

UNIT 2 STUDY SKILLS

Introduce your students to the real satisfaction that comes from being organized and prepared for learning! This chapter contains tips and practical steps to help your students form good study habits. There are also strategies to encourage your students to make the most of their time and efforts. Included is a sample schedule and checklist, and ideas for assessing your students' progress.

Task 1

What type of an attitude did you have in school towards learning of a subject you did not like and how were you helped to overcome them? Give examples.

ATTITUDE IS EVERYTHING

A positive attitude is a powerful tool that fosters enthusiasm, promotes self-esteem, and creates an atmosphere conducive to learning. If your students do not believe in themselves and their abilities, it is important to change that belief for learning to take place. You can nurture a positive learning attitude by verbalizing positive expectations and by expressing praise for jobs done well and on time. Try these tips for building positive attitudes:

- Show students that well-deserved self-praise is healthy by commenting aloud on your own performance. *Example:* "I like the way I read that story." Frequently mention the satisfaction you get from some work-related job you have done well.
- Look for opportunities to praise your students' efforts. Even a little recognition, as long as it is genuine, goes a long way. *Tip:* Avoid hollow



praise—save words like “terrific” for truly outstanding accomplishments. Use a smile, a light touch on the shoulder, or a wink to recognize everyday efforts.

- Encourage your students to look upon their educations as their “jobs.” But rather than working for someone else, they are working for themselves. Explain that they are building the foundation for their futures—each thing they learn is like a brick laid for a future skyscraper! What they do now can help them stand tall and strong throughout their lives.
- Encourage your students to develop an interest in what they are learning. Interest is a great aid to learning. Explain that the more they learn about a subject the more their interest will increase.
- Give your students positive reinforcement for desired behavior and attitudes.
- Set up a reward system for accomplishing short- and long-term goals. When used properly, rewards can be an effective way to bring about desired study habits.
- Make the tips you present on organization, time management, and study habits meaningful and relevant to your students. *Example:* As you give an in-class assignment, ask the students to estimate how long they think you should allow for completing it and why. Tell them how you estimate the time an assignment or other activity could take and how you rely on these skills daily.
- Show your students how you schedule your time and activities. Stress the importance of organizing one’s time.
- Point out to your students that everyone is required to do tasks of which they are not particularly fond. Talk to them about some of the things you must do and how you motivate yourself to tackle them.



- Encourage your students to use “mind-motivators”—thoughts that get them mentally moving. Have them think about activities they must force themselves to do, such as practice. Tell students to motivate themselves by applying “mind talk” to do these things. *Example:* “If I start this now, I’ll be done before dinner, and still have time to go out and play!” Help them practice this technique—it works!
- Impress upon your students that they are in control of what they do. Tell them to visualize being the driver on the “bus of life,” not a passenger.

A good thumb rule: You have two main responsibilities in helping your students form good study habits. One is to ensure that the subject is presented clearly and reinforced appropriately. The other is to teach your students how to study and learn on their own.

Task 2

Compare your last week’s study time with the learning that you just completed. Write an essay in not less than 300 words of how you can improve it.

TIME MANAGEMENT TECHNIQUES

Have you ever wondered how you were going to get everything accomplished in the time available?

Your students experience the same problem. The solution does not lie in finding more hours in the day but in using time more efficiently. Try these time-management techniques with your students:



- Instruct your students to track how they spend their time for two full days. Realizing how they spend their time will make your students better time managers. Follow up by asking them to evaluate their use of time in the 48-hour period. *Example:* spend time in such a way that you accomplish what you need to do and still have time for things you like to do?
- Use a timer in your learning environment to encourage students to work within time limits. This is especially helpful for students who are capable but lack self-discipline with regard to time use.
Tip: Invite students to use the timer in the Learning Zone and to try the same technique in their study areas at home.
- Instruct the students to make a study or practice schedule and stick to it.

A good thumb rule: Management tools such as schedules, checklists, and contracts motivate students and allow them track their own progress.

