

Synchronous vs Asynchronous Distance Education

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1 Introduction

Learning Analytics has been described as “the measurement, collection, analysis, and reporting of data about learners and their contexts, for purposes of understanding and optimizing learning and the environments in which it occurs.” Some learning analytics researchers agree that tools and models developed through a theoretical basis yield aims to develop tools based on theories of learning science [1]. Learning Analytics researchers The theories of learning that underpin the development of many learning analytics tools are predominantly derived from classroom and laboratory studies based in Western, educated, industrialized, rich and democratic (WEIRD) contexts [?]. This has lead to a wealth of knowledge on how students learn in these environments at a large scale. However, this wealth of knowledge and theory application is dominated by investigations in WEIRD contexts there are other forms of learning environments that the field of learning analytics has not yet explored in depth. One such environment is traditional and lower infrastructure forms of distance education. such as educational radio.

Learning analytics has overlooked traditional forms of distance education for over for newer techni

Table 1. My Table

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2 Background

3 Methods

4 Results

5 Discussion

6 Conclusion

References

- [1] Simon Knight and Simon Buckingham Shum. 2017. Theory and Learning Analytics. In *The Handbook of Learning Analytics* (1 ed.), Charles Lang, George Siemens, Alyssa Friend Wise, and Dragan Gašević (Eds.). Society for Learning Analytics Research (SoLAR), Alberta, Canada, 17–22. <http://solaresearch.org/hla-17/hla17-chapter1>

A Research Methods

A.1 Part One

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A.2 Part Two

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B Online Resources

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