



# Overview of Models of Distance Education

## Illinois Virtual Campus

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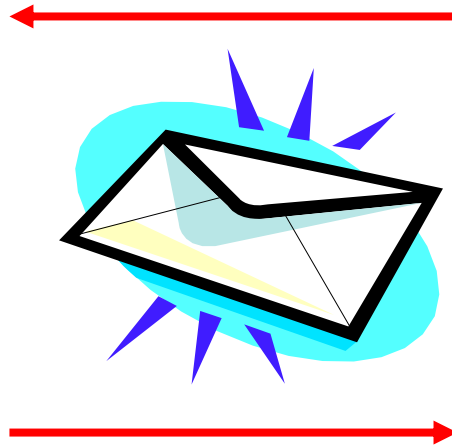
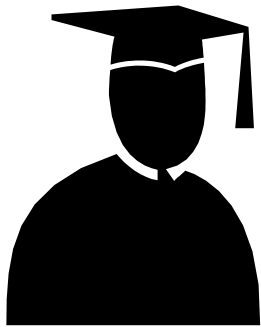
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# Overview of Models

- **Correspondence Course** – Materials and examinations are exchanged through postal mail
- **Online Course** – Completely online classroom, no face to face meetings
- **Hybrid Course** – Integrates the Web into the face to face class
- **Open entry, Open Exit** – students enroll in the program at any point and proceed at their own pace