- Prevent daydreaming. Call a “time to think break.” After a moment or two, snap your fingers to signal that it is time to tackle the work again. Your students can self-direct their study time using this technique.
- Teach your students to rely on daily lists, crossing off tasks they complete throughout the day. *Example:* Things To Do Today—Remember lunch money, turn in homework, get to soccer practice by 4:00, study, write Grandmother a thank-you note.
- Tell your students to attach permanent time-saving checklists to their work areas with any reminders they need frequently. *Example:* Did I put my name on my paper? Did I write down my assignments?
- Conduct an end-of-the-week chat with your students. Review their activities that week, and ask them to check their lists and assignment notebooks to



review what they accomplished. If they did not get everything done, ask them how they can improve the next week. Establishing the habit of a weekly review will help teach them to evaluate their priorities.

- Teach your students to tackle tasks in manageable chunks. This will help keep them from viewing their workloads as overwhelming.
- Point out to your students that they can reduce stress on long-term projects by anticipating and planning for deadlines well in advance. This serves the dual purpose of ensuring enough time to complete the assignment and allowing for review and revision of their work.
- Support your students if they are having difficulty getting their assignments done and managing time. Create work contracts with them and reward them for reaching short-term milestones. This develops great work habits and leads to more competent long-term time planning.

A good thumb rule: Keep students from feeling overwhelmed by the many time-related issues they face each day. Instruct them to set short, easily attainable time and work goals and to note their successes in accomplishing their tasks. Keep telling them, “Inch by inch, it’s a cinch.”

- Share these six time management techniques with your students:
 1. Tell them to study difficult subjects *first*. If math is hardest for you, do it first. If you put these subjects off to do later, they may never get done.
 2. Ask them to determine their best time to study. Some students study best when they first get home from school. Others do better after dinner. Some even like to get up early in the morning. Tell them to try studying at different hours to discover your best learning time.



3. tell them to turn off the television, radio, and stereo when they study. They may not like it, but the vast majority of research shows that silence is the best music for their study time.
4. Tell them to hang a “Do Not Disturb” sign on the door of their study area when they are working. (Discuss this with family members first.) They will save lots of time if they are not interrupted while they study.
5. Stay off the phone during your study time. Tell someone in your family to take messages for you.
6. Do not get too relaxed! Study where you will be comfortable, but not so comfortable that you get sleepy.

NOTE-TAKING TIPS

Note-taking is one of the most frequently used strategies for learning material.

Here are some tips that will help your students become better note-takers.

- Preview information before presenting it.
- Write key words, names, and definitions on a chart or chalkboard as you speak.
- When presenting lessons, make sure you are not talking too fast and that audiovisual materials are visible and audible to everyone.
- Teach your students to recognize note-taking cues. Point out that information written on the board or chart is one cue for note-taking. However, make sure your students know that the material written on the board is not the *only* information they need to record. Teach them to listen for certain verbal cue words or phrases. *Examples:* “First” or “The reason for” or “There are three causes.” Other cues include repeated phrases or pauses by the speaker. Have your students brainstorm a list of other note-taking cues.



- Teach your students some “shorthand” methods for recording notes—symbols used in place of high-frequency words. These must be “read” later, so neatness counts!
- Provide skeletal notes—the basic content of what you plan to teach. Include headings, subheadings, key words or phrases, questions, etc. Leave blank spaces for your students to fill in remaining key information.
- Review your students’ notes and suggest ways they can improve them. Periodically collect your students’ notes. Your suggestions should be concrete and apply directly to the lesson’s material.
- Let your students review each other’s notes on the same material and describe their note-taking strategies to one another.

