

A STUDY ON ADOPTING EMERGING METHODOLOGICAL TRENDS

A study on adopting emerging methodological trends by distance learners

Zubia Noreen (Ph.D Scholar)

Allama Iqbal Open University Islamabad Pakistan

zubia.noreen002@gmail.com

Dr. Amtul Hafeez

Allama Iqbal Open University Islamabad Pakistan

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ABSTRACT

Emerging trends in education are technological innovations, uses of latest softwares and new methods of teaching. Distance education has been also changed due to the rapid changings in methods and techniques, so all the new concepts, latest styles, methods of teaching and new technologies which facilitate the teaching learning process are emerging methodological trends of education. 100 % population of students of MS/ M.phil Spring 2010 and spring 2011 of department of Education were taken as a sample. A questionnaire was used as a research tool for the collection of data. Responses of the questionnaire were carefully collected and statistically evaluated. Mean score and percentage were used for analysis. With the data description it was revealed that all the distance learners need to adopt emerging methodological trends. Some of the students are already using emerging technologies. All of the students were of the view that the usages of emerging methodologies are helpful for better academic achievement but distance learners have insufficient skills in using latest softwares.

It was recommended that AIOU may take steps to organize a specific website for the MS/M.phil and Ph.D scholars so that they can easily interact with peers and tutors. Social networks like Facebook, Tweeter and LinkedIn may be used for developing better relationships between peers and academicians. For video conversation Skype and Oovoo may be used. Alert text messaging on cell phones of the students may be started along with the letters.

Keywords: Adopting, Emerging Trends, Methodologies, Distance learners.

INTRODUCTION

Education can be defined as a source of light in the darkness of ignorance. Advancement of education has enlightened this universe dramatically. There are three modes of education: Formal education, Non-formal education and distance education. In the system of Distance education the information is depended only on the usage of media because there is no face to face regular sessions as well as gap between the instructors and the learners by space and time and the usage of different media is the responsible for bridging this gap and promoting quality instructions.

Teaching in distance education system is more challenging than formal education system. According to Natarajan.M (2005, p.75) “A method of teaching students off-campus, at a distance and with a flexible schedule to a large extent it requires self-study, but with the periodic guidance of an instructor whom the student study may or may never meets face to face”. In this age of science and technology distance educators should not demolish trees for making print-based materials for the readers, because it is expensive to purchase and there is also high risk of miscommunication in asynchronous media. On the other hand the use of internet and latest technology can be cost-effective and there are less chances of miscommunication in synchronous way. So keeping this aspect in mind most of the emerging trends of distance education are designed in synchronous way with the help of web technology and softwares.

According to Kinley, (2001, p. 7) “today’s distance education focus has dramatically shifted toward network-based technologies (in general) and Internet-based delivery (more specifically)”. According to Cetron (2003, p.14) “One of the most apparent trends affecting distance education is the advancement of technology. Infrastructures are growing stronger as computers double in speed while decreasing in cost, and high-speed network connections continue to expand. Computer, fax, picture phone, duplication, and other modalities are merging and becoming available at ever cheaper prices. Further, IT functionalities not imagined ten years ago are being realized. By 2018, computers will be able to routinely translate languages in real-time with the accuracy and speed necessary for effective communications”.

DISTANCE LEARNERS AND THEIR NEEDS:

In distance education system the students who acquire education are called distance learners. Distance learners are most of the time grown-up students who want to continue their studies with their jobs and domestic tasks. They need flexible and convenient mode of education which is only possible through distance education system. “Distance learning students are a group with certain defining characteristics. They can be distant from their educational institution not just by physical distance but also by such factors as time as in the case of students living in another time zone and language. Many are full-time employment and/or have families to care for. Most are mature students who have not studied for some time, which may mean they need extra help with study and/or information skills. Students may need a lot of support and encouragement as they can sometimes feel quite isolated”. <http://www.epubs.surrey.ac.uk/482/1/fulltext.pdf>.