# “Correspondence Course” Model



Course handouts, exams, homework,  
textbook sent through mail



# Characteristics of “Correspondence Courses”

- True form of distance education
- Provides flexibility to adult students
- Requires self study

# Faculty Role in “Correspondence Course”

- Sending handouts and exams
- Grading exams
- Answering any questions that arise through mail
- Assigning a grade
- No actual teaching

# Opportunities for Interaction with “Correspondence Course”

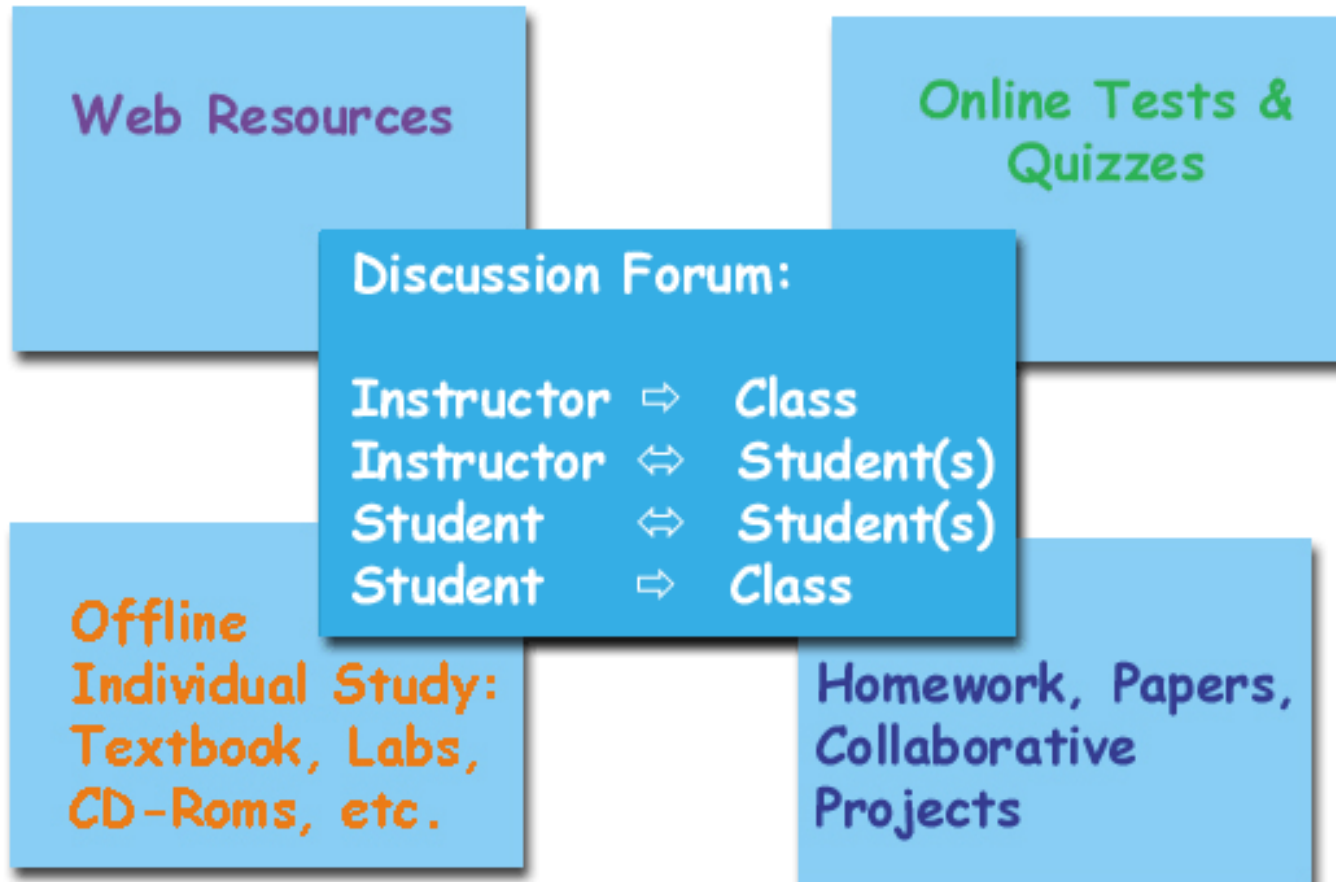
- Students can ask questions through mail, perhaps by phone
- No student-student interaction



