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Module 3 E-Learning pedagogical aspects Topic 1 Traditional versus Distance Learning

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Introduction

Basic comparison between traditional and distance learning is centered around interaction, approaches, means and methods used for enhancing the learning process. The question of traditional and distance education in the modern world occupies one of the leading places. In the period of an intensification and informatization of modern education there is a great choice for students - to study according to the traditional scheme "face to face" or by means of the mediated communication.

This lecture will be devoted to the comparative analysis of distance and traditional education, their advantages and disadvantages as well as various types and models of blended and mediated learning. Peculiarities of student-teacher interaction including the reasons for students' dropout are presented in the lecture.

1 Basic comparison

Let's consider concepts "traditional learning" and "remote or distance" learning.

The Distance Learning is a type of learning which is based on the principle of spatial and temporary remoteness of teachers and students from each other, where the learning process is performed by means of computer and telecommunication technologies. The main objective of this type of learning is expansion of opportunities for the people wishing to change or master new professional skills.

Nowadays there are six forms of distance learning:

1. external studies;
2. higher educational institution based education;
3. the training based on a cooperation of several educational institutions;
4. study in specialized institutions for distance learning;
5. autonomous educational systems;
6. the informal, integrated education on the basis of multimedia courses.

The term of the traditional learning (TL) is treated here as an antipode to distance, but not as the "wrong" or "inefficient" method of gaining information and education.

In this way we understand the class-lesson based organization of training which was developed in 17th century having principles of didactics formulated by Y. Comenius, that are still prevailing at schools of the world as traditional learning. Concerning the higher education – traditional training is a special, settled algorithm of interaction of students and teachers within such forms of education as a lecture, a seminar, a practical or laboratory research, examination.

Despite distinctions in the forms of data representation, traditional and distance education have similar features. So, distance education, in fact, has common points with traditional in the following aspects:

- students have access to teachers and receive a feedback from them (video - conferences and e-mail);
- students have an access to the same educational resources, training programs very seldom differ and access to libraries is also free;

- students are eligible members of communities of graduates who provides the assistance in the search for the employment.

1.1 Advantages of the distance learning

However, in case of implementation of distance learning many forms of work of traditional type undergo technological transformation.

So, the transformed methods of transfer, storage, rendering and getting information in the student-teacher system of the mediated type lead to the following advantages of distance learning:

1. Availability. An opportunity to get high standard education being at the same time in any location of the globe (it is especially urgent for dwellers of regions, and also the military personnel).

2. Flexibility. Students can work in the place convenient for themselves, in convenient time, speed, also distance learning is available to people with the weakened health and disabled people.

3. Relatively low cost. On average distance education costs 50% cheaper compared to traditional forms of education.

4. The modular principle which is the basis for distance education. The training program is constituted for each student individually and represents a consecutive set of courses and modules meeting individual needs of the student.

5. Mobility. An opportunity to have the portable computer with training materials, lectures and tasks allows applying the gained theoretical knowledge into practice or work without delay.

6. A wide choice of specialties depending on specific features of students.

7. An opportunity to enter the university and begin training at any time, without waiting for traditional summer acceptance.

8. Real-life communication. Video lectures, videoconferences and a forum communication compensate lack of direct visual contact.

1.2 Disadvantages of the distance learning

Special opportunities for goal achievement of distance learning are given by the Internet network allowing to eliminate the main defect of distance training – lack of operative individual feedback between the trainee and the trainer.

Disadvantages concerning the distance learning include:

1. Need for the cheap and quick Internet access;
2. High self-discipline, organization and motivation without which distance training is impossible.

Distance education, undoubtedly, has the advantages before traditional forms of education. It solves psychological problems of the pupil, lifts temporary and spatial restrictions, remoteness problems from qualified educational institutions, helps to study physically handicapped persons having individual traits and extraordinary features, broadens the communicative sphere of pupils and teachers.

2 Traditional learning unsolved problems

The undoubted advantage of traditional learning is an opportunity for a short time to transfer the large volume of information. Characteristic feature of traditional training is its orientation to the past as the source of social experience where knowledge organized in a specific type of educational information is stored. In this regard it is necessary to distinguish the basic concepts "information" and "knowledge". It is known that information used for training is the certain system of signs (for example, the text of the textbook, the speech of the teacher) existing objectively out of the person.

