CIÊNCIAS HUMANAS
REVISTA DO PROGRAMA DE PÓS-GRADUAÇÃO EM EDUCAÇÃO
URI FREDERICO WESTPHALEN
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OPEN AND DISTANCE LEARNING—THE NEED OF THE TIME

1.Preamble



It is said that the first evidence of distance learning was recorded in1728 when a short hand private correspondence course was offered in Boston Gazette by "Caleb Phillips". He used to send the shorthand lessons to his students by post.
(*The Evolution, Principles and Practices of Distance Education by Börje Holmberg).*

But the real credit is given to Sir Issac Pitman (1840) who used to mail texts transcribed in shorthand on postcards and receive transcriptions from his students for correction. *(Alan Tait."Reflections on Student Support in Open and Distance Learning". The International Review of Research in Open and Distance Learning)*

During the propagation of this distance learning method, luck favoured Sir Issac Pitman as during that time The Royal Mail started introducing Uniform Postage Rates (of one penny per letter not exceeding half ounce of weight). At that time the Royal Postal Service was undergoing reforms. This service was available between any part of the United Kingdom of Great Britain and Ireland irrespective of distance. *(History of Postal Services, Bath: Postal Museum, archived from the original on 2011-05-24).*

This success paved the way further and three years later the Phonographic Correspondence Society was founded and the distance learning courses were officially established. Inspired from this success, in 1873, The Society to Encourage Studies at Home was formed in the USA.

2. The First Distance Learning University

University of London was the first university that officially started its external programmes facilitating the less affluent cadre of British society to impart the quality education. This was the reason Charles Dickens called it the "People's University". It was in 1858 when Queen Victoria chartered the University of London's External Programme honouring this institution to be the first one in the history to offer degrees to

its students through distance learning.



"History", University of London External Programme Website". www.londonexternal.ac.uk. 15 July 2009. Retrieved 27 April 2010.)

3. Distance Learning in the USA

In the United States of America, in Scranton, Pennsylvania the international correspondence schools grew rapidly. It was in 1888 when this school was established to train immigrant coal miners to become state coal inspectors and foremen. 2,500 men were enrolled in 1894 and after one year the matriculated number was 72,000. By 1906 the total number of students reached to 900,000. The growth in the students was because of aggressive 1200 salesmen and sending out of complete text books.

1. Joseph F. Kett, Pursuit of Knowledge Under Difficulties: From Self-Improvement to Adult Education in America (1996) pp 236-8)

2. J.J. Clark, "The Correspondence School—Its Relation to Technical Education and Some of Its Results," Science (1906) 24#611 pp 327-8, 332, 333. Clark was manager of the school's text- book department.

William Rainey Harper, the first president of the University of Chicago favoured the idea of extended education.

It was his vision that he encouraged distance learning method of education in a way that it influenced others and by 1920 Wisconsin and Columbia universities were also following his footprints.

Just to have an idea of the importance of the OPEN DISTANCE LEARNING in the world, the number of National Association of Corporation schools rose from 37 in

1913 to 146 in 1920.

1. Levinson, David L (2005). Community colleges: a reference handbook. ABC-CLIO. p.69. ISBN. Retrieved 23 January 2011.

2. Von V. Pittman, Correspondence Study in the American University: A Second Historiographical Perspective, in Michael Grahame Moore, William G. Anderson, eds. Handbook of Distance Education pp 21-36

4. Distance Learning in other parts of the world

To cover the vast areas of Australia, the University of Queensland started its distance learning school in 1911. The university of South Africa started its present style distance learning education in 1946. In 1938 International Conference for Correspondence Education held its first meeting with an aim of providing the students with individualised education with low cost. For that they used a pedagogy of testing, recording, classification and differentiation.

1. Lee, Francis (2008). "Techno-pedagogies of mass-individualization: Correspondence education in the mid twentieth century". History and Technology. 24(3): 239–53.

2. Ellen L. Bunker, "The History of Distance Education through the Eyes of the International Council for Distance Education," in Michael Grahame Moore, William G. Anderson, eds. Handbook of Distance Education pp 49-66.

5. Role of Media in Distance Learning

The sensible society feels the need of the time. It was the time when the American society was doing its best for the promotion of distance education. In 1920s, when the film industry was booming and in 1930s when the voice was being aired through radio, someone thought to make use of this medium of communication for distance education. By 1938 at least 200 city schools, 25 state boards of education, and many colleges and universities were broadcasting educational programmes. The radio was thought to be used as a master teacher. Experts in the given camps broadcast lessons for students asking questions, suggesting readings, making assignments, and conducting tests.

