

Radio and television MassMedia

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Introduction

Development of a science as a whole and a linguistic science, in particular is connected not only to the decision of actuality scientific problems, but also with features internal and foreign policy of the state, the maintenance of the state educational standards which are to the generators of progress providing social economic society. It forms the society capable quickly to adapt in the modern world.

It is now clearly seen in the economic socio-political and cultural life of the Republic of Uzbekistan today, when we are celebrating the 21th anniversary of the National Independence of our Fatherland, Uzbekistan. Conditions of reforming of all education system the question of the world assistance to improvement of quality of scientific-theoretical aspect of educational process is especially actually put. President I.A.Karimov has declared in the programme speech "Harmonic development of generation a basis progress of Uzbekistan¹": "... all of us realize that: achievement of the great purposes put today before us, noble aspiration necessary for updating a society". The effect and destiny of our reforms carried out in the name of progress and the future, results of our intentions are connected with highly skilled, conscious staff, the experts who are meeting the requirements of time The Qualification Paper under review is dedicated to the study of the function ' their structural, semantic and functional properties in English used in the contexts (on the material of) which presents an interest both for theoretical investigation and for practical usage. We have basis to approve that many linguists have brought the invaluable contribution: studying various properties of the function words (more in detail see Barkhudarov, M.Y. Blokh, G.G. Pocheptsov, A.I. Smirtnitsky, Ch.Fillmo Chafe, A.Khudyakov, M.Iriskulov, B.V.Reznik, E.S. Kubrjakova, Ch. I works and etc.), that has created necessary theoretical preconditions for des

¹I.A.Karimov, "Independent Uzbekistan" мехнат 2009. 56. p

conjunctions and their types. Also I looked through the works written by the scholars of our university like A. Ismoilov, M.

Iriskulov, A. Sadikov, T. Ikramov, Rasulova, A.Kuldashev, B.Jurayev, I.Ibrogimhodjayev and T.Madraximov.

The Actuality present a certain interest both for the theoretical investigation for the is explained on one hand by the profound interest to the use of the distance education and multimedia information resources, and on the other hand by the absence of widely approved analysis of the positive and negative effects of using E-text books in teaching English as a foreign language.

The Aim of the qualification paper is to define the specific features of the e-text books used to introduce linguistic data.

It is our task to prepare learned professionally competent, energetic specialists and real patriots.

In this plan the National programs on training personal was warred out. It is directed to the formation of the new generation of specialists with the high common and professional culture, creative and social activity with the ability to orientate in the social and political life independently, capable to raise and solve the problems to the perspective.

The Novelty of the qualification paper is defined by concrete results of the investigations, special emphases is laid on various types of the realities.

The Qualification paper consists of Introduction, Main part, Conclusion and Bibliography.

Introduction gives prove to the choice of the theme of the research, determines the aim, the tasks of the ward, points out language material, the methods of the ward, points out language material, the methods of the ward, practical and theoretical importance of the ward. It also indicates the perspective further investigations in this sphere. The main part includes III Chapters which are followed by several paragraphs:

The aim of a given Qualification paper puts forward the following **tasks**:

- to analyze the literature on the most actual problems of compiling e-books

-to analyze the e-books compiled on different subjects earlier in our country and abroad.

-to analyze the problem of the e-books related to teaching English.

-to analyze the structure of the e-books.

The methods of investigation used in this qualification Paper are as follows: structural, semantic, stylistic, structural and translational.

The Practical Value of the research is that the material and the results of the given “ qualification paper can serve as the material for theoretical courses of lexicology, translation, comparative typology as well can be used for practical classes in analytical reading, practical grammar, home- reading, current events and oral speech practice taught with the help of e-books

Theoretical Value of this paper is that it can be used as a theoretical material for compiling e-books on different other linguistic and non linguistic disciplines.

The object of our investigation is to study functional aspect of the e-books used to teach languages.

The subject of the investigation is structural, semantic and functional properties of the material used for the e-book.

The methods of investigation used in this research are as following: complex approach to the study of the structural, semantic features of simple sentences including their subtypes and subgroups structural, distributional way of analysis of the English language units.

Methodological bases of the research is Decrees of the President of Republic Uzbekistan about development of languages, educations and sciences, the national program on a professional training, and also basic researches in the field of the theory of linguistics in particular theoretical grammar, translation theory and typology.

