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Nota di contenuto	Chapter 1. Open and Distance Education system and Learner Support Services: An introduction -- Chapter 2. Tools of Information and Communication Technologies in ODL for inclusive education in developing world -- Chapter 3. Learner Support Services Delivery through the use of Technology in the Open and Dual Distance Learning University -- Chapter 4. E-learning as a medium for facilitating learners' support services under open and distance learning: An evaluative study -- Chapter 5. ICT usage in IGNOU for strengthening Learner Support Services for distance learners -- Chapter 6. Role of Technology in Dissemination of Science - Education through Open & Distance Learning System -- Chapter 7. Distance education in Cyprus: the Open University and technology used to support adult distance teaching and learning -- Chapter 8. Information and Communication Technology in Open Distance Learning: An Introspection through the Lens of the Ruralites and the Elderly Learners -- Chapter 9. Helping the Distance Education Learners in Getting Effective and Efficient Delivery of Learner Support Services in Developing Countries through Use of Technology -- Chapter 10. Learner Support Services for distance learning for Sustainable collaborative learning communities: Issues in the Developing Countries -- Chapter 11. ICT for Learner Support Services in ODL system: Challenges and the Road Ahead.

This book explores the ways in which technology is being used by various open universities in developing countries to extend learner support services to distance learners. It shares the best practices being followed by different open universities so that these may be replicated by other universities. It provides an overview of the use of various digital technologies, e-learning tools, eLearning platforms, virtual learning environments, and synchronous and asynchronous technologies in open and distance learning (ODL) systems. Moreover, it discusses the importance of ODL systems in providing inclusive education in developing countries through the use of ICT with a special focus on adult, rural and elderly learners, as well as the role of technology in science education through ODL system. A transformative model of sustainable collaborative learning is presented, integrating concepts based on theoretical frameworks to increase the flexibility and solve existing issues in developing countries, which may be used for policy changes in distance learning. It concludes by examining various challenges in successfully implementing technology for effective delivery of learner support services in distance education systems in developing countries and exploring the strategies required to overcome these challenges.

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