ORGANIZING YOURSELF

Get off to a great start by spending some time getting organized before school begins. Follow these steps:

1. Gather all the materials you will need—pens, pencils, plan book, skill charts, books, and so on.
2. Plan a rough month-by-month outline of the topics and skills you will be covering. Use the outline as a general guide to help you prepare for the lessons ahead of time. The outline may change as you adapt to the specific needs, interests, and abilities of the class.
3. Write a detailed outline for the first week of school. Include activities that can be inserted or changed at the last minute since schedules and routines may not be firmly established for awhile. Here are some ideas:
 - Story - time—Keep on hand your favorite read-aloud stories or a book of riddles to share with the class.



- Music—Select three songs to teach students, or choose a taped song to which they may listen and clap out the rhythm.
 - Game—Choose an activity that is simple yet fun. *Example:* Have the students can play “Name Bingo” by making bingo cards with their names.
4. Prepare a “welcome” letter for parents and students. Home educators can compose a “getting started” letter with their children, then use the letter as a springboard for a family discussion.
 5. Create a substitute teacher kit. Fill it with a class list, seating chart, floor plan, bus schedule, daily schedule, reproducible activities, special instructions, books to read, emergency procedures, and other items.

A good thumb rule: Color code your lesson plans. *Example:* Write in red the supplies you need to gather. Write in blue the pages you need to reproduce.

ORGANIZING THE LEARNING ENVIRONMENT

Get ready for the new school year by planning your classroom carefully. Here are a few steps you can take to get and stay organized:

1. Decide on a decor for your learning environment. Make sure it is active and motivational—one that enhances and enlivens learning—such as a science, social studies, or seasonal themes.
2. Evaluate the physical space in your classroom and organize furniture and other items to use the space most efficiently. Look for potential trouble spots, such as places where some students will not see well or where some might be especially distracted.
3. Create a pocket folder or a big envelope for each month. Store seasonal ideas, pictures, and other items you plan to use during a particular month in its special folder.



4. Label a folder for each day of the week. Then file worksheets and other materials you plan to use that week in the appropriate folders. Reuse these folders week after week.
5. Compile a list of your children's names, addresses, and phone numbers and make several copies. Keep one copy inside your plan book, one copy at home, and another copy at your work area.
6. Set up a work area for adult and student helpers. Be sure to include supplies and a "To Do" list.
7. Set up folders for instructional materials by topic or skill. Use boxes for extensive subjects or units.

Example: Collect and store in a box all materials for a unit on rain forests—books, worksheets, bulletin board ideas, pictures, magazine articles, art ideas, and so on. Keep adding to the box as you come across more items.

Store the folders and boxes in a convenient place in your room.

GETTING THROUGH THE FIRST DAY

On the first day of instruction, it is crucial that you establish a consistent pattern of behavior for yourself and for your students. Make certain to also set in place a consistent pattern of how the learning environment will operate on a day-to-day basis. Knowing what to expect helps the students feel comfortable and enables them to begin each day on a clear, positive note.

Note: The checklist that follows is geared to traditional classroom teachers, who usually have the largest number of students to organize and manage. If your learning environment is not a traditional one, simply adapt the checklist to meet your needs.



First Day Checklist

- Be in the learning environment well before the students are expected to arrive.
- Prepare materials for the day, such as name tags, sharpened pencils, and activity sheets.
- Write on the chalkboard a schedule for the day. Both you and the students can refer to the schedule as the day progresses.
- Greet your new students confidently. Smile, introduce yourself, and tell the students exactly where and how to proceed. This establishes an orderly environment.
- Point out to the students where their belongings should be stored and address any matters that need immediate attention.
- Invite the students to introduce themselves to you and their classmates. Discuss the plan/schedule for the day. Talk about what they will be doing and when.
- Show the students where materials and supplies are kept in the room. Then take them on a tour of the school.
- Discuss rules and procedures and invite students to add their input. Explain that the classroom belongs to each of them and that everyone is responsible for making it a pleasant and productive learning environment.
- Choose lessons for the first day that can be done with the whole class. Group learning games are especially motivating and reveal much about individual students. (See First Day Activities below for suggestions.) Make sure each child has some work to take home that day to share with the family.
- Near the end of the day, review with your students what they have accomplished and discuss what to expect tomorrow.
- Send home a welcome letter to parents



A good rule of thumb: Be very careful throughout the day to maintain an atmosphere in which the students are comfortable, but in which you are in control. Your words and actions will set the tone. If you are consistently firm, fair, and kind, your students will respect you and enjoy learning.