The structure of the paper- This Qualification Paper consists of Introduction, Two Chapters, Conclusion and Bibliography.

Chapter I Theoretical bases of compiling E-books using the material book “Stay in Touch”.

1.1. Distance education

Distance education or distance learning is a field of education that focuses on teaching methods and technology with the aim of delivering teaching, often on an individual basis, to students who are not physically present in a traditional educational setting such as a classroom. It has been described as "a process to create and provide access to learning when the source of information and the learners are separated by time and distance, or both. Distance education courses that require a physical on-site presence for any reason (including taking examinations) have been referred to as hybrid or blende

History and development

Distance education dates to at least as early as 1728, when "an advertisement in the Boston Gazette... Caleb Phillips, Teacher of the new method of Short Hand" was seeking students for lessons to be sent weekly.

Modern distance education initially relied on the development of postal services in the 19th century and has been practiced at least since Isaac Pitman taught shorthand in Great Britain via correspondence in the 1840s.

The University of London claims to be the first university to offer distance learning degrees, establishing its External Programme in 1858. This program is now known as the University of London International Programmes and includes Postgraduate, Undergraduate and Diploma degrees created by colleges such as the London School of Economics, Royal Holloway and Goldsmiths.[6] In the United States William Rainey Harper, first president of the University of Chicago developed the concept of extended education, whereby the research university had satellite colleges of education in the wider community, and in 1892 he also encouraged the concept of correspondence school courses to further promote education, an idea that was put into practice by Columbia University. In Australia,

the University of Queensland established its Department of Correspondence Studies in 1911.

More recently, Charles Wedemeyer of the University of Wisconsin–Madison is considered significant in promoting methods other than the postal service to deliver distance education in America. From 1964 to 1968, the Carnegie Foundation funded Wedemeyer's Articulated Instructional Media Project (AIM) which brought in a variety of communications technologies aimed at providing learning to an off-campus population. According to Moore's recounting, AIM impressed the UK which imported these ideas when establishing in 1969 The Open University, which initially relied on radio and television broadcasts for much of its delivery. Athabasca University, Canada's Open University, was created in 1970 and followed a similar, though independently developed, pattern. Germany's Fern University in Hagen followed in 1974 and there are now many similar institutions around the world, often with the name Open University (in English or in the local language). All "open universities" use distance education technologies as delivery methodologies and some have grown to become 'mega-universities', a term coined to denote institutions with more than 100,000 students.¹ In 1976, Bernard Luskin launched Coastline Community College as a college beyond walls, combining computer assisted instruction with telecourses proded by KOCE TV, the Coast Community College District public television station. Coastline has been a landmark strategic success in helping to establish online distacnce learning using modern technology for learning.

The development of computers and the internet have made distance learning distribution easier and faster and have given rise to the 'virtual university, the entire educational offerings of which are conducted online. In 1996 Jones International University was launched and claims to be the first fully online university accredited by a regional accrediting association in the US.

In 2006, the Sloan Consortium, a body which arguably has a conflict of interest in the matter, reported that: More than 96 percent of the very largest

¹<http://www.seosity.new.edu>

institutions (more than 15,000 total enrollments) have some online offerings, which is more than double the rate observed for the smallest institutions and that almost 3.2 million US students were taking at least one online course during the fall term of 2005. A study published in 2011 by the U.S. Department of Education found that "From 2000 to 2008, the percentage of undergraduates enrolled in at least one distance education class expanded from 8 percent to 20 percent, and the percentage enrolled in a distance education degree program increased from 2 percent to 4 percent."

Today, there are many private and public, non-profit and for-profit institutions worldwide offering distance education courses from the most basic instruction through to the highest levels of degree and doctoral programs. Levels of accreditation vary: some of the institutions receive little outside oversight, and some may be fraudulent diploma mills, although in many jurisdictions, an institution may not use terms such as "university" without accreditation and authorisation, often overseen by the national government – for example, the Quality Assurance Agency in the UK. In the US, the Distance Education and Training Council (DETC) specializes in the accreditation of distance education institutions. Technologies used in delivery.

The types of available technologies used in distance education are divided into two groups: synchronous learning and asynchronous learning.

