Synchronous vs Asynchronous Distance Education

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ACM Reference Format:

Anonymous Author(s). 2018. Synchronous vs Asynchronous Distance Education. In *Proceedings of Make sure to enter the correct conference title from your rights confirmation emai (Conference acronym 'XX)*. ACM, New York, NY, USA, 2 pages. https://doi.org/XXXXXXX.XXXXXXX

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 with a theoretical lens lead to interpreting and identifying more actionable results [3]. However, there remains a gap in literature regarding the generelizability of current learning theory and learning analytics methods to certain learning environments, such as forms of distance education.

Distance education is institution based, formal education where the learning group is separated, and where interactive telecommunications systems are used to connect learners, resources, and instructors [4]. Previous literature has identified opportunities for learning analytics to support students in large-scale distance education environments []. However, current learning theories and analytics tools are predominantly derived from classroom and lab studies based in Western, educated, industrialized, rich and democratic (WEIRD) environments [1]. These WEIRD learning environments are not representative of all learners. For example, distance education can be performed with video conferencing software or radio [], or more traditional forms of such as educational radio []. The underrepresentation of non-WEIRD distance education in learning analytics literature, has created a gap in knowledge of how learning theories and analytics approaches be applied to the optimization of learning for non-WEIRD distance education mediums.

One specific theory of distance education that has yet to be evaluated is didactic conversation. Didactic conversion is theory postulated by Holmberg (1988) who views distance education as the "conversation-like interaction between the student on the one hand and the tutor/counselor of the supporting organization administering the study on the other" [2].

This gap in understanding generelizability of theory and approaches appears also

Manuscript submitted to ACM

Table 1. My Table

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2 Background

3 Methods

4 Results

5 Discussion

6 Conclusion

References

[1] Joseph Henrich, Steven J. Heine, and Ara Norenzayan. 2010. Most People Are Not WEIRD. *Nature* 466, 7302 (July 2010), 29–29. https://doi.org/10.1038/466029a

[2] Börje Holmberg. 2020. Guided didactic conversation in distance education. In *Distance education*. Routledge, 114–122.

[3] 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 Gaševic (Eds.). Society for Learning Analytics Research (SoLAR), Alberta, Canada, 17–22. http://solaresearch.org/hla-17/hla17-chapter1

[4] Michael Simonson and Lee Ayers Schlosser. 2009. *Distance education 3rd edition: Definition and glossary of terms.* Iap.

A Research Methods

A.1 Part One

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B Online Resources

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Received 20 February 2007; revised 12 March 2009; accepted 5 June 2009