# Technologies Used

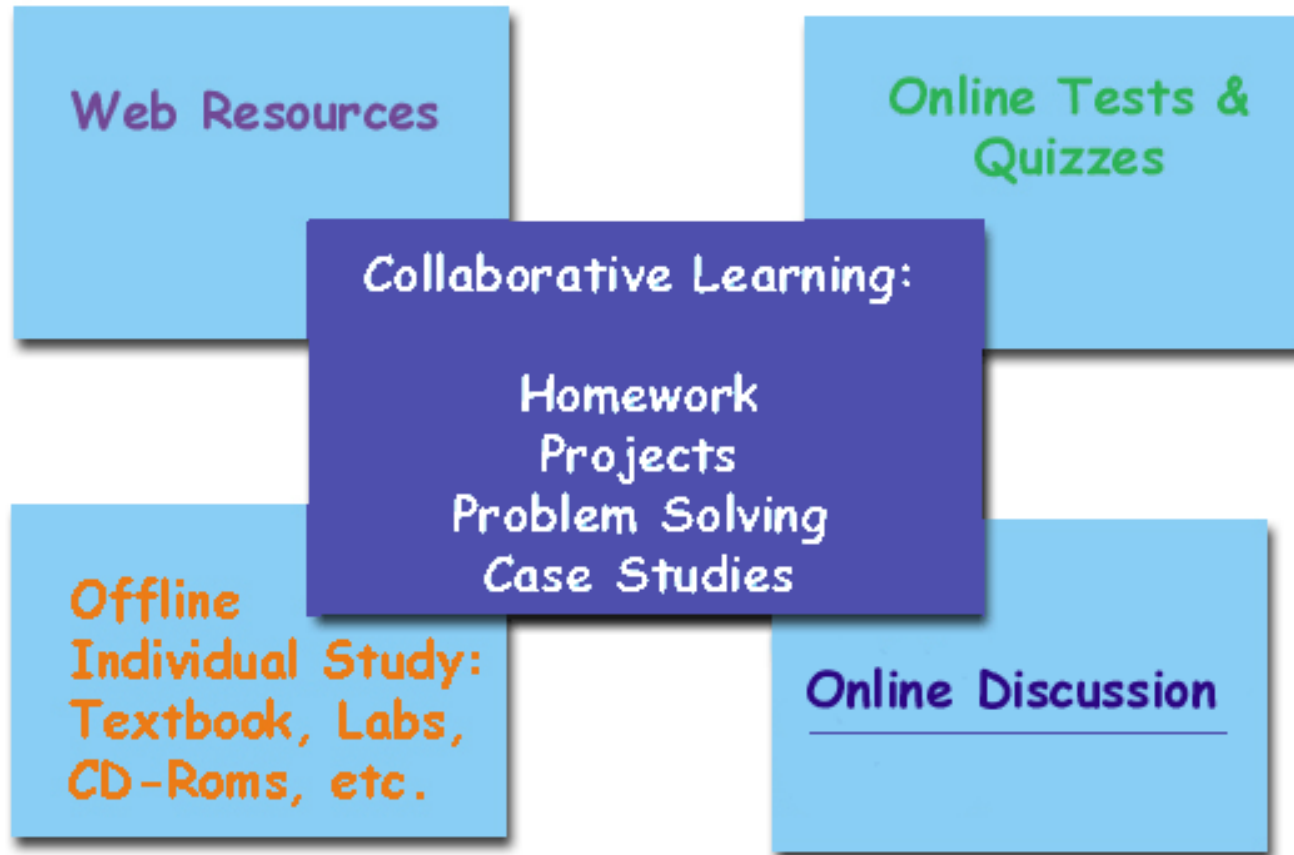
- Mail
- Perhaps phone
- Perhaps email


# The “Online Course” model





# Alternate View of “Online Course” model






# Characteristics of “Online Course” model

- Asynchronous discussion is central, or important to the course
- Traditional resources such as textbooks, labs are part of online courses

# Faculty Role in the “Online Course” model

- Learn many new skills different from those used in the traditional classroom setting
- Faculty are facilitators, not lecturers
- Fewer and shorter lectures
- Teaching time is increased
- Planning time is increased



# Students' Experience in the “Online Course” model

- Students can attend class and study any time and from any place.
- Students spend more time reading, thinking and writing than in many face to face courses
- Students work through content as a group. No one works ahead.