EMERGING METHODOLOGICAL TRENDS

All the latest technologies which are made to assist teaching learning process are emerging methodological trends of education. Emerging methodological trends cannot be neglected in distance education system; because to facilitate the learner is a main requirement of distance education and by using emerging trends a distance learner can be facilitated in the best way. The usage of different emerging methodologies teaching learning procedure may be more flexible, more comfortable and more convenient for both instructor and student. According to the online oxford dictionary: Emerging means "become apparent or prominent" Methodological means "a system of methods used in a particular area of study or activity" and trends mean "a general direction in which something is developing or changing". Most of the emerging trends of distance education are designed in synchronous way with the help of web technology and softwares.

According to Holmberg (1986, p.123) "distance teaching will support student motivation, promote learning pleasure and effectiveness if offered in a way to make the study relevant to the individual learner and his/her needs". Here the emerging trends mean the technological innovations, uses of latest softwares and new styles of teaching learning process in the field of education and distance education. Distance education has been changed due to the rapid changing in methods and techniques. All the new concepts, latest styles, methods of teaching and new technologies which facilitate the teaching learning process are emerging methodological trends of distance education.

"The field of distance education has changed dramatically in the past ten years. Distance education, structured learning in which the student and instructor are separated by place, and sometimes by time is currently the fastest growing form of domestic and international education. What was once considered a special form of education using nontraditional delivery systems is now becoming an important concept in main stream education. Concepts such as networked learning connected learning spaces, flexible learning and hybrid learning systems have enlarged the scope and changed the nature of earlier distance education models. Web-based and web-enhanced courses are appearing in traditional programs that are now racing to join the anytime, anyplace educational feeding frenzy". (www.citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.118...pdf). "Web based learning is quickly becoming the education of the future. Learning management systems and mobile devices have allowed learning to move at our busy pace. The pace of change for technologies is much faster than most would understand". (<http://www.simplydigi.com/blog>).

CONNECTIVISM

According to Siemens (2005, p. 15) "considering technology and meaning-making as learning activities begins to move learning into the digital age inherent to this new viewpoint on learning is the idea that we can no longer personally experience everything there is to experience as we try to learn something new. We must create networks which, simply defined, are connections between entities.

BLENDED LEARNING

According to V. Purnima (2002, p.1) "The term blended learning is used to describe a solution that combines several different delivery methods, such as collaboration software, Web-based courses, EPSS, and knowledge management practices. Blended learning also is used to describe learning that mixes various event-based activities, including face-to-face classrooms, live e-learning, and self-paced learning."

ICT

According to Murali M Rao (2009, p.1) "In distance learning system, learners are remote to the institution and are in large scale. It is difficult for a learner to visit the institution every day to get a service/support as available in a conventional system and at same time, it is even difficult to the institution itself to provide various services to the learners at different phases of a student learning life cycle, due to limited human resource available. Information and Communication Technology (ICT) is a prime resource to overcome such limitations. Information and communication technology is group of technologies by which various support services shall be provided at different phases of student learning life cycle in distance learning".

E-LEARNING

"E-learning as we know it has been around for ten years or so. During that time, it has emerged from being a radical idea-the effectiveness of which was yet to be proven-to something that is widely regarded as mainstream. It's the core to numerous business plans and a service offered by most colleges and universities. And now, e-learning is evolving with the World Wide Web as a whole and it's changing to a degree significant enough to warrant a new name: E-learning 2.0" (Stephen Downes, eLearn Magazine, October 2005).

ROLE OF WEB 2.0

E-learning is moving towards Web2.0 which is two way communications medium and becoming popular in the field of distance education because it gives opportunity to the learners to communicate with the tutors and instructors as well. "Web 2.0 is a two-way medium, representing the next phase of usage of the internet, and a change that (quite reasonably) has people making a comparison to the advent of the printing press--in Web 2.0 almost anyone can become a publisher, or a content producer. In Web 2.0 the creation of material or information on the Web is as much a part of our experience as the finding or reading of data has been in Web 1.0. And in Web 2.0 the content created by regular users can be much, and sometimes almost all, of the value from a website. As Web 2.0 is then brought into the classroom, the very nature of student work changes. When a student's work is seen, and commented on, and collaboratively enhanced by a larger participative audience, those students are drawn into extended educational conversations. In this way the relationship of the student to ideas and content are no longer constrained to the narrow avenue of interaction with their teachers, but they are suddenly interacting with their peers and others in the discovery, exploration, and clarification of knowledge". (<http://web20ineducation.wikispaces.com/Intro>)