Synchronous learning technology is a mode of delivery where all participants are "present" at the same time. It resembles traditional classroom teaching methods despite the participants being located remotely. It requires a timetable to be organized. Web conferencing, videoconferencing, educational television, Instructional television are examples of synchronous technology, as are direct-broadcast satellite (DBS), internet radio, live streaming, telephone, and web-based VoIP.

The asynchronous learning mode of delivery is where participants access course materials on their own schedule and so is more flexible. Students are not required to be together at the same time. Mail correspondence, which is the oldest

form of distance education, is an asynchronous delivery technology and others include message board forums, e-mail, video and audio recordings, print materials, voicemail and fax.

The two methods can be combined in the delivery of one course. For example, some courses offered by The Open University use periodic sessions of residential or day teaching to supplement the remote teaching.

Other technology methods used in the delivery of distance education include online three-dimensional (3D) virtual worlds. A popular 3D virtual world, active worlds, is used for synchronous and asynchronous learning. Active Worlds provides opportunities for students to work collaboratively.

Major benefits of use: an institutional perspective

Expanding access: distance education can assist in meeting the demand for education and training demand from the general populace and businesses, especially because it offers the possibility of a flexibility to accommodate the many time-constraints imposed by personal responsibilities and commitments.

Alleviate capacity constraints: being mostly or entirely conducted off-site, the system reduces the demand on institutional infrastructure such as buildings.

Making money from emerging markets: she claims an increasing acceptance from the population of the value of lifelong learning, beyond the normal schooling age, and that institutions can benefit financially from this by adopting distance education. She sees sectors of education such as courses for business executives as being "more lucrative than traditional markets".

Catalyst for institutional transformation: the competitive modern marketplace demands rapid change and innovation, for which she believes distance education programs can act as a catalyst.

In addition, other benefits include:

Disabilities, Handicaps, or sicknesses: There are many students that are unable to go to a traditional school setting because they cannot get around easily or a low immune system and get sick from other students. Distance education can help in these cases because the students will not have to leave their home or be

around other people. It makes it possible for these students to still learn and to be able to get a good education.

Equal Opportunity to Education Regardless of Socioeconomic Status: Students have the opportunity to receive equal education regardless of income status, area of residence, gender, race, age, or cost per student.

Casey and Lorenzen have identified another financial benefit for the institutions of the US, stating that distance education creates new graduates who might be willing to donate money to the school who would have never have been associated with the school under the traditional system.

Criticism

Adult learners utilizing distance education can face obstacles such as domestic distractions and unreliable technology which could make completing a distance education course difficult. Students can also face challenges in program costs, contact with teachers and support services, and need for more experience.¹

Communication is key between teacher and student in a Distance Education environment. Without key communication, the learning is not existent. The communication being used must be an effective communication device and a positive relationship with student and teacher. How often do the teacher and student need to communicate? Frequency of dialogue between teacher and student is still at discussion by many.

Some students attempt distance education without proper training of the tools needed to be successful in the program. Students must be provided with training on each tool that is used throughout the program. The lack of advanced technology skills can lead to an unsuccessful experience for a student. Schools have a responsibility to adopt a proactive policy for managing technology barriers.

1.2.The Advantages of Distance Learning

According to the U.S. Department of Education's National Forum on Education Statistics, virtual education, such as online MBA programs, is now part of the planning agenda of most organizations concerned with education and

¹<http://www.seosity.new.edu>

training. The quality of distance learning has greatly improved in the past few years, as both students and educators have become more comfortable with the technology, and as stories of best practices have been shared and duplicated.

While quality has increased substantially (and while many inferior programs have failed), it is still prudent to verify that the distance learning organization is fully accredited by the appropriate agencies. The goal of accreditation is to ensure that education provided by institutions of higher education meets acceptable levels of quality. Accreditation in the United States involves non-governmental entities as well as governmental agencies.