First Day Activities

Try one or more of these activities the first day of class.

Super Six—Begin this (and every) morning by having the class do the “Super Six.” These are problems that the class solves while you take roll, collect lunch money, or do other routine tasks. The problems may vary from math questions to riddles to geography trivia. Children who do not finish may work on the problems during the day.

Book Talk—Share a favorite book with your class and read all or part of it aloud. Explain why the book is one of your favorites. Then let your students share their reactions to what you read. Later, have them talk about their favorite books with the class.

Artists at Work—Introduce a short art lesson. Here are two easy ideas:

- **What Is It?**—Draw an interesting line on the chalkboard and have the students copy it on sheets of paper. Encourage every child to create a drawing with that line.
- **Patterns Challenge**—Have each student fold a sheet of drawing paper into eighths and then unfold the paper. Instruct the class to use lines, colors, and shapes to make a different pattern in each of the sections.



TECHNIQUES and ACTIVITIES

Here is a wide ranging collection of ideas. Dip in here and try some out in class.
(But also keep tinkering with them. Don't let any of them set like concrete4)

Flashcards

Flashcards is ELT jargon for pictures (or diagrams, words, etc) that you can show to students, typically something you can hold up when standing in front of the whole class. They are also useful for handing out as part of various activities. Schools sometimes have their own library of flashcards, but many teachers build up their own stock. They are a very useful teaching aid, especially in your earlier years of teaching.

To start collecting, you need to approach the world with a 'flashcard' frame of mind! Whenever you look at a magazine, advertising leaflet, etc., keep your eyes open for suitable pictures. When the publication is ready to head for the bin, cut out the pictures you need. Generally, choose larger pictures that will be clearly visible even from the back of the classroom. You will find some subjects are very easy to find (cars, food products, perfumes, etc.) whereas others (people doing specific everyday tasks, faces expressing different moods, etc.) are harder. After a while, you'll need to start looking for specific things that fill in gaps in your set.

When you have a number of pictures, you'll have to find some way to organize them, maybe in folders sorted by topic. It may also be worth taking the extra time to make cards longer-lasting, by sticking them down on cardboard, keeping them in plastic pockets or even by laminating them.

What can you do with them? Here are a few typical uses:



- To quickly show the meaning of a lexical item, e.g. to iron;
- To illustrate presentations of language, for example by giving a visual image to an imaginary character e.g. 'This is Marilyn. Every day she gets up at six o'clock ...' etc.;
- To tell a story, providing occasional images to give students something tangible to look at and help their understanding, e.g. ' . . . and then a large green lorry turned around the corner and drove towards them';
- As prompts to remind them of a specific grammar point or typical error, e.g. a flashcard with the word past on it to quickly remind students to make verbs in the past form;
- As seeds for student-based storytelling activities, e.g. handing out a small selection of pictures to groups of students and asking them to invent a story that incorporates all those images;
- As prompts for guessing games, definition games, description games, etc. For example, one person in a team has a picture of a person, which they describe. Then the other students are shown a pile of seven pictures (including the original one) and have to work out which picture was described.

Storytelling

One of the messages that teaching supervisors and teacher-training courses tend to hammer home as much as possible is that teacher talking time ('TTT') a bad thing, and that it should be cut down. Well, just to prove that there really are no golden rules, here's a delightful classroom technique that involves virtually nothing but TTT.