CLASS CHAT ROOMS

Face to face communication between tutors and distance learners on internet is an emerging methodological trend in e-learning, in this way of communication both need computers with internet facility and they can talk to each other, students can get guidance from the teacher, and teacher can give instructions to the learners. “The use of chat room in distance education has become an important function for online learning. Not only does it allow students to communicate in real time to discuss the topics of the course, but it allows easier access to the teacher in order to communicate and clarify topics of discussion. Distance education is any program or course offered in a nontraditional classroom. This can include online courses, telecommuting courses and video courses. Where these can be online, they can also be held at local community colleges, High schools and Community Centers. This is important to note because it means that not all distance learners have access to the internet at home. Utilizing internet resources for distance education can provide a great benefit to the students and teachers but steps must be taken to ensure this is done in the most effective way possible. Thus, the use of chat room in distance education has become an important tool for online learning”. (www.brighthub.com, Online Learning > Distance Learning Tips)

OPEN-SOURCE NETWORK

According to Shaheen E. Lakhan and Kavita Jhunjhunwala (2008, p.2) “Educational institutions have rushed to put their academic resources and services online, bringing the global community onto a common platform and awakening the interest of investors.” Despite continuing technical challenges, online education shows great promise. Open source software offers one approach to addressing the technical problems in providing optimal delivery of online learning. Open source refers to both the concept and practice of making program source code openly available. Users and developers have access to the core designing functionalities that enable them to modify or add features to the source code and redistribute it. Extensive collaboration and circulation are central to the open source movement”.

LEARNING MANAGEMENT SYSTEM

A learning management system (LMS) which is generally abbreviated as LMS is a software application for the management, documentation, reporting and tracking of guidance programs, classroom and online events, e-learning programs, and training content. It provides educational content and resources to the distance learners. Most LMS systems are web-based. Students of distance education can access to learning content and administration anytime and anywhere. Most LMS systems allow the learners self-service; it facilitates self-enrollment, and easy access to courses. According to Ryann K. Ellis (2009, page.2) “While there are several definitions of a learning management system (LMS), the basic description is a software application that automates the administration, tracking, and reporting of training events”.

EDUCATIONAL WEBSITES

“Education forms an integral part in developing an individual's character. Though the need of education varies from age to age as during the growing years of a child he needs proper formal education where by gains he knowledge on subjects related to mathematics, language and drawing. These are the subjects which forms the basis for higher education. While we talk of higher educations its imperative to note that in the last few year degrees from reputed universities has been top priority for many students all over the world. In this respect, it's important to note that, there are many online sites offering detailed information on Best Education Sites”. (<http://www.bestindiansites.com/education> accessed on 29-10-2011)

SOCIAL NETWORKING

In the field of distance education social networking sites are playing a great role, by using these services the students can interact with their tutors and fellows easily and can get many solutions of their problems. Facebook, Twitter, LinkedIn, Skype and Oovoo are the common social networking services which are playing a vital role in reducing isolation of distance learner. “A social networking service is an online service, platform, or site that focuses on building and reflecting of social networks or social relations among people, who, for example, share interests and/or activities. A social network service essentially consists of a representation of each user (often a profile), his/her social links, and a variety of additional services. Most social network services are web based and provide means for users to interact over the Internet, such as e-mail and instant messaging”. (<http://mashable.com/follow/topics/social-networking> accessed on 30-10-2011).

