

Toward a typology of distance and blended educations

So, what *is* distance education?

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PhD question:

To what extent, if any, are students of theological **education at a distance** disadvantaged in terms of Christian formation?

The problem

- Diagnosis of a problem: apples with apples?
- On-campus vs distance
 - Block courses
 - Blended/hybrid?
 - Online?
 - Flexible?
 - Distance... first, second, third, fourth...?
 - Retirement...?

Nipper's generations, 1989

- First – classic correspondence, print course materials
- Second – print course materials + analogue media, tutor contact
- Third – course materials + digital media, peer and tutor communications

Moore & Kearsley, 1996

Distance education is planned learning that normally occurs in a different place from teaching and as a result requires special techniques of course design, special instructional techniques, special methods of communication by electronic and other technology, as well as special organizational and administrative arrangements.

Bullen & Janes, 2006



Critical elements

- What is *essential* to a particular approach?
- Apply substance to existing terminology rather than create new terms
- What criteria should be used?
 - What are the basic elements of formal education?
 - What are the *real differences* in terms of literature?

Critical elements II

- Nature of **course instruction**
- Form of **peer communications**, and...
- ... **instructor or tutorial communications**
- Type of **technology** employed

And, for my own PhD purposes:

- The relevance of the **student life context**

A distance education typology

Course instruction	Personally presented (same location, same time)	Presentation with supplementary notes	Instructional materials
In	In 1	In 2	In 3
Peer communications	On-campus (face-to-face)	Mediated (asynchronous, synchronous)	None
Pr	Pr 1	Pr 2	Pr 3
Instructor or tutorial communications	On-campus (or face-to-face)	Mediated (asynchronous, synchronous)	None (correspondence)
Cm	Cm 1	Cm 2	Cm 3
Media	Analogue	Digital (e-learning)	Print
Md	Md 1	Md 2	Md 3
Student life context	On-campus	Integrated	Non-relevant
Lf	Lf 1	Lf 2	Lf 3

The essence of: On-campus

Course instruction	Personally presented (same location, same time)	Presentation with supplementary notes	Instructional materials
In	In 1	In 2	In 3
Peer communications	On-campus (face-to-face)	Mediated (asynchronous, synchronous)	None
Pr	Pr 1	Pr 2	Pr 3
Instructor or tutorial communications	On-campus (or face-to-face)	Mediated (asynchronous, synchronous)	None (correspondence)
Cm	Cm 1	Cm 2	Cm 3
Media	Analogue	Digital (e-learning)	Print
Md	Md 1	Md 2	Md 3
Student life context	On-campus	Integrated	Non-relevant
Lf	Lf 1	Lf 2	Lf 3

Note – Lf1 in theological education literature

The essence of: Distance education (1st generation)

Course instruction	Personally presented (same location, same time)	Presentation with supplementary notes	Instructional materials
In	In 1	In 2	In 3
Peer communications	On-campus (face-to-face)	Mediated (asynchronous, synchronous)	None
Pr	Pr 1	Pr 2	Pr 3
Instructor or tutorial communications	On-campus (or face-to-face)	Mediated (asynchronous, synchronous)	None (correspondence)
Cm	Cm 1	Cm 2	Cm 3
Media	Analogue	Digital (e-learning)	Print
Md	Md 1	Md 2	Md 3
Student life context	On-campus	Integrated	Non-relevant
Lf	Lf 1	Lf 2	Lf 3

The essence of: Distance education (2nd generation)

Course instruction	Personally presented (same location, same time)	Presentation with supplementary notes	Instructional materials
In	In 1	In 2	In 3
Peer communications	On-campus (face-to-face)	Mediated (asynchronous, synchronous)	None
Pr	Pr 1	Pr 2	Pr 3
Instructor or tutorial communications	On-campus (or face-to-face)	Mediated (asynchronous, synchronous)	None (correspondence)
Cm	Cm 1	Cm 2	Cm 3
Media	Analogue	Digital (e-learning)	Print
Md	Md 1	Md 2	Md 3
Student life context	On-campus	Integrated	Non-relevant
Lf	Lf 1	Lf 2	Lf 3