Distance learning features a number of advantages, particularly for non-U.S. students seeking an accredited U.S. degree. Perhaps the most relevant benefit involves the luxury of remaining in your home country while studying -- and consequently avoiding the inconvenience of applying for a student visa to study in the United States. Other advantages include:

- Accessibility for those living away from the training center
- No waste of time or other resources in transport, commuting to a central location for each class
- Flexibility to study in any convenient location with an Internet connection
- Self-paced learning:
- Quickly browse materials you have already mastered, and concentrate time and effort in areas containing new information and / or skills
- Study materials at a personal speed and intensity, without having to wait for slower pace of the average classroom
- Flexibility to join conversations in the bulletin board discussion areas at any hour, and to review your classmates' comments since the previous visit
- Just-in-time learning; more opportunities to study the most current material available

- Flexibility for those with irregular work schedules
- Accessibility for those with restricted mobility (e.g., handicapped, injured, elderly)
- Accessibility for those with family responsibilities (e.g., parents with young children at home)

Recent research has shown that the most significant factor helping students to succeed -- or not -- in Web-based classes has been their ability to manage time. The more successful students reported spending 2 to 3 hours regularly each week for each hour of credit for a class. For example, a 4-hour credit class required a minimum of at least 8 to 12 hours of work each week of the semester to complete all requirements.

Without class lectures to spur a quick burst of activity to complete a project, for example, some students procrastinated through weeks of the semester, only to find themselves so far behind that they could never recover. Experts strongly recommend that you devise a typical weekly schedule so that you will have a general guide for allocating appropriate time to study.

Learn more. Use our simple campus selection page, and choose Distance Learning / Online Degrees in the first column. There are also colleges, like Cardinal Stritch for instance, with the advantages and flexibility of an online degree course with the benefit of having a physical campus.

More Advantages of Studying through Distance Learning:

1. Its Flexible: You can earn and study at the same time! Flexibility is the biggest advantage of distance learning courses. This stands true especially if you are a working professional. Not everyone has the luxury of taking their own time to finish their studies. For those who had to take a break from studies to start working, such courses are a boon and provide the opportunity to pursue higher education.

2.Saves Time & Energy: You save up a lot of time and energy on commuting. You can stay in Pune and pursue a course that is available in Bangalore. Or you

might be based out of a remote village or town which does not have enough options for higher studies. Distance learning courses eliminate these obstacles.

3. Study at your own Pace: Not everyone has the same pace of learning. Some students pick up things fast, others need time to grasp a concept. One of the biggest advantages of distance learning is that you can study at a pace that is comfortable for you.

4. Saves Money: These courses are almost always cheaper as compared to their on-campus counter-parts. You also cut down on the costs incurred while commuting etc.

5. Convenient: You can submit your assignment with the click of a button or simply drop it off at a post-office! It's sometimes as simple as that!

6. 24X7 Access to Study Material & fellow Students: This is the best way to study if you are comfortable with internet and technology. You can access your study material online whenever you want and also clear doubts, exchange views and discuss with your virtual class-mates!

7. Study any Topic You Want: Since you'd already have all your books/online study material with you, you can pick up any topic/chapter that interests you and tackle that first! This way your interest in the subject is sustained.

Various studies have shown that distance learning programmes can be as efficient and valuable as regular classroom programmes sometimes even better! Sometimes the learning material for distance learning programmes can be way superior to that of a regular classroom course. So as a student, you need to decide if distance learning programme suits your personality and temperament!

In a country like India, where a basic graduation degree is mandatory to get a decent job, where the number of aspiring students outnumber the number of college seats available by an obscenely high number, distance learning programmes is the choice of many.

1.3. The Benefits and Advantages of E-books.

An e-book is a book in electronic format. It is downloaded to a computer, PC, Mac, laptop, PDA or any other kind of computer, and is read on the screen. ¹It can have numbered pages, table of contents, pictures and graphics, exactly like a printed book.

E-books present many benefits and advantages, and this article shows some of them.

It is very simple and easy to purchase and download e-books through the Internet. It is exactly like purchasing any other product. The only difference is that after payment you will either be directed to a download page or receive the download link in an email. All you have to do is click on the link and the e-book will automatically download to your computer, to a folder of your own choice.

After download you don't have to be connected to the Internet in order to read the e-book. You can stay offline. If you wish to have it printed, it is very easy. Just click on the print button in the e-book, to print it with your home printer.

What are the benefits and advantages of e-books?

1. E-books are delivered almost instantaneously. You can purchase, download and start reading them within minutes, without leaving your chair. You don't have to go to a bookstore to buy them, neither wait for them for days, weeks and sometimes more to arrive in the mail.

2. No trees are required to manufacture paper for the pages of e-books.

3. When you need certain information, you can get it immediately, by downloading an e-book.

4. Many e-books are sold nowadays with bonuses, which you usually do not get with a printed book. This adds value to your purchase.