MOBILE LEARNING

Mobile Learning via SMS helps reduce the transactional distance of psychological and communication space often faced by distance learners who are separated in terms of geographical distance and time (Moore, 1997, p.22). “The term mobile learning (m-learning) refers to the use of mobile and handheld IT devices, such as Personal Digital Assistants (PDAs), mobile telephones, laptops and tablet PC technologies, in teaching and learning. As computers and the internet become essential educational tools, the technologies become more portable, affordable, effective and easy to use. This provides many opportunities for widening participation and access to ICT, and in particular the internet. Mobile devices such as phones and PDAs are much more reasonably priced than desktop computers, and therefore represent a less expensive method of accessing the internet.” (<http://www.excellencegateway.org.uk/page.aspx?o=135556> accessed on 29-10-2011)

PODCASTS

“A podcast can be defined as being an audio and/or video broadcast that has been converted to an MP3 file or other audio file format for playback in a digital music player or computer (PC Magazine). The greatest advantage of a podcast over webcast is that it can be viewed anywhere or while doing anything. There is confusion about podcasting; it is thought that a podcast is solely an ongoing broadcast. This may be true but anything prerecorded that

can be downloaded and played back is also considered to be a podcast. Ten years ago we couldn't have imaged viewing lectures and lessons on demand in a device that we could hold in the palm of our hands. This has been a really good advance in distance education because it gets rid of the learning constraints that once made distance education students be stationary at their computer for hours at the time. When we think about what could be viewed through a podcast the first thing that comes to mind is a lecture from a professor". (Distance Web Education using I Podcasting AFisher_DTEC6850_Paper 22-09-207.doc)

DIGITAL TV IN DISTANCE LEARNING

According to Pagani (2003, p.54-62) "Digital TV (DTV) represents a new generation of broadcasting transmission technologies, in which the signals are sent and received in digital format. This technology has been calling attention for its potential in social areas: it presents lower cost and has a much simple user interaction model, when compared to computers.

DIGITAL LIBRARIES:

"A digital library is a collection of documents in organized electronic form, available on the Internet or on CD-ROM (compact-disk read-only memory) disks. Depending on the specific library, a user may be able to access magazine articles, books, papers, images, sound files, and videos". (http://whatis.techtarget.com/definition/0,,sid9_gci750204,00.html)

OBJECTIVES OF THE STUDY WERE TO:

- Assess the need of emerging methodological trends for distance learners.
- Evaluate the adoption of emerging methodological trends by distance learners.
- Explore the potential role of latest technologies and softwares in distance education system.
- Highlight the problems in adopting emerging methodological trends for distance learners.

PROCEDURE OF THE STUDY

Questionnaire was used as instrument for this study; in the questionnaire five point likert scale was developed for collecting the data from the population of the study. For purpose of data collection 130 MS/ M.phil scholars of AIOU was taken into account. The questionnaire was developed on five point likert scale ranges from strongly agreed to strongly disagree. After the development of research tools, pilot study was conducted on 5 students of MS/M.phil class spring 2011. There were thirty six statements in the first version. In the light of the feedback five statements were deleted which were not fulfilling the objectives of the study and four were modified so according to the suggestions of experts final version of the questionnaire with thirty one statements was prepared.

DATA ANALYSIS

Table 1: Need of emerging methodological trends for distance learners

| | | | | | | | | |
|--|---|--|--|--|--|--|--|--|
| | nts | | | | | | | |
| | Distance learners need to interact with the tutor for academic guidance. | | | | | | | |
| | It is effective for the distance learner to develop contacts with peers. | | | | | | | |
| | Distance learners desire alternate sources along with study guides. | | | | | | | |
| | Distance learners wish for more interactive ways of communication with tutor and peers other than occasional face to face meetings. | | | | | | | |
| | Interconnectivity of distance learner with tutors and peers needs to be strengthened. | | | | | | | |
| | Distance learners desire to get latest knowledge to compete with the regular student. | | | | | | | |
| | Usage of latest methodologies is the demand of distance learner. | | | | | | | |

Scale value for this table is SA (Strongly Agree) =5, A (Agree) =4, UNC (Uncertain) =3, DA (Disagree) =2 and SDA (Strongly Disagree) =1

The Table 1 shows that the 100 % respondents (with mean score 4.80) agreed that distance learners need to interact with the tutor for academic guidance. Majority of the respondents (96.9% with mean score 4.59) agreed that it is effective for the distance learners to develop contacts with peers and they also desire alternate sources along with study guides. Most of the respondents(92.3% with mean score 4.45) agreed that distance learners wish for more interactive ways of communication with tutor and peers other than occasional face to face meetings and majority of the respondents(98.5% with mean score 4.57) agreed that interconnectivity of distance learner with tutors and peers needs to be strengthened. Again majority (98.5 % with mean score 4.69) agreed that distance learners desire to get latest knowledge to compete with the regular student. Maximum respondents (89.2 % with mean score 4.40) respondents were on the view that usage of latest methodologies is the demand of distance learner. In all the statements percentages are over 89% and the mean score is more than 4.40.

