

Distance learning technology, applications and its impact on national economy

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Abstract

Distance learning, also known as correspondence courses, e-learning, or virtual education, is a form of learning in which students and teachers are physically separated during guidance and technological aspects are used to help facilitate the teacher-student communication. The purpose of this research is to identify the factors and issues that are attributed with the growth of Technological tools (ICT) in developing countries, as well as to investigate the Indian distance education system in terms of cultural, political, financial, and technological. The study begins by introducing some implementations and problems of instructional technology and distance education in some developed countries and India as a developing country. It then examines the Indian distance system of education, Open Education Faculty (OEF), from social, social, financial, and technical perspectives.

Keyword:- Distance education, Technology, Economy, Remote education and Innovations in educational technology

Introduction

In light of current definitions, technologies, opportunities, obstacles, ideas, and efforts, distance learning is quickly to become an important part of educational systems in both developed and developing countries. The ways of trying to teach and creating new skills are no longer constrained by space and time thanks to new technologies. New technologies provide such a lot of flexibility in terms of when, where, and how teaching and learning is distributed, allowing individuals and groups to learn at their own pace. Distance learning is one of the most rapidly growing fields of education, and the advancement of Internet-based technological advancement, particularly the World Wide Web, has greatly enhanced its potential influence on all education delivery systems. Future distance learning must be time flexible, devoid of geographic boundaries, challenging in expenditure, and learner-centered in order to meet the needs of a changing world. All academic institutions and their academic staff should read this chapter. Future distance learning must be time flexible, devoid of geographic boundaries, challenging in cost/value, and learner-centered in order to meet the needs of a changing world.

To determine whether or not a school system should invest in educational technology, a useful first step is to assess its:

Specific requirements for improving student learning (e.g., raising the average level of achievement, closing achievement gaps among low-achieving students, and daunting high-achieving students to develop higher-order skills);

Infrastructure to adopt software solutions (e.g., electricity, space and outlets, computer stock, and Internet access at school and at learners' homes); and Capacity to integrate technology into the instruction (e.g., learners' and educators' familiarity and comfort with hardware and software, beliefs about the level of usefulness of technology for learning purposes, and current uses of such tech).

Technological Innovations in Education

At all levels of education, technological innovations are having a significant impact. The conventional classroom is being disrupted by online courses, teaching aids, educational software, social networking tools, and other emerging technologies. Understanding how technological innovations affect students, teachers, and schools is crucial to developing strategies and techniques for managing and implementing technology in the classroom. CEPA research provides insight into how technological innovations are being used in the classroom and how effective they are at improving the quality of education.

Hardship of distance education and economy

Distance education's profitability shifts in higher education and business during difficult economic times, based on the fundamental principles that it employs in both fields. Higher education is required to invest substantial resources in order to create and maintain initiatives that generate revenue, due to the all-encompassing nature of its distance learning initiatives. Businesses and corporations, on the other hand, use their distance education programmes to save money and cut expenses by purchasing materials and expertise from outside sources with fewer long-term investments. Because corporate entities, unlike universities, are not directly attempting to generate revenue through distance learning, they put little at risk and realize the rewards almost instantly.

Conclusion

The entire system of public functioning is changing as a result of technological advancements. Distance education receives special attention because it prepares future highly qualified specialists who will form the foundation of the digital economy. Each year, new remote technologies, which are a basic prototype of smart technologies, are introduced into the educational system. The goal of this paper is to determine the role of remote education technologies and educational technology innovations in the development of the distance quality education and the formation of skills among students.

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