

# Distance Education Entitled Educating with Corresponding Courses

Caesar Davison\*

Department of Education, Mekelle University, Tigray, Ethiopia

## Perspective

**Received:** 13-Sep-2022, Manuscript No. JES-22-68695; **Editor assigned:** 16-Sep-2022, PreQC No. JES-22-68695 (PQ); **Reviewed:** 30-Sep-2022, QC No. JES-22-68695; **Revised:** 7-Oct-2022, Manuscript No. JES-22-68695 (R); **Published:** 16-Oct-2022, DOI: 10.4172/JES.8.6.003.

**\*For Correspondence:**

Caesar Davison, Department of Education, Mekelle University, Tigray, Ethiopia

**E-mail:** [davison@gmail.com](mailto:davison@gmail.com)

### ABOUT THE STUDY

The education of pupils who might not always be physically present at a school is referred to as distance education, also known as distance learning. This typically involved correspondence classes, where the student wrote letters to the institution to communicate. Nowadays, it frequently involves online learning. A distant learning programme may include entirely of online learning or may also include some traditional classroom training.

Massive Open Online Courses (MOOCs), which provide wide-scale interactive participation and open access *via* the Internet or other network technologies, are more contemporary educational models for distance learning. Other words that are used to loosely describe distance education include dispersed learning, e-learning, m-learning, online learning, virtual classrooms, etc. The use of e-learning as a teaching tool has been demonstrated. Every learner at different levels of learning should be able to participate in interactive online learning. Learning new things, working with others, and maintaining self-discipline are all fascinating aspects of the remote learning environment.

### University correspondence courses

By launching its External Programme in 1858, the University of London became the first institution to provide degrees through distant learning. The institution's non-denominational status and the fierce religious rivalry of the day gave rise to an uproar against the "inconstant" organization, which provided the foundation for this invention. The question quickly came down to which institutions had the authority to offer degrees and which ones did not.

### Technologies

Through free educational resources and facilities like e-learning and MOOCs, internet technology has made a variety of distance learning formats possible. The delivery methods for remote education technologies are split into two categories: synchronous learning and asynchronous learning, despite the blurring of the lines caused by the growth of the Internet. Similar to traditional classroom instruction, synchronous learning takes place in a virtual

## Research & Reviews: Research Journal of Educational Studies

classroom with all participants "present" simultaneously. It needs a schedule. Synchronous technologies include online conferencing, videoconferencing, educational television, instructional television, Direct Broadcast Satellite (DBS), internet radio, live streaming, telephone, and web-based VoIP.

Class meetings are facilitated via web conferencing software, which typically includes extra interaction capabilities like text chat, polls, hand raising, emoticons, etc. Students can participate in asynchronously using these tools by listening to recordings of synchronous sessions. Immersive settings have also been utilised to improve student presence in online classes. The usage of robot proxies, such as those that permit sick students to attend lessons, is another method of synchronous learning that takes place in the classroom. In order to provide more interactive synchronous hybrid classes where both online and in-person students can participate, some colleges are beginning to deploy robot proxies.

These devices include the roaming Double Robot and the Kubi Telepresence robot stand. The distant pupils are seated at the desk or due to these conferencing techniques robots as opposed to being projected onto a wall-mounted screen. Participants in asynchronous learning have flexible access to course materials at their convenience. There is no requirement that students be present at the same time. Asynchronous delivery technologies include voicemail, fax, message boards, e-mail, video and audio recordings, print materials, and letter correspondence, which is the earliest type of remote learning.

Users can merge the two techniques, periodic residential or day teaching sessions are used in many courses offered by open universities and an increasing number of campus-based schools to supplement the sessions delivered remotely. Recently, the terms "blended learning" and, less frequently, "hybrid learning" have come to describe this form of blended remote and campus-based education. Many open universities use a variety of technology and teaching methods collectively referred to as "distance learning."