Thus, the first unresolved question of traditional learning is the question of providing of the system of knowledge. Students acquire knowledge in the ready-made form without disclosing the ways of the proof of their truth. Besides, it assumes assimilation and reproduction of knowledge and their application in similar situations. Training appears as technology of transmission of cultural development of the training material, ready, aloof from dynamics, taken out of a context as the forthcoming independent life and activities, and out of the current needs of the personality. As a result not only the individual, but also culture appears out of developments. The

future appears for the pupil in the form of the abstract, the perspective of use of knowledge which isn't motivating it therefore the study doesn't have a personal sense.

The next unsolved problem of traditional education is its orientation to memory, but not to thinking of students. Educational and informative process has more reproductive character leading to reproductive style of cognitive activity of students. Therefore, quite often it is called "the school of memory".

Unsolved question of traditional learning is the contradiction between a public form of existence of culture and an individual form of its acquisition by students. In traditional pedagogy it isn't allowed for the pupil to combine the efforts with others for production of a joint product that is knowledge. We consider also that traditional pedagogics is pedagogics of collective type, communal one. Dominating forms of education are collective and are individual. Group forms are practically not used. The principle of individualization is understood as isolation of students in individual forms of work and on individual programs excluding possibilities of education of creative identity which is reached in the course of dialogical communication and interaction where the person makes not just actions with subjects, but acts. The act, but not individual subject action shall be considered as the unit of activities of the pupil.

And one more unsolved question of traditional learning is the following: this training also promotes little development of creative capabilities, independence and activity.

The most typical tasks are the following: insert, emphasize, remember, reproduce, solve by an example and etc. The amount of the given information exceeds possibilities of its acquisition (a contradiction between substantial and procedural components of training process). Besides, there is no opportunity to adapt the courses of training for various individual and psychological features of pupils (a contradiction between frontal training and individual nature of acquisition of knowledge). It should be noted also some features of forming and development of motivation of the study in case of such type of training.

3 Blended learning approaches

The mixed training (English "Blended Learning") is a combination of traditional forms of classroom training with elements of electronic training in which special information technologies, such as computer graphics, audio and video, interactive elements and other are used.

The mixed training also assumes the training process in which various events are applied - the oriented techniques, for example, a combination of the electronic training programs in real time, elements of individual lessons of the trainer with the trainee, and also the program in which the pupil himself establishes the optimum speed and intensity of the training process.

The key moment in "blended learning" is the choice of the correct combination of methods of getting material which will considerably affect the training.

3.1 Basic models of blended learning

Traditionally six models of the blended learning are identified:

1. Face to Face Driver model. A considerable part of the training program is studied at school in case of direct interaction with the teacher. Electronic training is used as addition to the main program, most often work with electronic resources will be organized on the computers during a lesson.

2. Rotation model. School hours are distributed between individual electronic training and training in a class together with the teacher. The teacher working internally in a class also performs remote support in case of electronic training.

3. Flex model. The most part of the training program is acquired in conditions of electronic training. The teacher accompanies each pupil remotely, for working off of the subjects that are difficult for understanding, he will organize internal consultations with small groups or individually.

4. Online Lab model. The training program is acquired in conditions of electronic training which is organized in schools, as a rule, in the offices equipped with the computers. Online training is accompanied by teachers. Pupils, in addition to online

courses, can be trained also in a traditional form in the class and lesson based system.

5. Self blend model. The model is traditional for higher educational institutions of America. Students independently choose courses, additional to the main education. Different schools and educational institutions can act as suppliers for educational content.

6. Online Driver model. The most part of the training program is acquired by means of electronic resources that contains information on the educational environment. Internal meetings with the teacher have periodic character. Procedures of internal consultations, interviews, examinations are obligatory (see pic.1).