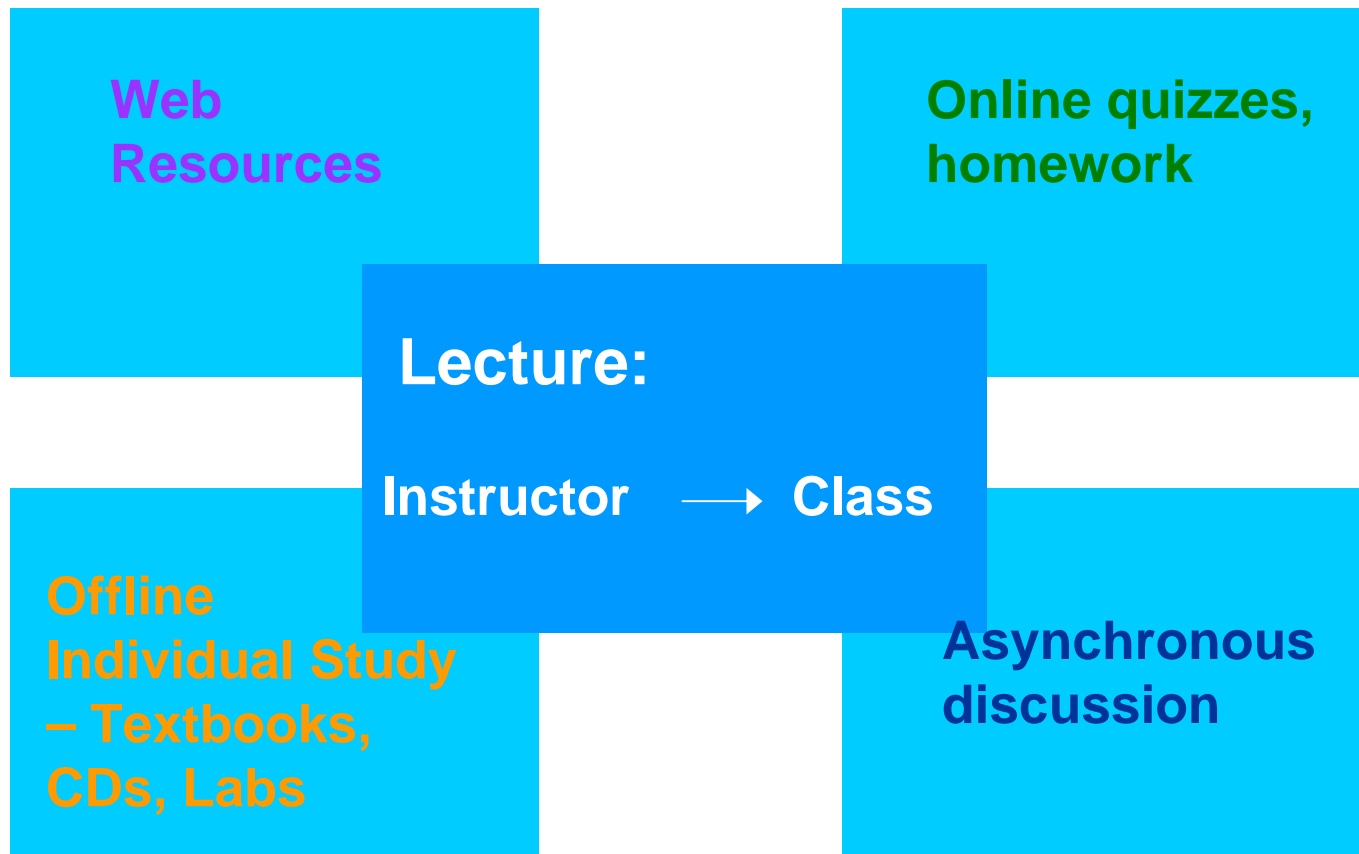
# Technologies used in the “Online Course” model

- Usually a Course Management System to deliver and manage the course.
- Synchronous chat
- Sometimes Web pages
- E-mail

# Opportunities for Interaction in the “Online Course” model

- Using asynchronous discussion students interact with other students, the instructor and with the entire class
- Using synchronous discussion (chat) students can communicate about specific topics.
- Overall, INTERACTION INCREASES


# The “Hybrid Course” model



# Characteristics of “Hybrid Course” model

- Lectures are at the center, but may be reduced
- May use course management system or Web resources
- Asynchronous discussion may be used, but is not the center of the course






# Faculty Role/Experience – Hybrid Course

- Faculty are lecturers and content experts
- Create Web pages or other resources for student use
- Learn some new skills that are integrated into traditional teaching

# Students' Experience – Hybrid Course

- Most content is delivered by lecture
- Syllabus, other information may be available on Web pages
- Web-based activities are an optional part of the course
- A good model for students on the campus
- Web pages



