

Chapter 5

Terms of Adaptive Organization of the Educational Process of Persons with Disabilities with the Use of Open and Distance Learning Technologies (Open and Distance Learning – ODL)

ABSTRACT

Modern world is characterized by the high rate of life, work and learning. Higher education is becoming a necessary condition for competition in labor market, successful business, and financial sustainability. To comply with new requirements, modern education should be available, be based on the use of electronic learning models with application of innovation methods and technologies including open and distant education. ODL is a generic term which defines many other practices such as distance education, distance learning, open learning, e-learning, m-learning, virtual learning, online learning, educational technology and learning technology. The globe has

DOI: 10.4018/978-1-5225-2292-8.ch005

been witnessing an age in which change is an important factor and ODL is not immune to these emerging changes. Therefore, ODL should embrace the fundamental changes to survive in a rapidly advancing world. In this regard, one of the best strategies to survive and compete is to understand the administration and leadership in ODL, and identify future planning accordingly.

INTRODUCTION

In the situation of rapid development of information technologies ODL is one of the key elements allowing for maximum individualization and optimization of the study process. ODL is a system of forms and methods of learning organization enabling the student to get education irrespective of his/her location and distance from instructors with the use of information and telecommunication technologies. ODL provides for formation of the skills of creative thinking, effective search, selection, structuring and analysis of information. A new form of pedagogical control (interactive mode) contributes to constant stimulation of the student to evaluate him/her and correct educational activity.

ODL system has a number of advantages before the traditional form:

- Maximum individualization of the learning process;
- Flexibility: the possibility to study in any location without changing the usual mode of life;
- Autonomy: studying at any time and any place excluding long presence in the study rooms;
- Optimization of learning expenses;
- Efficiency and objectivity of evaluating the students' progress;
- Flexibility of the structure of education organization;
- Possibility of learning process intensification;
- providing for psychological and pedagogical support of the learning process;
- Differentiated/ individual approach to students.

ODL can be used: in everyday class system; in profile grades; for optional (special/supplementary) courses; project and research activity; for preparation for final exams and entrance exams to university.

5 more pages are available in the full version of this document, which may be purchased using the "Add to Cart" button on the publisher's webpage: www.igi-global.com/chapter/terms-of-adaptive-organization-of-the-educational-process-of-persons-with-disabilities-with-the-use-of-open-and-distance-learning-technologies-open-and-distance-learning--odl/180433

Related Content

Social Media in an Intercultural Writing Context: Creating Spaces for Student Negotiations

Ma Pilar Milagros García (2014). *Digital Rhetoric and Global Literacies: Communication Modes and Digital Practices in the Networked World* (pp. 191-208). www.irma-international.org/chapter/social-media-in-an-intercultural-writing-context/103393

Engagement Design: Toward a Holistic Model for Digital Communication Design

Curtis R. Newbold (2014). *Digital Rhetoric and Global Literacies: Communication Modes and Digital Practices in the Networked World* (pp. 41-61). www.irma-international.org/chapter/engagement-design/103384

Hand-to-Mouth Survival in an Extended Pandemic: Peer-to-Peer Shared "Personal Finance" Advice on the Social Web

(2022). *Practical Peer-to-Peer Teaching and Learning on the Social Web* (pp. 229-264). www.irma-international.org/chapter/hand-to-mouth-survival-in-an-extended-pandemic/290517

Facebook and the Societal Aspects of Formal Learning: Optional, Peripheral, or Essential

Carolyn Woodley and Petrina Dorrington (2014). *Digital Arts and Entertainment: Concepts, Methodologies, Tools, and Applications* (pp. 1305-1326). www.irma-international.org/chapter/facebook-and-the-societal-aspects-of-formal-learning/115075

Embodied Digital Rhetoric: Soft Selves, Plastic Presence, and the Nonfiction Narrative

Nonny de la Peña (2014). *Digital Rhetoric and Global Literacies: Communication Modes and Digital Practices in the Networked World* (pp. 312-327). www.irma-international.org/chapter/embodied-digital-rhetoric/103400