3.2 Advantages and disadvantages of Blended learning

Advantages of the blended learning

As in the centre of the training process is an independent cognitive activity of the trainee (the study, but not teaching) in case of use of this pedagogical technology leading to the following aspects:

- trainees learned to acquire knowledge independently, using various sources of information;
- trainees learned to work with this information, using various methods of cognitive activity, having at the same time an opportunity to work in time convenient for them;
- independent acquisition of knowledge has no passive character, on the contrary, the trainee is involved in the vigorous cognitive activity from the very beginning which isn't limited to mastering knowledge, but providing their application for the solution of various educational objectives;
- during training pupils learned to acquire and apply knowledge, to look for and find information sources, necessary for them, to be able to work with this information;
- pupils received skill of control and self-checking of level of the gained knowledge;

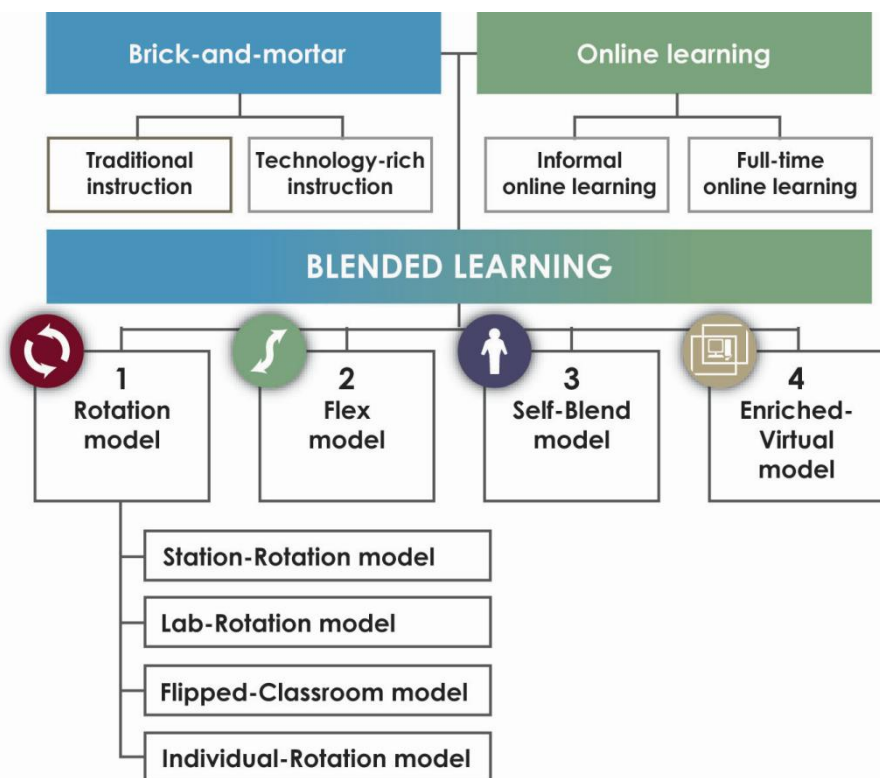
- application of this model allows to provide really individual trajectory of training in each pupil that in practice corresponds to the principle of the personal oriented training.

Disadvantages of the blended training

Scientists state the following disadvantages of blended learning:

1. various level of ICT literacy;
2. dependence on the equipment, broadband Internet, stability of online mode and unlimited rates;
3. costs for creation of video records, the training programs and the testing modules.

Despite disadvantages, the blended learning is widely used in modern education and is the "bridge" between traditional and distance education.



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4. Student dropout

Poor progress is a topical issue for all teachers. To find methods of overcoming student's poor progress, it is necessary to establish the reasons generating it. Poor progress as a didactic concept for the first time in the history of pedagogics was

described by V.S. Tsetlin. Poor progress is understood as the discrepancy of training of students to requirements of content of education.

In reality underachieving students have a number of described reasons, and the reason of poor progress is caused by not only the unwillingness of the student to study. All aspects of poor progress can be united in such groups as;

1. social,
2. pedagogical,
3. organizational and administrative.

It is possible to distinguish the following factors from the factors influencing success of training of students in higher educational institutions:

The main two groups of factors having the impact on the student dropout are external and internal. External factors encompass:

- Social instability and low value for study
- Imperfectness of the educational system
- Influence of micro-groups
- Pedagogical misfit
- Relations between teachers and students.