# Technologies – Hybrid Course

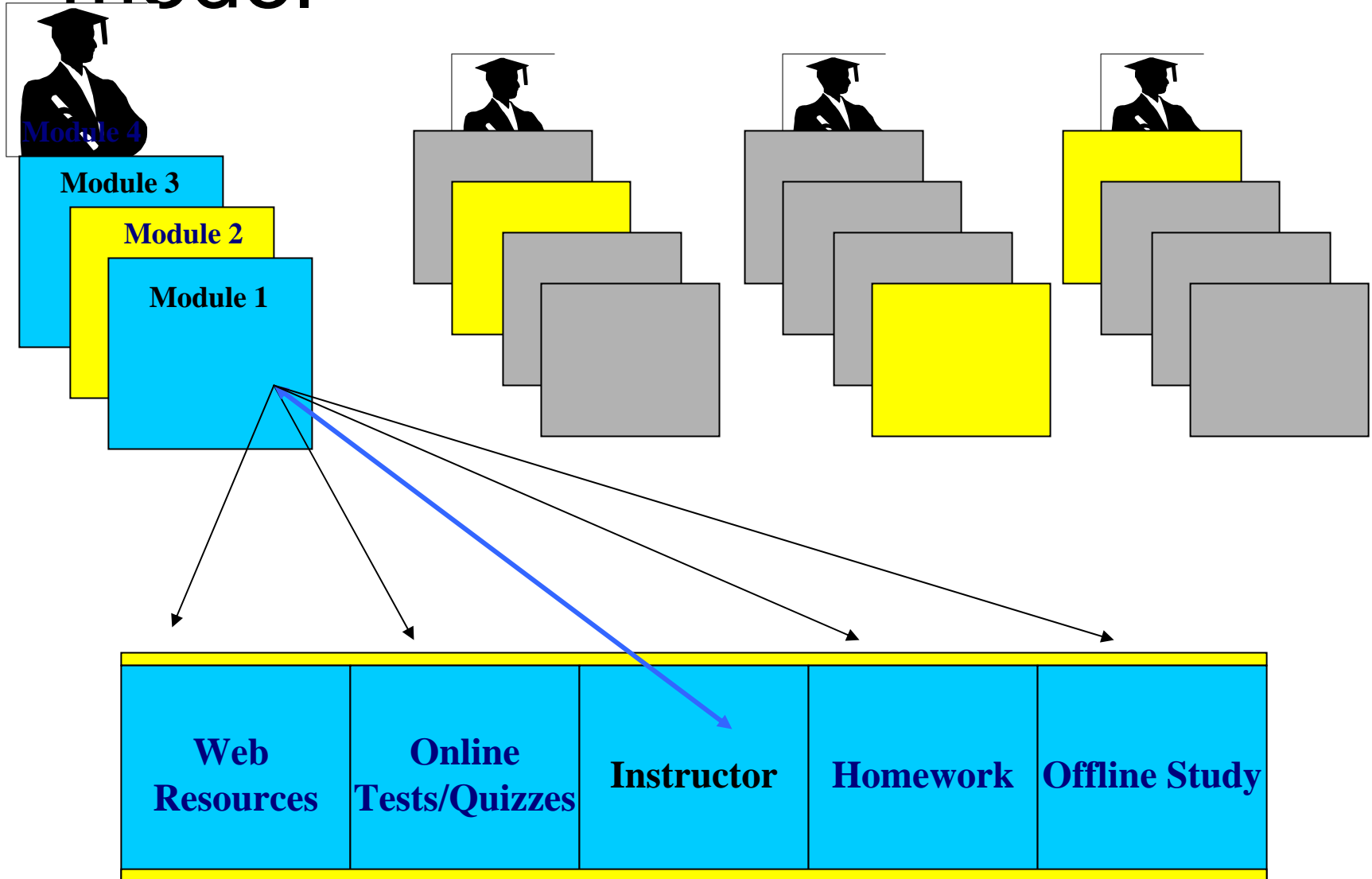
- Web resources and external readings
- May use course management system with asynchronous discussion as a supplement to lecture



# Opportunities for Interaction – Hybrid Course

- Limited interaction during and after lecture
- Interaction during office hours
- Asynchronous discussion is usually auxiliary to the course
- Interaction is often **LESS** than online courses

# The “Open Entry, Open Exit” model



# Characteristics of “Open Entry, Open Exit” model

- Students move at their own pace
- Students do not interact with each other, only with the instructor
- Asynchronous discussion is not used

# Faculty Role in “Open Entry, Open Exit”

- Faculty role is to manage students as they move through the material
- Faculty member manages materials that students use to learn (CDs, textbooks, and others)
- Almost no new skills are needed

# Students' Experience in "Open Entry, Open Exit" model

- Students work alone
- Students work at their own pace
- Students must be highly motivated
- A good model for students who work full time and travel



# Technologies used in “Open Entry, Open Exit” model

- CDs
- Web Pages
- Tutorials
- Textbooks
- Online Quizzing and Testing



# Opportunities for Interaction in the “Open Entry, Open Exit”

- Student can contact the instructor by e-mail, telephone
- No student-student interaction