Chapter 12
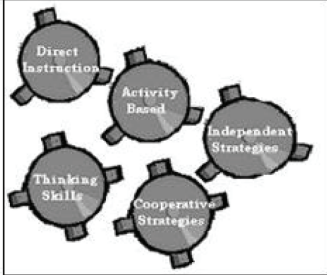# Delivering Instruction to the Distance Learner

Learning Objectives. During the 1960s and 1970s, a number of alternatives to traditional higher education developed in the United States as a direct result of numerous social upheavals. National trends that included the rapidly rising costs of traditional education, curiosity with informal and nontraditional education, increasingly mobile populations, growth of career-oriented predilection, the quickening pace of new technologies (and, therefore, the need for learning new skills), and general public dissatisfaction with educational institutions brought about a mounting interest in distance learning.

This chapter is the culmination of Part V of this text and deals with state-of-the-art alternatives for teaching at a distance. The organization of the chapter parallels the previous examinations of traditional and adult learning and encourages the reader to:

- Identify the Pillars of Education related to the distance learner
- Consider effective principles and practices of teaching the distance learner
- Recognize common learning styles found in the distance classroom
- Become familiar with the variety of teaching and learning strategies appropriate for the distance learner
- Become familiar with the methodologies for designing instruction for the distance learner

Figure 1. Distance lesson plan template (focus on delivery)

Focus on Delivery

Document the development of this lesson using the distance learner instructional design **Kemp Model** to ensure that the lesson plan includes these elements:

☐ Define the instructional problems

☐ Describe learner characteristics

☐ Conduct a task analysis

☐ Develop the instructional objectives

☐ Sequence the content to be delivered

☐ Design the instructional strategies

☐ Integrate the resources

☐ Deliver the instruction

☐ Evaluate the instruction

Identify the **instructional teaching strategy** to be used in this lesson:

☐ Direct Instruction (approximate time):

☐ Activity-based Instruction (approximate time):

☐ Independent strategies instruction (approximate time):

☐ Thinking skills Instruction (approximate time):

☐ Cooperative strategies (approximate time):

Method of Delivery: ☐ Synchronous ☐ Asynchronous ☐ LMS ☐ Other
More than one method may be used to present the lesson

Lesson Plan Template. Refer to **Appendix C, Distance Learner Lesson Plan Template** as the chapter discusses **Focus on Delivery** as depicted in Figure 1.

INTRODUCTION

Distance education is hardly a new phenomenon. Its beginnings are rooted well over one hundred years ago in the extension models of Oxford and Cambridge. In the mid-1960s, the United States developed the Correspondence Education Research Project that investigated the effectiveness of the infant correspondence study programs in American higher education. Before that, military training during and after World War II was firmly grounded in mail-order courses especially for follow-on education after basic training. Into the 1970's, ground-breaking programs such as the University without Walls project at Sierra University promoted student-centered learning apart from the traditional classroom campus environment. Using a technology-based modality of the times, Chicago's 'Sunrise Semester' (circa

Related Content

Effects of Gamification on Learning Outcomes, Satisfaction, Engagement, and Motivation in Virtual Learning Environments Between 2020 and 2022

Kexin Zhangand Zhonggen Yu (2022). *International Journal of Online Pedagogy and Course Design (pp. 1-18).*

www.irma-international.org/article/effects-of-gamification-on-learning-outcomes-satisfaction-engagement-and-motivation-in-virtual-learning-environments-between-2020-and-2022/306684

An Exploratory Study of Student Self-Assessment in an Online Learning Context

Chien-hsing Wang (2011). *International Journal of Online Pedagogy and Course Design (pp. 50-61).*

www.irma-international.org/article/exploratory-study-student-self-assessment/58662

Teleconference Sessions in Distance Learning Courses: The Influence of Psychological Factors

Stefanos Armakolas, Christos T. Panagiotakopoulosand Anthi V. Karatrantou (2021). *International Journal of Online Pedagogy and Course Design (pp. 1-15).*

www.irma-international.org/article/teleconference-sessions-in-distance-learning-courses/274317

Spreadsheets

W. Brett McKenzie (2008). *Encyclopedia of Information Technology Curriculum Integration (pp. 793-798).*

www.irma-international.org/chapter/spreadsheets/16795

Designing and Teaching for Student Engagement in Online Courses Through UDL

Ruby L. Owinyand Elizabeth Hartmann (2020). *Handbook of Research on Developing Engaging Online Courses (pp. 314-329).*

www.irma-international.org/chapter/designing-and-teaching-for-student-engagement-in-online-courses-through-udl/247835