Internal factors having mainly psychological character include:

- Health problems
- Low level of academic readiness for HEI
- Individual peculiarities (short memory span, unstable neural system)
- Low level of intelligence
- Low level of motivation to study or its absence.

Poor progress can be classified by two types: 1. Absolute poor progress. The student doesn't fulfil the minimum requirements necessary for his transfer to the following course, corresponds to a minimum of requirements. 2. Relative poor progress. A number of scientists having conducted researches and survey of students of various higher educational institutions and various specialties, revealed that negative living conditions, namely lack of the computer or laptop for preparation for lessons and accomplishment of the set of works are a basic reasons for poor progress of students. On the second place there was unsuccessful lesson schedule. On the third and fourth places we allocate the lack of clear educational literature and drawbacks of teaching of the higher educational institution (the obsolete equipment, incompetence

of employees, insufficient use of information technologies in teaching etc.). Also students have problems connected with family background, gaps in knowledge, lack of skills of educational work, laziness, lack of interest in training. Thus, the research shows that there are reasons connected with the organization of educational process and didactic tutorials.

Indicators of students underachieving can lead to their dropout from the system of education. The signals for that include:

1. The student can't independently solve an objective, draw up the plan of its accomplishment and specify what information was new to have been received as a result of its decision, can't explain the purpose of the task performed by it, confuses an operation procedure in case of the solution of a task, can't check the gained result.

2. The student doesn't study the literature and sources recommended by the teacher.

3. The student isn't active and frustrated at the moments of the solution of a task, doesn't show an initiative when overcoming difficulties or when tension of a thought and attention is required.

4. The student doesn't react to the progress and failures.

5. The student can't reproduce theorems, their proofs, doesn't understand the text, states the thoughts and concepts in the learned text and can't explain it with his own words.

Measures for enhancement of teaching and educational process for the purpose of the prevention of poor progress.

Poor progress of students is a difficult didactic phenomenon. Work at all levels (all higher educational institution, the level of faculty, a course, specialization, group, individuality) shall be interconnected, providing an integrated approach for the prevention and overcoming poor progress. Prevention and diagnostics of poor progress are very important stages. The modern didactics offers the next ways of overcoming poor progress:

1. Pedagogical prevention - search for the most suitable pedagogical systems, including application of active methods and forms of education, the latest pedagogical technologies, the problem and programmed training, informatization of pedagogical activities.

2. Pedagogical diagnostics - systematic control and assessment of results of educational process, timely identification of gaps in knowledge. Conversations between the teacher and the student, observation of the difficult student, carrying out tests, the analysis of results are applied to pedagogical diagnostics.

3. Pedagogical therapy - measures for elimination of poor progress of students by method of additional classes.

4. Educational impact - with poor students individual educational work since poor progress is often connected with incorrect upbringing shall be carried out.

Work with students who don't wish to study shall be based on the following:

1. To help students to realize need of knowledge acquisition.
2. To develop responsibility.
3. To maintain confidence of the student in own forces.

Work with poor students shall be carried out during the classroom lessons as well as outside them.

Conclusion

Irrespective the type of education, the main goal of it is to stimulate students into independent learning activity.

The main objectives of teachers are development of students and their interest in training and obtaining new knowledge, poor progress prophylaxis, its well-timed diagnosing and taking measures. V.A. Sukhomlinsky wrote: "All our plans, searches and constructions turn into ashes if the desire to study isn't present at the pupil". Therefore, interaction between the teacher and student has to be based on the optimistic relation of the teacher to each student whom he trains. The motive to training at the student has to be based on the most educational activity or as it is possible closer to its process. It is possible to reach it by creation of the most interesting process of training for the student, and also by the help to the student in formation of motives and mindsets which would allow feeling satisfaction from overcoming internal and external obstacles in educational activity. Creation of "success situation" during the lesson by the teacher is important to help stronger students to realize the opportunities in more labor-consuming and difficult activity and to help weak students to execute the work volume being feasible for them.

So, traditional, blended and distance learning are aimed at developing students personality, skills and knowledge in different ways.

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