to an e learning research study using divide and conquer techniques to reduce complexity in both design and delivery It adapts and builds on familiar research methodology to offer a robust and accessible approach that can ensure effective evaluation of a wide range of innovative initiatives including those covered in other books in the *Connecting with e Learning* series Readers will find this jargon free guide is a must have resource that provides the proper tools for evaluating e learning practices with ease Connotative Learning ,2004 **The 2nd Dubai International Conference in Higher Education** Lulett Escarpe-Ibarra, Mobile Learning John Traxler, Agnes Kukulska-Hulme, 2007-04-11 Emphasising the issues of usability accessibility evaluation and effectiveness and illustrated by case studies drawn from contemporary projects from around the world this book considers the fundamentals of mobile technologies and devices the educational foundations of modern networked learning the issues that underpin mobile learning and make it accessible for all users the challenges of making mobile learning a substantial and sustainable component in colleges universities and corporations implications and issues for the future *Mobile Learning* provides useful authoritative and comprehensive guidance for professionals in higher and further education and trainers in the business sector who want to find out about the opportunities offered by new technologies to deliver support and enhance teaching learning and training **Secondary, Higher Secondary and Higher Education - Reference Book** Prin. Dr. Jayshree A. Airekar, 2019-12-02 Explore Educational Progression Secondary to Higher Education by Dr Ananya Kapoor for a detailed examination of the seamless transition and challenges across secondary higher secondary and higher education levels **Assessing Media Education** William G. Christ, 2013-02-01 This component of *Assessing Media Education* is intended for those who would like to know how other schools have grappled with implementing assessment initiatives and who have used assessment to improve their programs **The Handbook for Learning and Development Professionals** Dr. K. Dave Crowder, 2020-01-09 K Dave Crowder Ed D stumbled into learning and development in the usual way He developed a reputation of doing such a great job training new people that he became a trainer The chemical plant he worked for gave him a three day train the trainer course and that was it Eventually he earned a bachelor of education degree a master s degree and doctor of education degree and now he s written the book he wishes existed when he entered the field Drawing on more than twenty five years of working in and managing learning and development in industry and corporate settings he covers

the basics from a corporate and industry learning perspective He answers questions such as What can be done with instructional design to improve learner motivation Why can a person can be good at one thing and not very good at another How can competency profiles help trainers effectively develop a needs analysis What can person do to be a more effective teacher or coach He also challenges myths related to learning Other topics include curriculum design motivating learners learner assessment and program evaluation

Evaluating Teaching and Learning David Kember,Paul Ginns,2012-03-12

Every semester colleges and universities ask students to complete innumerable course and teaching evaluation questionnaires to evaluate the learning and teaching in courses they have taken For many universities it is a requirement that all courses be evaluated every semester The laudable rationale is that the feedback provided will enable instructors to improve their teaching and the curriculum thus enhancing the quality of student learning In spite of this there is little evidence that it does improve the quality of teaching and learning Ratings only improve if the instruments and the presentation of results are sufficiently diagnostic to identify potential improvements and there is effective counselling

Evaluating Teaching and Learning explains how evaluation can be more effective in enhancing the quality of teaching and learning and introduces broader and more diverse forms of evaluation This guide explains how to develop questionnaires and protocols which are valid reliable and diagnostic It also contains proven instruments that have undergone appropriate testing procedures together with a substantial item bank The book looks at the specific national frameworks for the evaluation of teaching in use in the USA UK and Australia It caters for diverse methodologies both quantitative and qualitative and offers solutions that allow evaluation at a wide range of levels from classrooms to programmes to departments and entire institutions With detail on all aspects of the main evaluation techniques and instruments the authors show how effective evaluation can make use of a variety of approaches and combine them into an effective project With a companion website which has listings of the questionnaires and item bank this book will be of interest to those concerned with organising and conducting evaluation in a college university faculty or department It will also appeal to those engaged in the scholarship of teaching and learning

Evaluating Online Teaching Thomas J. Tobin,B. Jean Mandernach,Ann H. Taylor,2015-05-13

Create a more effective system for evaluating online faculty *Evaluating Online Teaching* is the first comprehensive book to outline strategies for effectively measuring the quality of online teaching providing the tools and guidance that faculty members and administrators need The authors address challenges that colleges and universities face in creating effective online teacher evaluations including organizational structure institutional governance faculty and administrator attitudes and possible budget constraints Through the integration of case studies and theory the text provides practical solutions geared to address challenges and foster effective efficient evaluations of online teaching Readers gain access to rubrics forms and worksheets that they can customize to fit the needs of their unique institutions Evaluation methods designed for face to face classrooms from student surveys to administrative observations are often applied to the

online teaching environment leaving reviewers and instructors with an ill fitted and incomplete analysis Evaluating Online Teaching shows how strategies for evaluating online teaching differ from those used in traditional classrooms and vary as a function of the nature purpose and focus of the evaluation This book guides faculty members and administrators in crafting an evaluation process specifically suited to online teaching and learning for more accurate feedback and better results Readers will Learn how to evaluate online teaching performance Examine best practices for student ratings of online teaching Discover methods and tools for gathering informal feedback Understand the online teaching evaluation life cycle The book concludes with an examination of strategies for fostering change across campus as well as structures for creating a climate of assessment that includes online teaching as a component Evaluating Online Teaching helps institutions rethink the evaluation process for online teaching with the end goal of improving teaching and learning student success and institutional results

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Evaluating Open Distance Learning 2nd Edition Introduction

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