Many teachers use stories as an interesting route into grammar lessons, but bear in mind that stories have a great deal of value in their own right. Just tell stories



for pleasure; not stories and then comprehension exercises; not stories and then students retell; not stories and then write it up for homework. The aim here is the same as that of the tribal elder round the campfire or the mother reading to her children at bedtime or a group of friends in a bar telling anecdotes — to tell a story for the listener’s pleasure. Storytelling is a useful short activity for the end of a lesson, perhaps, or mid-lesson to provide a change of mood.

Basic technique

This exercise is about real listening; not listening because I am going to ask you with questions afterwards but listening because you want to.

1. Mentally prepare your story beforehand; internalize the mood, the smells, the look, the colours, the key events, any special words or expressions; make skeleton notes if you wish but (perhaps) don’t write it out in too much detail (this tends to dull the edge).
2. Give a clear instruction along the lines of ‘I’m going to tell you a story. Listen and see if you enjoy it. There will be no comprehension questions afterwards, no exercises.’ This essential instruction sets your audience free; there is often a visible reduction in tension among the students: changes of posture, relaxing of facial expression, etc.
3. Tell your story (however you like but, if possible, don’t read it a ‘told’ story is often far more immediate and involving than a ‘read’ one).
4. When it’s over, let them talk about it if they want to (discussion of feelings, interpretations, etc. should be a genuine reaction to what they have heard; don’t break the promise you made before the).
5. Leave it and go on to something else.



There is much academic speculation that students learn language best when they forget about studying the grammar and get totally involved in the content itself.

Task

Can we justify this in the ELT classroom? What are the students getting from it?

Good seeds for stories are: small incidents in your own life (maybe slightly dramatized); fairy tales and legends, especially rare or local ones (raid the second-hand bookshops for Chinese, Arab, African tales, etc.); ghost and mystery stories; single incidents from longer biographies and novels; versions of stories you read in the newspaper or magazine; soap operas or TV shows, etc.

As a starter, here is a set of story notes you could flesh out in the telling. It's a classic urban myth.

The view

My friend Misha worked in a hospital for elderly people. In one old, dark room - two very ill men - couldn't move. One - in bed beside window.

Looked out - all day.

Described everything he saw to friend in next bed: park - children playing - river - boats young couples - sunshine, etc.

Other patient loved these stories. One day man by window died. His friend very sad. Asked Misha if could have his bed. Misha asked why?

'I've been in here for se yen months. I'd lo ye to see the world again. 'But,' said Misha, 'there's nothing outside this window. Just a solid brick wall.'

Getting to know a new class

Task : Aims for a first lesson with a new class

What would you hope to achieve in a first lesson with a new class where the adult learners are meeting each other and you for the first time?

Some possible aims:

By the end of the lesson, you would have:

- spoken to each student at least once;
- learned each student's names;
- started to learn some personal information about them;
- started to learn something of their individual characters;
- started to feel a little more comfortable.

.....and the learners will have:

- spoken to a number of other students in the class;
- learned some people's names and a little about them; . .
- taken part in a number of interesting and involving activities;
- started to find ways of working co-operatively with others;
- learned some information about the course;
- gained some insight into the methodology and working methods of the course;
- learned some English;



- used some English;
- heard and responded to people speaking English;
- Started to feel more comfortable in their class.

‘Getting to know you’ activities

Activities that fulfill some of these aims are sometimes called ‘getting to know you’ (GTKY) activities or ‘icebreakers’ (an odd term, as it seems based on the assumption that any new course will automatically start with ‘ice’) . Here is an example of a short GTKY activity for students of Intermediate level or above:

Give the following instructions: ‘Stand up. When I say “go”, shake hands with every person in the room as quickly as you can. When you shake hands, have a short conversation ask their name and where they come from. When you have finished, move quickly on to the next person until you have said “hello” to everyone.’

Task : Visualizing a GTKY activity

Visualize the above activity happening. What does the room look like? What can you hear? What are the learners’ faces like? How do they feel?