5. E-books take up less space. You practically don't need any space to store them. You don't need a library or a room for them. You can store hundreds and thousands of e-books in your computer.

¹<http://www.seositynew.edu>

6. E-books are portable. You can carry a whole library of hundreds of books with you, on CD, in a laptop, notebook or any e-book reader, without worrying about their weight.

7. With today technology you can read e-books anywhere, on the bus, train, airplane and while standing in line.

8. E-books are more safely stored and carried from one place to another, than ordinary books. They also withstand time more than books.

9. E-books can show links, for easy access to more information and related websites.

10. E-books are searchable. You can easily search for any information in an e-book, instead of turning page after page.

11. E-books can be interactive and contain audio, video and animations, which can enhance the message that the author is trying to convey.

12. As e-books are delivered through the Internet, there are no packing and shipping expenses.

13. E-books can be printable, so that if you wish to read an e-book in the traditional way, you can very inexpensively print it with your home printer or at any printing shop.

14. Fonts in e-books can be resized, making it easier to read for people with disabilities. With an additional software it is possible to turn some of the e-books into audio books.

15. E-books are very easy to sell and distribute.

16. It is very simple and easy to purchase and download an e-book. People living in big modernized cities, in a remote village in a far away country or on a small island, can equally access an e-book. It takes them the same amount of time to purchase and download an e-book, provided they have an Internet connection.

17. It is possible to purchase an e-book 24 hours a day, every day of the year, from the comfort of your own house or office. You can purchase and download an e-book, even if you are on a vacation, if you have a laptop and wireless Internet connection.

18. People are already spending a lot of time in front of their computers, so why not read an e-book, instead of doing something else?

Nowadays one can find e-books about every possible subject, fiction and nonfiction, free and not free.

Considering non-fiction e-books, such e-books disseminate knowledge not pages, which means that it is not correct to evaluate the price of an e-book according to the number of its pages. The price should be determined by the information it contains, its usefulness and relevancy, and on how much it gives you in terms of practical knowledge, inspiration, motivation, tips and advice, and also by the uniqueness of the information it contains.

In 1455, Johannes Gutenberg printed a Bible and changed the world forever. He set in motion an industry that remained fundamentally unchanged for 600 years.

Movable type was his great innovation - individual characters arranged in a frame and used to press ink onto paper. It's only now, with the advent of e-books and digital readers, that we are in a position to leave print behind.

Dedicated e-book readers such as Amazon's Kindle are rapidly falling in price, and so are books that can be read on them.

Supplied as a digital download, they don't consume the planet's forests, needn't be carried to shops by sea, air or road, and are more flexible than their printed equivalents, as you can choose how they are displayed.

But can an electronic book ever replace the printed page in our homes, on the move or even on the beach in summer?

In truth, this new technology has significant problems alongside its many advantages. In this article we will look at the pros and cons, allowing you to choose whether digital or paper books are best for you.

E-learning

E-learning comprises all forms of electronically supported learning and teaching. The information and communication systems, whether networked learning or not, serve as specific media to implement the learning process. The term will still most likely be utilized to reference out-of-classroom and in-classroom educational experiences via technology, even as advances continue in regard to devices and curriculum.

E-learning is essentially the computer and network-enabled transfer of skills and knowledge. E-learning applications and processes include Web-based learning, computer-based learning, virtual education opportunities and digital collaboration. Content is delivered via the Internet, intranet/extranet, audio or video tape, satellite TV, and CD-ROM. It can be self-paced or instructor-led and includes media in the form of text, image, animation, streaming video and audio.

Abbreviations like CBT (Computer-Based Training), IBT (Internet-Based Training) or WBT (Web-Based Training) have been used as synonyms to e-learning. Today one can still find these terms being used, along with variations of e-learning such as e-learning, E-learning, and eLearning. The terms will be utilized throughout this article to indicate their validity under the broader terminology of E-learning.¹

Educational technology is the study and ethical practice of facilitating learning and improving performance by creating, using and managing appropriate technological processes and resources." The term educational technology is often associated with, and encompasses, instructional theory and learning theory. While instructional technology is "the theory and practice of design, development, utilization, management, and evaluation of processes and resources for learning," according to the Association for Educational Communications and Technology (AECT) Definitions and Terminology Committee, educational technology includes other systems used in the process of developing human capability. Educational technology includes, but is not limited to, software, hardware, as well

¹<http://www.seosity.new.edu>

as Internet applications, such as wiki's and blogs, and activities. But there is still debate on what these terms mean.