The example was set by John Wilkinson Taylor, the president of the University of Louisville in 1948 who, with the help of NBC, used radio as a medium for distance learning. The chairman of the Federal Communications Commission endorsed this initiative and envisioned that “college-by-radio” would put “American Education 25 years ahead”.

1. Larry Cuban. (1986). Teachers and Machines: The Classroom Use of Technology

Since 1920, pp 11–18
2. Tyson, Levering (1936). "Ten Years of Educational Broadcasting". School and Society. 44: 225–31
3. Lloyd Allen Cook. (1938). Community Backgrounds of Education: A Textbook and Educational Sociology, pp 249–250
4. Dwayne D. Cox and William J. Morison. (1999). The University of Louisville, pp 115–117

6. Era of Open Universities

Michael Dunlop Young born on 9th of August 1915 (died 14 January 2002) was a British sociologist who coined the concept of Meritocracy again in 1958. Meritocracy is a political system in which economic goods and/or political power are vested in individual people on the basis of talent, effort, and achievement, rather than factors such as heredity or wealth. Advancement in such a system is based on performance, as measured through examination or demonstrated achievement.

He was responsible for labour party's manifesto for general elections of 1945. The Labour Party's slogan for these general elections was "Let us face the future". He was social reformist and it was his vision that did the great labour in founding the Open University in Britain. He is also given credit for other great endeavours like "National Consumer Council", "National Extension College", "Open College of the Arts" and "Language Line" (telephone interpreting business) among others. On 20 March 1978, in recognition of his lifetime achievements he was titled as Baron Young of Dartington.
1. "No. 47497". The London Gazette. 23 March 1978. p. 3663. Young, Michael (29 June 2001). "Down with meritocracy: The man who coined the word four decades ago wishes Tony Blair would stop using it". The Guardian. Retrieved 24 May 2018.

7. Open University of Great Britain

Based on Michael Young's vision, in 1965, the British state minister for education Jennie Lee established amodel for "Open University" and for that, under the supervision of Sir Peter Venables, he formed a committee of broadcasters (one of the assistant



directors of engineering of BBC had obtained most of his qualifications at a "night school").

In the history of ODL (Open Distance Learning) the Open University revolutionised the correspondence programmes. It was, with new techniques and technology, a respectable alternative to the traditional schools and traditional way of learning.

In January 1969, Walter Perry was appointed as the first Vice Chancellor of the Open University. With first admission intake in 1971 the number of students accepted was 25,000. It is said that at that time, the total number of students in other conventional universities was 130,000.

1. Bizhan Nasseh. "A Brief History of Distance Education".

2. https://en.wikipedia.org/wiki/Distance_education#Open_universities

Following the roadmap of ODL, Athabasca University of Canada was founded in 1970, Spain's National University of Distance Education in 1972, and Germany's FernUniversitat in Hagen took birth in 1974. Some of the open universities of the world now have become Mega Universities (a term used to have more than 100,000 students).

1. Daniel, Sir John S (1998). Mega-Universities and Knowledge Media: Technology Strategies for Higher Education. Routledge. ISBN. Retrieved 23 January 2011.

8. Other Open Universities in the World

Here is a list of open universities around the world.

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Africa

Name	Type	Headquarters	Country
National Open University of Nigeria	Public	Abuja	Nigeria
Open University of Mauritius	Public	Réduit, Moka District	Mauritius
Open University of Sudan	Public	Khartoum, Khartoum	Sudan
Open University of Tanzania	Public	Dar es Salaam	Tanzania
Open University of West Africa	Private	Accra, Greater Accra Region	Ghana
Zambian Open University	Private	Lusaka	Zambia
Zimbabwe Open University	Public	Harare	Zimbabwe
Islamic Online University	Private	Kanifing	Gambia

Asia

Name	Type	Headquarters	Country
Bangladesh Open University	Public	Gazipur District, Dhaka Division	Bangladesh
Al-Quds Open University	Public	Amman	Jordan
Allama Iqbal Open University	Public	Islamabad	Pakistan
Virtual University of Pakistan	Public	Lahore	Pakistan
Andhra Pradesh Open	Public	Haiderabad, Telangana	India