Notes

Perhaps: A lot of people talking at once. A lot of movement. Learners a little nervous? Confused? Wondering whether they really want to be in this class? But also interested? Pleased to meet the others? A little less nervous to see that other learners are not so different from them?



Task: Adapting a GTKY activity

How might you adapt this basic activity idea to suit a class of school students (aged ten to twelve) who already know each other?

Notes

One simple tactic would be to change the questions so that they ask about something they don't know the answer to (e.g. 'What did you do last Saturday?').

Task: 3 Following on from a GTKY activity

At the end of the adult learners' activity, when everyone is sitting down again, how could you continue the lesson, following on from what has just happened, in some useful way?

Distance Education

Task 1

Which are the four key players of Distance Education and what role does each one plays? Explain giving examples for each type.

What is Distance Education? Distance education takes place when a teacher and student(s) are separated by physical distance, and technology (i.e., voice, video, data, and print), often in concert with face-to-face communication, is used to bridge the instructional gap. Distance education programs can provide those



disadvantaged by limited time, distance or physical disability with the opportunity to continue or complete their education at home or at their places of their convenience, i.e. office, cyber café etc.

Is Distance Education Effective? Many educators ask if distant students learn as much as students receiving traditional face-to-face instruction. Research comparing distance education to traditional face-to-face instruction indicates that teaching and studying at a distance can be as effective as traditional instruction, when the method and technologies used are appropriate to the instructional tasks, there is student-to-student interaction, and when there is timely teacher-to-student feedback.

How is Distance Education Delivered? A wide range of technological options are available to the distance educator. They fall into four major categories:

Voice - Instructional audio tools include the interactive technologies of telephone, audio-conferencing and short-wave radio. Passive (i.e., one-way) audio tools include tapes and radio. Video - Instructional video tools include still images such as slides, pre-produced moving images (e.g., film, videotape), and real-time moving images combined with audio-conferencing (one-way or two-way video with two-way audio). Data - Computers send and receive information electronically. For this reason, the term "data" is used to describe this broad category of instructional tools. Computer applications for distance education are varied and include:

- Computer-assisted instruction (CAI) - uses the computer as a self-contained teaching machine to present individual lessons.



- Computer-managed instruction (CMI) - uses the computer to organize instruction and track student records and progress. The instruction itself need not be delivered via a computer, although CAI is often combined with CMI.
- Computer-mediated education (CME) - describes computer applications that facilitate the delivery of instruction. Examples include electronic mail, fax, real-time computer conferencing, and World-Wide Web applications.
- Print - is a foundational element of distance education programs and the basis from which all other delivery systems have evolved. Various print formats are available including: textbooks, study guides, workbooks, course syllabi and case studies.
- Postal education – Course material sent by post. It includes all the material textbooks, study guides, workbooks, course syllabi and case studies.

Which Technology is the best?

Although technology plays a key role in the delivery of distance education, educators must remain focused on instructional outcomes, not the technology of delivery. The key to effective distance education is focusing on the needs of the learners, the requirements of the content, and the constraints faced by the teacher, before selecting a delivery system. Typically, this systematic approach will result in a mix of media, each serving a specific purpose. For example:

A strong print component can provide much of the basic instructional content in the form of a course text, as well as readings, the syllabus, and day-to-day schedule. Interactive audio or video conferencing can provide real time face-to-face (or voice-to-voice) interaction. This is also an excellent and cost-effective



way to incorporate guest speakers and content experts. Computer conferencing or electronic mail can be used to send messages, assignment feedback and other targeted communication to one or more class members. It can also be used to increase interaction among students. Pre-recorded videotapes can be used to present class lectures and visually oriented content. Fax can be used to distribute assignments, last minute announcements, to receive student assignments and to provide timely feedback. Using this integrated approach, the educator's task is to carefully select among the technological options. The goal is to build a mix of instructional media, meeting the needs of the learner in a manner that is instructionally effective and economically prudent.

