Ministry of Higher Education and Scientific Research
University of Relizane
Faculty of Letters and Languages
Department of English

Academic year : 2021 / 2022.

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Level: Master 2 / Language and Communication
Module: Pratiques communicationnelles
Course 4 :   ICT in Education II

↓ History of distance education

Distance education has a long history: private correspondence courses already existed in the 19th century. Specialized organizations appeared at the beginning of the 20th century, from 1909 in Australia. The CNED was founded in 1939. Other similar organizations were created until the 1960s in different countries, at the antipodes or in northern Europe. The main objective of these distance education organizations was to prepare people who could not physically attend secondary education preparatory courses for exams, in particular the baccalaureate.

The second phase began in the early 1970s with the establishment of the Open University of Great Britain. There are currently a large number of open universities of varying sizes around the world. In all these higher education establishments, training takes place entirely or partially at a distance, as opposed to traditional establishments where all lessons are given in person (face to face). On the other hand, open universities have the same infrastructures (faculties, councils, etc.) and develop the same missions (research laboratories, certifications) as traditional universities.

A gradual hybridization (mixing) of the training means used has been observed. This hybridization affects the mode (presence, distance), the media (text, video, cassette, CD-ROM) and the means of distribution (mail, television). In terms of support, a shift has taken place from homework correction to a hybrid approach focused on content but also on support for the learner, in particular through tutoring. It should be noted that the media have been used in the ODL field as they emerge.

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↓ The emergence of ICT

As early as 1958, physicists were among the first to use computers in education. MCQs have also been used in medical schools for a long time. Programmed and computer-assisted teaching developed until the early 1980s. However, this form of teaching did not solve all the problems and various techniques were subsequently implemented:

- a constructivist model of learning with an approach linked to simulations, business games or diagnostic systems;

- specific software;

- software packages for learning;

- the integration of information on CD-ROM type media.

Before the advent of the Internet, therefore, there was already a diversification of methods and modes of use of computers in training.

ODL (Open Distance Learning) is the marriage of open and distance learning. In initial training, the EAOD allows people who cannot be physically present in the courses to follow them. Note the growing role of ICT in ODL. Much of the resources, research and experimentation devoted to ODL takes place in higher education due to the autonomy and motivation of the public and the link between the professional world and higher education. Its development translates into improved communication and qualitative changes, with students and teachers now having new roles. Once the lessons are posted on the Internet, the teacher can focus more on facilitation, knowledge building, etc.

ODL (Open and Distance Learning) participates in the continuing education of adults by meeting various needs in terms of professional qualification, development and support for professional development. It brings together three types of public: people who take an individual approach, large companies who wish to create corporate universities and SMEs

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whose access to training is limited and for which ODL is an interesting solution for organizational and financial reasons (reduction of travel and the costs they generate, no infrastructure costs). The ODL interests these different audiences by its openness: follow-up of modules adapted to their specific needs, teaching methods enhancing the experience of trainees.

- The emergence of new technologies in the ICT field

  https://www.researchgate.net/publication/5127667_The_emergence_of_new_technologies_in_the_ICT_field_main_actors_geographical_distribution_and_knowledge_sources

  History of ICT
  *https://www.researchgate.net/publication/5127667_The_emergence_of_new_technologies_in_the_ICT_field_main_actors_geographical_distribution_and_knowledge_sourcesi.nus.edu.sg/display/cs1105group...

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