

## Models of Distance Learning

**Table of Definitive Questions for Distance Learning Models**

	<b>Online Courses</b>	<b>Blended/Hybrid Courses</b>	<b>Web-facilitated Courses</b>
<p><b>How much content is delivered online?</b></p> <p><b>(Be sure to include percentages.)</b></p>	<p>More than 80% of instruction (Simonson, Smaldino, Albright, &amp; Zvacek, 2009) is delivered online. Online courses are often completely at a distance, without any requirement for physical presence (Abel, 2005).</p>	<p>Course that blends online and face-to-face delivery. 30 to 79% of content is delivered online. (Allen &amp; Seaman, 2011).</p>	<p>Uses web-based technology to facilitate what is essentially a face-to-face course. Uses a course management system (CMS) or web pages to post the syllabus and assignments, for example. 1 to 29% of instruction is delivered online. (Allen &amp; Seaman, 2011).</p>
<p><b>How much separation is there between the learner and the facilitator?</b></p> <p><b>(Be sure to include geographic, time, and transactional distance.)</b></p>	<p>Learner and facilitator are completely separated geographically (physical location) and most likely, reside at different time zones. Learning can take place in different-times and different-places (DT-DP) or at the same-time in different-places (ST-DP). (Simonson et al., 2012). The transactional distance depends on the quality and the degree of structure (organization) of the program; less structured (less organized) program may create a greater transactional distance while a highly structured (highly organized) program minimizes the distance. (Moore, n.d.).</p>	<p>Blended courses, by their nature, have some same-time/same-place (ST-SP) delivery. This provides for less separation between learner and facilitator, especially in the F2F stages of the course. The remainder of the class follows the online course model. Transactional distance varies with the quality and quantity of activities to promote communication and interaction between the learner and facilitator through dialog and structure (Simonson et al., 2009).</p>	<p>There is (almost) no separation between learner and facilitator in geography and time; learning takes place at the same-time, and the same-place (ST-SP). Transactional distance however, “the potential for misunderstanding” (Gokool-Ramdoos, 2008), may still exist. Since the F2F class time is limited it is not feasible for the instructor/facilitator to satisfactorily address each student’s needs. Therefore, for some students certain aspects of the instruction can remain unresolved.</p>
<p><b>In what ways is technology used with each model?</b></p> <p><b>(How are the tech tools used; NOT what tech tools are used?)</b></p>	<p>Online courses completely rely on technology to:</p> <ol style="list-style-type: none"> <li>1) Deliver course content.</li> <li>2) Communicate with students, instructors, administrative and/or student support staff (formally, informally, asynchronously, synchronously).</li> <li>3) Locate learning resources (through</li> </ol>	<p>Technology is used in a similar manner as in online courses to: deliver course content, communicate with the learning and institution community, locate resources, and create/present assignment. The difference is the F2F time supplements any other instructional needs. For example, discussion may take place during F2F</p>	<p>Technology is used to supplement face-to-face instruction (Simonson, 2012). Technology can be used for content delivery, asynchronous peer-to-peer discussions, interactive simulations, and other types of activities (Graham, Allen &amp; Ure, 2005). Students can access technology in the classroom, other in-school locations, or at home.</p>

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	<p>the institution's library and/or the world wide web).</p> <p>4) Create and/or present assignments (papers, presentations, group projects, discussions).</p>	<p>time rather than on the discussion board.</p>	
<p><b>Identify 2-3 pros for each model.</b></p> <p><b>(Provide at least 3 for full credit.)</b></p>	<ol style="list-style-type: none"> <li>1) Online courses largely eliminate physical location as a determiner of academic success. Students can work from anywhere with a reliable internet connection.</li> <li>2) Online courses offer all students an equal chance to participate: shy learners, disabled students, and people with lower language competency all get their "turn" to participate.</li> <li>3) Online courses offer enhanced learning potential (and economic relevance) for institutions since they can draw from large pools of potential learners (Simonson et al., 2009).</li> </ol>	<ol style="list-style-type: none"> <li>1) Offer "much of the flexibility and convenience of an online course while retaining the benefits of the face-to-face classroom experience." (Cavanagh, 2011).</li> <li>2) There is less feeling of isolation and anxiety in students who "need frequent direction and reinforcement from a visible professor." (Rovai &amp; Jordan, 2004).</li> <li>3) Difficult or abstract concepts may be better clarified in the F2F portion of the class and may result in better student performance, and retention of the concept.</li> <li>4) Can accommodate the needs of various learners and instructors.</li> </ol>	<p>Offers the advantages of F2F instruction, augmented by some web technology:</p> <ol style="list-style-type: none"> <li>1) "In-person" socialization, and interaction.</li> <li>2) Immediate feedback on classroom work (although this may apply to the other models as well).</li> <li>3) May be more effective for group-based learning – group members are present at the same-time (ST) and same-place (SP). (Simonson, et al., 2012).</li> <li>4) May be more effective for subjects that require "hands-on" activities, such as, science courses (chemistry, physics, biology).</li> <li>5) Facial expressions and tone of voice can enhance comprehension and therefore, minimize the transactional distance.</li> </ol>
<p><b>Identify 2-3 cons for each model.</b></p> <p><b>(Provide at least 3 for full credit.)</b></p>	<ol style="list-style-type: none"> <li>1) The absence of F2F interaction may create a feeling of isolation in some students.</li> <li>2) May not be suitable for all students. Students with the <a href="#">social and/or physical (bodily-kinesthetic)</a> learning preferences may have difficulty staying focused.</li> <li>3) The discipline, and self-motivation</li> </ol>	<ol style="list-style-type: none"> <li>1) Blended courses require learners and teachers to adapt to two different delivery models of education, which may cause difficulty and confusion.</li> <li>2) If institutions schedule classrooms tightly, facility problems affect a proportionally larger number of students.</li> </ol>	<ol style="list-style-type: none"> <li>1) Limited academic choices – since this model is essentially face-to-face, learners are limited to attending the school that is within commuting distance and those schools may not necessarily offer all the academic programs learners need.</li> <li>2) Inconvenience (not flexible) – instruction takes place at a specific time</li> </ol>