Table 2: Adoption of emerging methodological trends by distance learner

| no | Statements | SA | A | UNC | DA | SDA | Mean |
|----|---|----|---|-----|----|-----|------|
| 1 | Computer facility is easily available to distance learners. | | | | | | 4.61 |
| 2 | Distance learner can easily access to internet connection. | | | 3 | | | 3.91 |
| 3 | I use email to send messages to my peers and teachers. | | | | | | |
| 4 | I often visit web sites for searching educational material. | | | | | | |
| 5 | Educational blogs and wikis are helpful to solve my problems. | | | | | | |
| 6 | I am connected with my peers or tutors on Facebook or Twitter. | | | | | | |
| 7 | I connect with other students of the world on LinkedIn. | | | | | | |
| 8 | I watch educational videos on YouTube or TeacherTube. | | | | | | |
| 9 | I do face to face conversation with my class fellows or tutors on Skype. | | | | | | |
| 10 | It is easy to activate internet service on my cell phone. | | | | | | |
| 11 | I get help from educational resources on online channels related to my studies. | | | | | | |
| 12 | I have experience to attend an online course. | | | | | | |
| 13 | Library is accessible to distance learners. | | | | | | |

Scale value for this table is SA (Strongly Agree) =5, A (Agree) =4, UNC (Uncertain) =3, DA (Disagree) =2 and SDA (Strongly Disagree) =1

The Table 2 shows that Majority of the respondents (95.4 % with mean score 4.61) agreed that computer facility is easily available to distance learners and sufficient majority of the respondents (78.5% with mean score 3.91) supported the statement that distance learner can easily access to internet connection. And (95.3% with mean score 4.65) respondents agreed that they use email to send messages to their peers and teachers. Majority of the respondents (98.5% with mean score 4.77) were on the view that they often visit web sites for searching educational material. Some of the respondents (40.0 % with mean score 3.06) agreed that educational blogs and wikis are helpful to solve their problems. Half of the respondents (49.2 % with mean score 3.29) are on the view that they are connected with peers or tutors on Facebook or Twitter. Few respondents (26.1 % with mean score 2.65) agreed that they connect with other students of the world on LinkedIn. More than half percent respondents (58.5 % with mean score 3.40) agreed that they watch educational videos on YouTube or TeacherTube. Some of the students (30.8% with mean score 2.60) agreed that they do face to face conversation with their class fellows or tutors on Skype. Some of the respondents with mean score (21.6 % with mean score 2.46) agreed that it is easy to activate internet service on their cell phones and (43.1% with

mean score 3.15) respondents are on the view that they take help from educational programs on online channels related to the studies. (47.7 % with mean score 3.15) respondents agreed they have experience to attend an online classroom. Very few respondents (29.2% with mean score 2.49) are on the view that digital library is accessible to distance learners. In all the statements percentages are over 21.6 % and the mean score is more than 2.46.

