



## Instrcutional Strategies for Distance Education

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### ABSTRACT

*In the present world of learning Distance education plays significant role for each every learners particularly who are in remote areas of our country. Distance education or distance learning is a mode of delivering education and teaching, often on an individual basis, to students who are not physically present in a traditional setting such as a classroom. Distance learning provides "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[2] or blended[3] courses of study. Distance education dates to at least as early as 1728, when "an advertisement in the Boston Gazette... [named] 'Caleb Phillips, Teacher of the new method of Short Hand" was seeking students for lessons to be sent weekly. This paper focuses on several strategies for distance education.*

**KEYWORDS:** Distance instructional education strategy learners

### INSTRCUTIONAL STRATEGIES FOR DISTANCE EDUCATION

In the present world of learning If we ask What is distance education? The answer will come that Distance education or distance learning is a mode of delivering education and teaching, often on an individual basis, to students who are not physically present in a traditional setting such as a classroom. Distance learning provides "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 blended courses of study. Distance education dates to at least as early as 1728, when "an advertisement in the Boston Gazette... [named] 'Caleb Phillips, Teacher of the new method of Short Hand" was seeking students for lessons to be sent weekly.

There are several instructional strategies ,methodologies and techniques in the world of teaching learning process like micro and macro teaching skills, lecture method ,discussion method,text book method,problem-solving method,project method,chalk and talk method,demonstration skill, questioning skill, reinforcement,stimulus variation , observation etc these are important for formal system of education but in distance education instructional strategies are different from formal system of education. In distance education ,instructional strategies are developed on the basis of the structure of the distance education.

The followings are too much needed for effective instructional strategies for the sake effective distance education:

1. Segmentation= formation of target groups
2. Organizing instructional materials=development of self learning material, printing
3. Organizing communication=advertising, personal communication
4. Organizing contact programme=discussion by the distant learners
5. Providing project work=field work
6. Organizing reciprocity(fees and finance expenditure)

These strategies must be collectively utilized for effective distance learning programme.other than these organizational aspects some of the academic aspects in instructional strategies are required for following stages:

1. Assessment of the needs of the distance learners
2. Development of self instructional material for distance learners=involves task analysis and orientation of distance learners further it involves questions,advance organizers,performance expectations
3. Transmission of materials
4. Assessment of performance

#### Assessment of needs

There are several needs of the society and human beings. In the same direction, there are several needs of learners in formal and distant edu-

cation system in the world of learning. Assessments of needs are the foundation to determine the goals and find out the several discrepancies between goals and situations.

Need assessment is the process of ascertaining the gap in the result between 'what is ' and ' what should be' the distance(gap) in result is more than just academic, with gaps in resources ,the means to the end .the first refers to things or the outcomes of activities which contribute to the individual, group or societal 'self sufficiency' while the later refers to activities which may lead to that end. The first may result in changed organizational goals. While the second may simply call for doing more or less without necessarily influencing the goals, either positively or negatively. Need assessment play significant role in curriculum framework and making instructional design to achieve goals which are set beforehand.

#### Preparation of self instructional materials

Considering the needs of all learners and creating and maintaining the conditions under which academic learning could happen is increasingly difficult in complicated and distant areas for the distance education system. An advance academically hetrogenous population of students having a chain of learning needs are involved in distance education system. To cater the needs of this population of distant learners, we have to prepare best possible self instructional materials for the effective learning. Bruner (1966) deals with able ,nature and adults minds in distance education system, as the most cases may be ,the attention of the instructional strategy should focus towards the needs for a task analysis type of system. Learning should be planned rather than haphazard so that each learner will come nearer to the goals of optimum utilization of his potentialities. The self learning materials developed based on a task analysis with proper orientation activities and learning outcomes should help the distant learners to make optimum learning.

#### Task analysis

The division of big task into simpler small parts of the task allotted to learners is basis of task analysis strategy .the success of instruction depends on whole to the parts, simple to complex, easy to difficult, concrete to abstract etc.The task analysis whether it be 'top to bottom analysis 'or front end analysis, the designers of instruction consider all stages that are essential for the development of actual learning materials. Decision making process is incorporated to remove performance deficiencies, describe mastery performance criteria, and make the division of whole task into small parts.

#### Orientation of the distant learners

There are several orientation activities which are very helpful to the distant learners. Instructional orientation and advance organizers facilitate the distant learners to understand the subject matter. These orientations help the distant learners to activate their cognitive structure.