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	<p>required to succeed may discourage some learners. (Meine, Dunn, &amp; Abbey, 2012).</p> <p>4) Frustration with technology may lead students to abandon the program. (Meine, Dunn, &amp; Abbey, 2012).</p> <p>5) May require more faculty time &amp; effort. (Meine, Dunn, &amp; Abbey, 2012).</p> <p>6) Inequality – just as in the blended model, affordability and accessibility of high speed internet, computer (hardware, and software), as well as inadequate technology skills may prevent some students from online learning.</p>	<p>3) There is still a digital divide such that not all students have access to high speed internet, computer hardware, and software to avail themselves of online delivery in any format.</p>	<p>and a specific location (for the most part). If students miss instruction time, they may not be able to fully catch up with the lessons.</p> <p>3) Limited exposure to/knowledge in educational technologies.</p> <p>4) Greater dependency on instructor for clarification of concepts and for direction and guidance, which can diminish the feeling of independence. (Moore, n.d.).</p>
<p><b>What factors need to be considered when implementing each model?</b></p> <p><b>(Provide at least 3 for full credit.)</b></p>	<p>1) Accessibility – How accessible (technologically, financially) should the program be?</p> <p>2) Technological skills of students – How proficient should students be in the use of technology?</p> <p>3) Logistics - What are the logistical considerations and how would they be implemented? (Cavanagh, 2011).</p> <p>4) Diversity – How do institutions accommodate the needs (academic, financial, social) of a diverse (global) group of learners and instructors?</p> <p>5) Academic integrity – What processes should be in place to ensure academic integrity? (Meine, Dunn, &amp; Abbey, 2012).</p>	<p>The same factors as in online courses need consideration, in addition to:</p> <p>1) How is the F2F time determined (time and location, frequency of F2F time, and duration of F2F)?</p> <p>2) What processes need to be in place to ensure a seamless integration of both models (F2F, online) of learning activities?</p> <p>3) What instructional methods are most effective and for what aspects of a given topic? (Cavanagh, 2011).</p> <p>4) What are the logistical considerations (student support, technology requirements) (Cavanagh, 2011).</p> <p>5) As in the online model,</p>	<p>1) What physical plant issues (availability of classrooms, parking, access, restrooms, etc.) need to be addressed?</p> <p>2) How, where, when will students have access to computers, internet, and software?</p> <p>3) What aspects of the course should be facilitated through the use of the web?</p> <p>4) What web tools should be used to facilitate the course?</p>

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	<p>6) Evaluation/assessment methods – How will students and instructors be evaluated?</p> <p>7) Quality – What quality measures ensure effectiveness of the program?</p> <p>8) Infrastructure, return on investment, and intellectual property/copyright are all factors that need consideration. (Oblinger &amp; Hawkins, 2006).</p>	<p>infrastructure, return on investment, and intellectual property/copyright need consideration. (Oblinger &amp; Hawkins, 2006).</p>	
<p><b>Which model would best fit in your current organization or learning experience, and why?</b></p> <p><b>(Select one model and use that cell of the matrix for your answer).</b></p>	<p>The online model (specifically the asynchronous mode) best fits my learning experience for the following reasons:</p> <p>1) Convenience (anytime, anywhere access to class materials). I would not have pursued a graduate degree program had it not been for online education.</p> <p>2) The online learning model suits <a href="#">my learning preference</a> – introspection and independence. The nature of the asynchronous mode allows me the time I need to think and analyze things (ideas, concepts, tasks) before taking action. As a result, I comprehend the material better and am able to contribute and participate in the learning community.</p> <p>3) My pragmatic nature appreciates the efficiency and practicality of the model.</p>		

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