Table 3: Potential role of latest technologies and softwares in distance education system

| | | | | | | | | |
|--|---|--|--|--|--|--|--|--|
| | nts | | | | | | | |
| | Distance learners can easily interact with each other through social networking websites. | | | | | | | |
| | Internet makes a distance learner more up to date. | | | | | | | |
| | Emerging methodologies are the best source of sharing knowledge. | | | | | | | |
| | Through web learning the distance learner study on his personal pace. | | | | | | | |
| | Emerging methodologies are helpful for better academic achievement. | | | | | | | |
| | Gap between teacher and student can be reduced through latest technologies of teaching. | | | | | | | |

Scale value for this table is SA (Strongly Agree) =5, A (Agree) =4, UNC (Uncertain) =3, DA (Disagree) =2 and SDA (Strongly Disagree) =1

The Table 3 shows that (100% respondents with mean score 4.65) agreed that use of internet makes a distance learner more up to date and (100% respondents with mean score 4.65) were on the view that emerging methodologies are helpful for better academic achievement and (100% respondents with mean score 4.60) supported the statement that gap between teacher and student can be reduced with the use of latest technologies. Majority of the students (86.1% with mean score 4.29) agreed that distance learners can easily interact with each other through social networking websites. A significant majority of the students (98.5% with mean score 4.66) are agreed that emerging methodologies are the best source of sharing knowledge and most of the respondents 89.3% with mean score 4.46) agreed that through web learning the distance learner study on his personal pace. In all the statements percentages are over 86% and the mean score is more than 4.29.

Table 4: Problems in adopting emerging methodological trends for distance learners

| | | | | | | | | |
|--|---|--|--|--|--|--|--|--|
| | nts | | | | | | | |
| | Lack of any training distance learner can use latest softwares. | | | | | | | |
| | Failure is a big problem in using latest softwares. | | | | | | | |
| | Financial constraint distance learner | | | | | | | |

| | | | | | | | | |
|--|--|--|--|--|--|--|--|--|
| | fford to purchase a laptop. | | | | | | | |
| | in case of computer disorder are tly. | | | | | | | |
| | creates disturbance during web | | | | | | | |

Scale value for this table is SA (Strongly Agree) =5, A (Agree) =4, UNC (Uncertain) =3, DA (Disagree) =2 and SDA (Strongly Disagree) =1

The Table 4 shows that a significant majority of the respondents (96.9 % with mean score 4.51) agreed that without any training distance learner can not use latest softwares. Most of the respondents (86.2% with mean score 4.29) agreed that power failure is a big problem in using computer. Many respondents (62.2% with mean score 3.65) agreed that virus creates disturbance during web surfing and services in case of computer disorder are very costly, but few respondents (24.6 with mean score 2.35) agreed that due to financial constraint distance learner cannot afford to purchase a laptop. In all the statements percentages are over 24% and the mean score is more than 2.35.

FINDINGS

All the respondents agreed that distance learners need to interact with the tutor for academic guidance. Majority of the respondents agreed that it is effective for the distance learners to develop contacts with peers and they also desire alternate sources along with study guides. Most of the respondents agreed that distance learners wish for more interactive ways of communication with tutor and peers other than occasional face to face meetings and majority of the respondents agreed that interconnectivity of distance learner with tutors and peers needs to be strengthened. Again majority agreed that distance learners desire to get latest knowledge to compete with the regular student. Maximum respondents were on the view that usage of latest methodologies is the demand of distance learner.

The majority of the respondent's agreed that computer facility is easily available to distance learners and sufficient majority of the respondents supported the statement that distance learner can easily access to internet connection and majority of the respondents agreed that they use email to send messages to their peers and teachers. Majority of the respondents were on the view that they often visit web sites for searching educational material. Some of the respondents agreed that educational blogs and wikis are helpful to solve their problems. Half of the respondents are on the view that they are connected with peers or tutors on Facebook or Twitter. Few respondents agreed that they connect with other students of the world on LinkedIn. More than half percent respondents agreed that they watch educational videos on You-Tube or Teacher-Tube. Some of the students agreed that they do face to face conversation with their class fellows or tutors on Skype. Some of the respondents agreed that it is easy to activate internet service on their cell phones and some respondents are on the view that they take help from educational programs on online channels related to the studies. Some respondents agreed that they have experience to attend an online classroom. Very few respondents are on the view that digital library is accessible to distance learners.

All are the respondents agreed that use of internet makes a distance learner more up to date and emerging methodologies are helpful for better academic achievement and gap between teacher and student can be reduced with the use of latest technologies as well.

Majority of the students agreed that distance learners can easily interact with each other through social networking websites. A significant majority of the students are agreed that emerging methodologies are the best source of sharing knowledge and most of the respondents agreed that through web learning the distance learner study on his personal pace.