Technology of education is most simply and comfortably defined as an array of tools that might prove helpful in advancing student learning and may be measured in how and why individuals behave. Educational Technology relies on a broad definition of the word "technology." Technology can refer to material objects of use to humanity, such as machines or hardware, but it can also encompass broader themes, including systems, methods of organization, and techniques. Some modern tools include but are not limited to overhead projectors, laptop computers, and calculators. Newer tools such as "smartphones" and games (both online and offline) are beginning to draw serious attention for their learning potential. Media psychology is the field of study that applies theories in human behavior to educational technology.

Consider the Handbook of Human Performance Technology. The word technology for the sister fields of Educational and Human Performance Technology means "applied science." In other words, any valid and reliable process or procedure that is derived from basic research using the "scientific method" is considered a "technology." Educational or Human Performance Technology may be based purely on algorithmic or heuristic processes, but neither necessarily implies physical technology. The word technology comes from the Greek "techne" which means craft or art. Another word, "technique," with the same origin, also may be used when considering the field Educational Technology. So Educational Technology may be extended to include the techniques of the educator.

A classic example of an Educational Psychology text is Bloom's 1956 book, Taxonomy of Educational Objectives. Bloom's Taxonomy is helpful when designing learning activities to keep in mind what is expected of what are the learning goals for learners. However, Bloom's work does not explicitly deal with educational technology per se and is more concerned with pedagogical strategies.

According to some, an Educational Technologist is someone who transforms basic educational and psychological research into an evidence-based applied science (or a technology) of learning or instruction. Educational Technologists typically have a graduate degree (Master's, Doctorate, Ph.D., or D.Phil.) in a field related to educational psychology, educational media, experimental psychology, cognitive psychology or, more purely, in the fields of Educational, Instructional or Human Performance Technology or Instructional Systems Design. But few of those listed below as theorists would ever use the term "educational technologist" as a term to describe themselves, preferring terms such as "educator." The transformation of educational technology from a cottage industry to a profession is discussed by Shurville, Browne, and Whitaker.

History

Educational technology in a way could be traced back to the emergence of very early tools, e.g., paintings on cave walls. But usually its history starts with educational film (1900s) or Sidney Pressey's mechanical teaching machines in the 1920s.

The first large scale usage of new technologies can be traced to US WWII training of soldiers through training films and other mediated materials. Today, presentation-based technology, based on the idea that people can learn through aural and visual reception, exists in many forms, e.g., streaming audio and video, or PowerPoint presentations with voice-over. Another interesting invention of the 1940s was hypertext, i.e., V. Bush's memex.

The 1950s led to two major, still popular designs. Skinners work led to "programmed instruction" focusing on the formulation of behavioral objectives, breaking instructional content into small units and rewarding correct responses early and often. Advocating a mastery approach to learning based on his taxonomy of intellectual behaviors, Bloom endorsed instructional techniques that varied both instruction and time according to learner requirements. Models based on these designs were usually referred to as computer-based training" (CBT), Computer-aided instruction or computer-assisted instruction (CAI) in the 1970s through the

1990s. In a more simplified form they correspond to today's "e-contents" that often form the core of "e-learning" set-ups, sometimes also referred to as web-based training (WBT) or e-instruction. The course designer divides learning contents into smaller chunks of text augmented with graphics and multimedia presentation. Frequent Multiple Choice questions with immediate feedback are added for self-assessment and guidance. Such e-contents can rely on standards defined by IMS, ADL/SCORM and IEEE.

The 1980s and 1990s produced a variety of schools that can be put under the umbrella of the label Computer-based learning (CBL). Frequently based on constructivist and cognitivist learning theories, these environments focused on teaching both abstract and domain-specific problem solving. Preferred technologies were micro-worlds (computer environments where learners could explore and build), simulations (computer environments where learner can play with parameters of dynamic systems) and hypertext.