Note – Orange represents either/or

The essence of: Distance education (3rd generation)

Course instruction	Personally presented (same location, same time)	Presentation with supplementary notes	Instructional materials
In	In 1	In 2	In 3
Peer communications	On-campus (face-to-face)	Mediated (asynchronous, synchronous)	None
Pr	Pr 1	Pr 2	Pr 3
Instructor or tutorial communications	On-campus (or face-to-face)	Mediated (asynchronous, synchronous)	None (correspondence)
Cm	Cm 1	Cm 2	Cm 3
Media	Analogue	Digital (e-learning)	Print
Md	Md 1	Md 2	Md 3
Student life context	On-campus	Integrated	Non-relevant
Lf	Lf 1	Lf 2	Lf 3

The essence of: Online education (anything new?)

Course instruction	Personally presented (same location, same time)	Presentation with supplementary notes	Instructional materials
In	In 1	In 2	In 3
Peer communications	On-campus (face-to-face)	Mediated (asynchronous, synchronous)	None
Pr	Pr 1	Pr 2	Pr 3
Instructor or tutorial communications	On-campus (or face-to-face)	Mediated (asynchronous, synchronous)	None (correspondence)
Cm	Cm 1	Cm 2	Cm 3
Media	Analogue	Digital (e-learning)	Print
Md	Md 1	Md 2	Md 3
Student life context	On-campus	Integrated	Non-relevant
Lf	Lf 1	Lf 2	Lf 3

The essence of: Hybrid

Course instruction	Personally presented (same location, same time)	Presentation with supplementary notes	Instructional materials
In	In 1	In 2	In 3
Peer communications	On-campus (face-to-face)	Mediated (asynchronous, synchronous)	None
Pr	Pr 1	Pr 2	Pr 3
Instructor or tutorial communications	On-campus (or face-to-face)	Mediated (asynchronous, synchronous)	None (correspondence)
Cm	Cm 1	Cm 2	Cm 3
Media	Analogue	Digital (e-learning)	Print
Md	Md 1	Md 2	Md 3
Student life context	On-campus	Integrated	Non-relevant
Lf	Lf 1	Lf 2	Lf 3

Speaker note – see differences between this and on-campus, note that no In does not mean NO in, just that it is not definitive or essential. More green = more work in development (and more for student!)

The essence of: TEE*

Course instruction	Personally presented (same location, same time)	Presentation with supplementary notes	Instructional materials
In	In 1	In 2	In 3
Peer communications	On-campus (face-to-face)	Mediated (asynchronous, synchronous)	None
Pr	Pr 1	Pr 2	Pr 3
Instructor or tutorial communications	On-campus (or face-to-face)	Mediated (asynchronous, synchronous)	None (correspondence)
Cm	Cm 1	Cm 2	Cm 3
Media	Analogue	Digital (e-learning)	Print
Md	Md 1	Md 2	Md 3
Student life context	On-campus	Integrated	Non-relevant
Lf	Lf 1	Lf 2	Lf 3

* = Theological Education by Extension

The essence of: Hybrid, Laidlaw style

Course instruction	Personally presented (same location, same time)	Presentation with supplementary notes	Instructional materials
In	In 1	In 2	In 3
Peer communications	On-campus (face-to-face)	Mediated (asynchronous, synchronous)	None
Pr	Pr 1	Pr 2	Pr 3
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Lf	Lf 1	Lf 2	Lf 3

Note – Orange represents either/or, or and/or

Summary

- Definitions in distance education are generally unhelpful
- The term 'distance education' still has mileage
- Defining the *essence* of an approach in terms of **course instruction, peer communications, instructor or tutorial communications** is useful