Effective Distance Education

Without exception, effective distance education programs begin with careful planning and a focused understanding of course requirements and student needs. Appropriate technology can only be selected once these elements are understood in detail. There is no mystery to the way effective distance education programs develop. They don't happen spontaneously; they evolve through the hard work and dedicated efforts of many individuals and organizations. In fact, successful distance education programs rely on the consistent and integrated efforts of students, faculty, facilitators, support staff and administrators.

Key Players in Distance Education

The following briefly describes the roles of these key players in the distance education enterprise and the challenges they face.



Students - Meeting the instructional needs of students is the cornerstone of every effective distance education program, and the test by which all efforts in the field are judged. Regardless of the educational context, the primary role of the student is to learn. This is a daunting task under the best of circumstances, requiring motivation, planning, and an ability to analyze and apply the instructional content being taught. When instruction is delivered at a distance, additional challenges result because students are often separated from others sharing their backgrounds and interests, have few if any opportunities to interact with teachers outside of class, and must rely on technical linkages to bridge the gap separating class participants.

Faculty - The success of any distance education effort rests squarely on the shoulders of the faculty. In a traditional classroom setting, the instructor's responsibility includes assembling course content and developing an understanding of student needs. Special challenges confront those teaching at a distance. For example, the instructor must:

Develop an understanding of the characteristics and needs of distant students with little first-hand experience and limited, if any, face-to-face contact. Adapt teaching styles taking into consideration the needs and expectations of multiple, often diverse, audiences. Develop a working understanding of delivery technology, while remaining focused on their teaching role. Function effectively as a skilled facilitator as well as content provider.

Facilitators - The instructor often finds it beneficial to rely on a site facilitator to act as a bridge between the students and the instructor. To be effective, a facilitator must understand the students being served and the instructor's expectations. Most importantly, the facilitator must be willing to follow the directive established by the teacher. Where budget and logistics permit, the



role of on-site facilitators has increased even in classes in which they have little, if any, content expertise. At a minimum, they set up equipment, collect assignments, proctor tests and act as the instructor's on-site eyes and ears. **Support Staff** - These individuals are the silent heroes of the distance education enterprise and ensure that the myriad details required for program success are dealt with effectively. Most successful distance education programs consolidate support service functions to include student registration, materials duplication and distribution, textbook ordering, securing of copyright clearances, facilities scheduling, processing grade reports, managing technical resources, etc.. Support personnel are truly the glue that keeps the distance education effort together and on track.

Why is Distance Learning used?

Distance Learning allows adult students to take classes whenever and where ever they are. Businesses are able to offer training sessions to employees at several sites. Middle school teachers can show the dissection of a frog without having to do it in the classroom. High school students in a rural area are able to take advanced courses even though there is not a teacher in the local school district certified to teach the course.

Distance Learning allows adult students to complete their degrees or even get their high school diploma. Degree programs can be completed at any college or university in the world. Students are able to do so in their own schedules whether they work 9 to 5 or the graveyard shift.



Secondary and elementary teachers are able to supplement classroom instruction. Students can meet children from other countries or take a trip to the zoo without leaving the classroom.

Businesses use distance learning to offer training to their employees. In most cases, it is much less expensive for a company to offer this training with the use of technology. Group projects involving individuals from several corporate sites can be accomplished easier. Frequent meetings are feasible because there is minimal or no travel involved.

What technology is used for Distance Learning?

There are many different types of mediums used for distance learning. The simplest is television. Broadcasters such as PBS show educational programming for educators to use in the classroom or to tape and show later. Video tape fits in this category as well.

Video via terrestrial means or satellite can be one-way or two-way. This type of technology is becoming more prevalent on the desktop. In India it is being widely used by UGC to educate the tribes. Now there is a move from the government to introduce more courses to educate other people also. People who do not have access to a computer because of its remote area can easily access a TV & gear themselves up with the latest knowledge of their trade.

Task 2

Write a short essay of between 300 and 500 words about which methods of distance learning you find best for yourself and why.