Digitized communication and networking in education started in the mid 80s and became popular by the mid-90's, in particular through the World-Wide Web (WWW), e-Mail and Forums. There is a difference between two major forms of online learning. The earlier type, based on either Computer Based Training (CBT) or Computer-based learning (CBL), focused on the interaction between the student and computer drills plus tutorials on one hand or micro-worlds and simulations on the other. Both can be delivered today over the WWW. Today, the prevailing paradigm in the regular school system is Computer-mediated communication (CMC), where the primary form of interaction is between students and instructors, mediated by the computer. CBT/CBL usually means individualized (self-study) learning, while CMC involves teacher/tutor facilitation and requires scenarization of flexible learning activities. In addition, modern ICT provides education with tools for sustaining learning communities and associated knowledge management tasks. It also provides tools for student and curriculum management.

In addition to classroom enhancement, learning technologies also play a major role in full-time distance teaching. While most quality offers still rely on

paper, videos and occasional CBT/CBL materials, there is increased use of e-tutoring through forums, instant messaging, video-conferencing etc. Courses addressed to smaller groups frequently use blended or hybrid designs that mix presence courses (usually in the beginning and at the end of a module) with distance activities and use various pedagogical styles (e.g., drill & practice, exercises, projects, etc.).

The 2000s emergence of multiple mobile and ubiquitous technologies gave a new impulse to situated learning theories favoring learning-in-context scenarios. Some literature uses the concept of integrated learning to describe blended learning scenarios that integrate both school and authentic (e.g., workplace) settings.

Benefits

Educational technology is intended to improve education over what it would be without technology. Some of the claimed benefits are listed below:

Easy-to-access course materials. Instructors can post the course material or important information on a course website, which means, students can study at a time and location they prefer and can obtain the study material very quickly

Student motivation. Computer-based instruction can give instant feedback to students and explain correct answers. Moreover, a computer is patient and non-judgmental, which can give the student motivation to continue learning. According to James Kulik, who studies the effectiveness of computers used for instruction, students usually learn more in less time when receiving computer-based instruction and they like classes more and develop more positive attitudes toward computers in computer-based classes. The American educator, Cassandra B. Whyte, researched and reported about the importance of locus of control and successful academic performance and by the late 1980s, she wrote of how important computer usage and information technology would become in the higher education experience of the future.

Wide participation. Learning material can be used for long distance learning and are accessible to a wider audience.

Improved student writing. It is convenient for students to edit their written work on word processors, which can, in turn, improve the quality of their writing. According to some studies, the students are better at critiquing and editing written work that is exchanged over a computer network with students they know

Subjects made easier to learn.¹ Many different types of educational software are designed and developed to help children or teenagers to learn specific subjects. Examples include pre-school software, computer simulators, and graphics software.

A structure that is more amenable to measurement and improvement of outcomes. With proper structuring it can become easier to monitor and maintain student work while also quickly gauging modifications to the instruction necessary to enhance student learning.

Differentiated Instruction. Educational technology provides the means to focus on active student participation and to present differentiated questioning strategies. It broadens individualized instruction and promotes the development of personalized learning plans. Students are encouraged to use multimedia components and to incorporate the knowledge they gained in creative ways.

Criticism

Although technology in the classroom does have many benefits, there are clear drawbacks as well. Lack of proper training, limited access to sufficient quantities of a technology, and the extra time required for many implementations of technology are just a few of the reasons that technology is often not used extensively in the classroom. To understand educational technology one must also understand theories in human behavior as behavior is affected by technology. Media Psychology is the study of media, technology and how and why individuals, groups and societies behave the way they do. The first Ph.D. program with a concentration in media psychology was started in 2002 at Fielding Graduate University by Bernard Luskin. The Media Psychology division of APA, division

¹<http://www.pror.com>

46 has a focus on media psychology. Media and the family is another emerging area affected by rapidly changing educational technology.

Similar to learning a new task or trade, special training is vital to ensuring the effective integration of classroom technology. Since technology is not the end goal of education, but rather a means by which it can be accomplished, educators must have a good grasp of the technology being used and its advantages over more traditional methods. If there is a lack in either of these areas, technology will be seen as a hindrance and not a benefit to the goals of teaching.

Another difficulty is introduced when access to a sufficient quantity of a resource is limited. This is often seen when the quantity of computers or digital cameras for classroom use is not enough to meet the needs of an entire classroom. It also occurs in less noticed forms such as limited access for technology exploration because of the high cost of technology and the fear of damages. In other cases, the inconvenience of resource placement is a hindrance, such as having to transport a classroom to a computer lab instead of having in-classroom computer access by means of technology such as laptop carts.

