

ABSTRACT

Title: Evaluation of Theories of Distance Education and their Impact on Teaching Learning Process

Pages: 198

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Theories play an important role in the development of any system; same is the case with the theories of distance education. Therefore, focus of this study was to evaluate theories of distance education and their impact on teaching learning process. The objectives of the study were to explain the concept of distance education, state teaching learning process of distance education, discuss theories of distance education, evaluate how theories of distance education were used in teaching learning process and what was their impact and suggest for further researches on the topic.

The study was delimited to the students of targeted, B.Ed programme of Autumn 2006 to Autumn 2007 semesters, academicians working at AIOU Islamabad, Tutors of B.Ed programme and Media producers working at AIOU Islamabad. Federal capital, provincial capitals of Pakistan and AJK (Islamabad, Lahore, Karachi, Quetta, Peshawar, Muzzafarabad), theories of autonomy and

independence, theories of industrialization and theories of interaction/communication.

The research was designed to investigate into the evaluation of theories of distance education and their impact on teaching learning process in Pakistan. The topic demanded a survey of prevailing situation in arranged and organized manner. Thus the nature of the study was a descriptive survey.

Five point rating scales were developed for academicians working at AIOU, tutors of Autumn 2006 to Autumn 2007 semesters, students of Autumn 2006 to Autumn 2007 semesters and for media producers working at AIOU.

Data collected from academicians, tutors, students and media producers were analyzed by applying percentage and mean score. In order to go further beyond in calculation, rank order was also given in the analysis.

It was found from the data analysis that distance education materials act as framework in teaching learning process. The students of distance education continue their studies at their own pace. They select their study tasks according to their will. They can adjust their studies according to their changing circumstances. The student of distance education was independent. Mostly the student depended upon the learning environment. Most of the times, the student was in isolation. In this state of situation, there was possibility for the creation of new ideas. At the same time, if there was something unpleasant in the isolation, information and communication technologies could break the isolation.

It was concluded that intensive preparatory work was must for effective teaching in distance education. Strong planning and organization was the base for the

success of distance education. Also effective media programmes were an integral part of effective teaching learning process in distance education.

It was recommended that the materials of distance education may be given special attention while it was being prepared. Expert professionals may be involved for the improvement of whole the system. Distance education student involved himself in search of any opportunity to learn something. Tutorials, workshops, seminars and conferences were the better opportunities for the students of distance education which may be provided with maximum opportunities of learning. Quality media programmes also played an effective role for the students of distance education. It was beneficial for the students if quality media programmes were made available within their approach.