#### Questions

A question may be either a linguistic expression used to make a request for information, or else the request itself made by such an expression. This information may be provided with an answer.

Questions are normally put forward or asked using interrogative sentences. However they can also be formed by imperative sentences, which normally express commands: "Tell me what two plus two is"; conversely, some expressions, such as "Would you pass the salt?," have the grammatical form of questions but actually function as requests for action, not for answers, making them all functional. (A phrase such as this could, theoretically, also be viewed not merely as a request but as an observation of the other person's desire to comply with the request given.)

A question is an illocutionary act that has a directive illocutionary point of attempting to get the addressee to supply information.

A question is a sentence type that has a form (labeled interrogative) typically used to express an illocutionary act with the directive illocutionary point mentioned above. It may be actually so used (as a direct illocution), or used rhetorically.

An alternative question is a question that presents two or more possible answers and presupposes that only one is true.

**Example:**

Would you like chocolate, vanilla, or strawberry ice cream?

A tag question is a constituent that is added after a statement in order to request confirmation or disconfirmation of the statement from the addressee. Often it expresses the bias of the speaker toward one answer.

A tag question often includes a

- be verb
- Predicate meaning 'true', and
- Negative.

**Examples:**

- The English isn't he?, as in the following sentence: He's a pleasant fellow, isn't he?

A wh-question is a question that contains an interrogative pro-form. These questions are also known; content question, question words question, information question

Examples (English)	
	Here are some examples of words that begin wh-questions in English. Most of them begin with wh-:
	<ul style="list-style-type: none"> <li>• who</li> <li>• what</li> <li>• when</li> <li>• where</li> <li>• why</li> <li>• how</li> </ul>

A yes-no question is a question for which an answer of yes or no is acceptable. In some languages, a yes-no question is formally distinguished by features, such as

- rising sentence-final intonation
- a sentence-initial or sentence-final particle
- verb morphology
- a difference of word order, such as the placement of the verb closer to the beginning of the sentence than in the declarative sentence, and

- an interrogative clitic that attaches to the item in the sentence that is being questioned.

**Advance organizers**

- An 'advance organizer is a cognitive instructional strategy used to promote the learning and retention of new information
- An advance organizer is information that is presented prior to learning and that can be used by the learner to organize and interpret new incoming information (Mayer, 2003).", cited by Advance organizers
- These organizers are introduced in advance of learning itself, and are also presented at a higher level of abstraction, generality, and inclusiveness; and since the substantive content of a given organizer or series of organizers is selected on the basis of its suitability for explaining, integrating, and interrelating the material they precede, this strategy simultaneously satisfies the substantive as well as the programming criteria for enhancing the organization strength of cognitive structure. An advance organizer is not an overview, but rather presentations of information (either verbal or visual) that are "umbrellas" for the new material to be learned.

The advance organizing principle is compatible with many modern instructional design models like Merrill's first principles of instruction.

- According to Ausubel, learning is based upon the kinds of super ordinate, representational, and combinatorial processes that occur during the reception of information. A primary process in learning is subsumption in which new material is related to relevant ideas in the existing cognitive structure on a substantive, non-verbatim basis.
- Ausubel suggests that advance organizers might foster meaningful learning by prompting the student regarding pre-existing super ordinate concepts that are already in the student's cognitive structure, and by otherwise providing a context of general concepts into which the student can incorporate progressively differentiated details. Ausubel claims that by presenting a global representation of the knowledge to be learned, advance organizers might foster "integrative reconciliation" of the sub domains of knowledge - the ability to understand interconnections among the basic concepts in the domain. Advance organizers are used in good "transmissive" teaching, e.g. direct instruction. Such teaching is different from simple rote learning, since learners are encouraged to relate new knowledge to old knowledge (what they already know).

**Performance expectations**

The expected learning outcomes should be cleared beforehand. This will help to evaluate the level learning. A performance expectation pays more attention on particular information related to the central part of the task. We should incorporate the statement of expectations when we are going to produce instructional materials.

**Transmission of materials**

Delivery of self instructional materials plays significant role in distance education system. This is very helpful for distant learners. This is most important strategy of distance education. This is done by printed materials, radio, television, computer, internet, lectures, vedio taps, cassetts, etc Technological advancement in ICT helps a lot to the distance education system and ultimately helps the distant learners

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