Technology implementation can also be time consuming. There may be an initial setup or training time cost inherent in the use of certain technologies. Even with these tasks accomplished, technology failure may occur during the activity and as a result teachers must have an alternative lesson ready. Another major issue arises because of the evolving nature of technology. New resources have to be designed and distributed whenever the technological platform has been changed. Finding quality materials to support classroom objectives after such changes is often difficult even after they exist in sufficient quantity and teachers must design these resources on their own.

1.4.Distance Learning Disadvantages:

Lack of social interaction. If the classroom environment is what you love most about learning you may want to take a step back and reconsider distance learning. You'll likely get some interaction on chat rooms, discussion boards and through email, but the experience will be quite different than traditional courses.

Format isn't ideal for all learners. Not everyone is an ideal candidate for online learning. If you know you have problems with motivation, procrastination and needs lots of individual attention from an instructor you may want to think long and hard before enrolling in an online learning program.

Some employers don't accept online degrees. While a majority of employers will, there are some who still see a stigma attached to distance learning. Realize that your online degree may not be the ideal tool for some job fields or for future learning.¹

Requires adaptability to new technologies. If you've never been one to love working with technology you will probably get a lot less out of an online course than your more tech-savvy counterparts. Make sure you feel comfortable working with computers and with online programs before you sign up for a class.

Not all courses required to complete the degree may be offered online. It makes sense that more practical majors like nursing aren't offered entirely online, after all, part of the degree is learning to work directly with patients. Find out all the requirements of your degree to see what may need to be completed offline.

¹ <http://www.aston.ac.uk>

1.5.Conclusion

Coming to conclusion we can say that Distance education or distance learning is a field of education that focuses on teaching methods and technology with the aim of delivering teaching, often on an individual basis, to students who are not physically present in a traditional educational setting such as a classroom. It has been described as "a process to create and provide access to learning when the source of information and the learners are separated by time and distance, or both.

A big advantage of distance learning via Internet is that this type of instruction can be used by several groups of people who need instruction: pupils, university students, employed persons as well as those who want to re-enter their jobs after time away.

Employees are able to increase and update their specific knowledge at their place of employment. Perhaps they even have the opportunity to graduate from a university, without being constrained by schedules.

“Flexible time management” is especially important for mothers who want to work in their former jobs after their maternity leave, as the job market often changes drastically within a short time. They have the opportunity to further their professional skills while their children are in kindergarten, school, or in bed.

Students who are too far away from a university or disabled persons now have the possibility to study as well. Furthermore, people from different social, cultural and economic backgrounds can be brought together.

The fact that the courses are available at almost any time and in almost any place means that far more people can make use of them.

The participants can work according to their own needs and concentrate on the contents they really need or have to learn. Thus, the learning process as such is improved and motivation and memory are enhanced

The computers used for distance learning increase flexibility and interaction. Furthermore, the costs for permanently available educational establishments can be saved.

Another advantage is the fact that 'guest speakers' who cannot go to the courses can thus be integrated.

Since the entire course, including the interaction between students, is independent of the presence of a conventional teacher, it can be continuously monitored and improved by other teachers and consultants.

In comparison to common methods of studying, distance learning requires a substantial degree of maturity and commitment from students. The lack of these prerequisites could prove to be a disadvantage.

Sometimes, students have difficulties determining which contents are important. Additionally, many of them need help organizing their studies and schedules.

One has to bear in mind that the success of a course depends on the equipment used for learning. If the equipment is inadequate, the course can fail. Some students have no or only insufficient access to the necessary computer equipment or they lack the essential computer skills and consequently the necessary motivation to work successfully.

As a result, certain students might avoid taking part in these courses or they concentrate more on their technological problems instead of focusing on the learning matter. Often, students with better computer equipment are more likely to succeed.

As far as the relationship among students is concerned, it has to be considered that distance learning lacks the motivation resulting from the contact but also the competition among students. The same applies to the interaction between students and teachers.

The offered courses are often not flexible enough to include unforeseen details of the subject, difficulties with understanding or students' reactions. Spontaneity falls by the wayside.

Distance learning provides a new challenge for the teacher: his teaching method has to meet the needs and expectations of many different participants. The teacher also has to develop an understanding for the capabilities and needs of the

students without personal contact and direct working experience with the participants of the course.

**Chapter II. Presentation material for the E-manual
on the topic “Radio, Television and Mass-Media”**

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