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Name	Type	Headquarters	Country
University			
Arab Open University	Private	Riyadh	Saudi Arabia
Dr. Babasaheb Ambedkar Open University	Public	Ahmedabad, Gujarat	India
Global Open University	Public	Dimapur, Nagaland	India
Ho Chi Minh City Open University	Public	District 3, Ho Chi Minh City	Vietnam
Indira Gandhi National Open University	Public	Maidan Garhi, New Delhi	India
Karnataka State Open University	Public	Mysore, Karnataka	India
Korea National Open University	Public	Seoul	South Korea
Krishna Kanta Handiqui State Open University	Public	Guwahati, Assam	India
Madhya Pradesh Bhoj Open University	Public	Bhopal, Madhya Pradesh	India
Nalanda Open University	Public	Patna, Bihar	India
National Open University	Public	Luzhou District, New Taipei	ROC
Nepal Open University	Public	Lalitpur, Kathmandu	Nepal
Netaji Subhas Open University	Public	Kolkata, West Bengal	India
Odisha State Open University	Public	Sambalpur, Odisha	India
Open Cyber University			South Korea
Open University Malaysia	Private	Kuala Lumpur	Malaysia
Open University of China	Public	Beijing	PRC

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Name	Type	Headquarters	Country
Open University of Hong Kong	Public	Hong Kong	Hong Kong
Open University of Israel	Public	Ra'anana, Central District	Israel
Open University of Kaohsiung	Public	Siaogang, Kaohsiung	ROC
Open University of Sri Lanka	Public	Nawala, Nugegoda	Sri Lanka
Open Orthodox University			Russia
Pandit Sundarlal Sharma (Open) University	Public	Bilaspur district, Chhattisgarh	India
Polytechnic University of the Philippines (Open University)	Public	Manila	Philippines
Shanghai Open University	Public	Shanghai	PRC
Sukhothai Thammathirat Open University	Public	Nonthaburi	Thailand
Tamil Nadu Open University	Public	Chennai, Tamil Nadu	India
The Open University of Japan	Private	Wakaba, Mihama-ku, Chiba City, Chiba	Japan
Universitas Terbuka	Public	Tangerang Selatan, Banten	Indonesia
University of the City of Manila, Open University	Public	Intramuros, Manila	Philippines
University of the Philippines Open University	Public	Los Baños, Laguna	Philippines
Uttar Pradesh Rajarshi Tandon Open	Public	Allahabad, Uttar Pradesh	India

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Name	Type	Headquarters	Country
University			
Uttarakhand Open University	Public	Haldwani, Uttarakhand	India
Vardhaman Mahaveer Open University	Public	Kota, Rajasthan	India
Venkateshwara Open University	Private	Naharlagun, Arunachal Pradesh	India
Wawasan Open University	Private	George Town, Penang	Malaysia
Yashwantrao Chavan Maharashtra Open University	Public	Nasik, Maharashtra	India

Austrália

Name	Type	Headquarters	Country
Open Universities Australia	Private	Melbourne, Victoria	Australia

Europe

Name	Type	Headquarters	Country
Hellenic Open University	Public	Patras, Achaea, Western Greece	Greece
Taras Shevchenko National University-KNU Open University	Public - Self-Governing	Kiev	Ukraine
Intercultural Open University Foundation	Private	Granada	Spain
Novi Sad Open University		Novi Sad	Serbia
Open International University of Human Development "Ukraine"	Private	Kiev	Ukraine
Open University of the Netherlands	Public	Heerlen, Limburg	Netherlands

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Name	Type	Headquarters	Country
Open University of Catalonia	Public	Barcelona	Spain
Open University of Cyprus	Public	Nicosia	Cyprus
The Open University	Public	Milton Keynes, Buckinghamshire	United Kingdom
Universidade Aberta	Public	Lisbon	Portugal

North America

Name	Type	Headquarters	Country
Athabasca University	Public	Athabasca, Alberta	Canada
Intercultural Open University Foundation	Private	Arden, Delaware	United States
Open SUNY	Public	New York, New York	United States
Thompson Rivers University, Open Learning	Public	Kamloops, British Columbia	Canada
Cushite Hebrew Yeshiva Open International University	Private	Kissimme, Florida	United States

South America

Name	Type	Headquarters	Country
Interamerican Open University	Private	Buenos Aires	Argentina
Universidad Nacional Abierta	Public	All the states	Venezuela

9. Conclusion

Education does not mean to confine ourselves in the boundaries of some bricks and mortar. Education is the learning through observation and application of what we have learnt. The acquisition of knowledge includes skills, behaviour, values, and

beliefs. When we acquire skills, we become specialist in a particular field knowing the technical aspects of a particular camp. When we learn behaviour, we are human scientists and attainment of of beliefs make us human as we can not live without beliefs. And of course, in every corner of life if there is no values there is nothing but Barbarism.

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J.J. Clark, "The Correspondence School—Its Relation to Technical Education and Some of Its Results," Science (1906) 24#611 pp 327-8, 332, 333. Clark was manager of the school's text- book department. 4. Joseph F. Kett, Pursuit of Knowledge Under Difficulties: From Self-Improvement to Adult Education in America (1996) pp 236-8

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