A significant majority of the respondents agreed that without any training distance learner can not use latest softwares. Most of the respondents agreed that power failure is a big problem in using computer. Many respondents agreed that virus creates disturbance during web surfing and services in case of computer disorder are very costly, but few respondents agreed that due to financial constraint distance learner cannot afford to purchase a laptop.

CONCLUSIONS

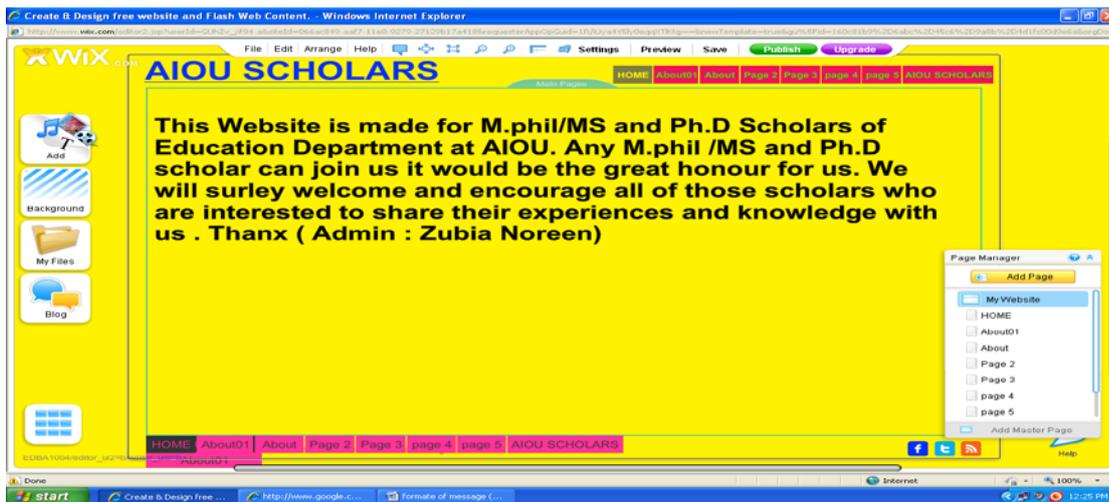
The results of this research paper revealed that distance education system has been changed because of emerging technological and methodological trends. All new devices and technologies have their positive effect. The distance has been reduced through face to face conversation and students have now many sources of information along with their text books. It is need of the time to learn the uses of new devices and latest softwares so that the learners of distance education can be facilitated and tutors should also need to learn the uses of upcoming technology to meet the emerging teaching needs in distance education system. With the data description it was concluded that all the distance learners need to adopt emerging methodological trends. Some of the students are already using emerging technologies. All of the students were of the view that the usages of emerging methodologies are helpful for better academic achievement but distance learners have insufficient skills in using latest softwares.

RECOMMENDATIONS

It was recommended that AIOU may take steps to organize a specific website for the MS/M.phil and Ph.D scholars so that they can easily interact with peers and tutors. Social networks like Facebook, Tweeter and LinkedIn may be used for developing better relationships between peers and academicians. For video conversation Skype and Oovoo may be used. Alert text messaging on cell phones of the students may be started along with the letters. Academicians of education department (AIOU) may use latest technologies and softwares. For this purpose a comprehensive training programme may be launched to enable the tutors for using new softwares and emerging technologies so that they can facilitate the distance learners.

Education department may create the Blogs and Wikis for providing hyperlinks related to the different educational topics. Virtual classrooms can be started along with workshops. Education department can search suitable online educational channels and may be suggested to the students. Access of digital library may be provided to the distance learners with fast and easy way so that they can easily take help from books and articles for their research work. Students may adopt emerging methodological trends by using internet and latest softwares, After adopting upcoming trends the isolation of distance learner will be reduced. Academic problems will be decreased and there will be better interaction between learners and with tutors as well.

(Annexure -1) Proposed website for the distance learners of AIOU



(Annexure -2) Proposed blog for the distance learners of AIOU



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