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کتابخانه

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Programme Book

Policy Development in Distance Learning in Appearance of Global Education

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The world today demands increasingly more educated workers of high quality education and increasingly societies ask for more quality education. Along with the rapid development of economy, continuing learning and updating, have become very important requirements for people who want to be more competitive in order to survive in society. Distance learning therefore is growing and strengthened by the urgent demand of society and it is becoming a significant topic in education reform.

The globalization is a new and important phenomenon which has based on the vast information and communication and global education. One group of universities and educational institutes around the globe strive to adopt and expand the use of information technologies in their teaching offerings.

They believe that the distance learning will make social justice and equity through the usage of technology and then arrange their programs upon this method of learning. The distance learning has provided opportunity in reaching the high position in learning and development. Usage the information and communication technology to deliver knowledge enable countries to transfer their experiences and knowledge to others.

This policy demands the harmonious development and coordination among the levels of societies in media, resources, case study and etc. The distance learning will changes education from regional and local model to universal and global. The other groups think that this method can not cover all of nation and its nature isn't global so they have no desire to apply it. This paper attempts to explain the management and practical policy to answer them.

Challenge and Opportunity Facing China After Opening the Field of Distance Education: The Case of Australia

Huang Fusheng & Wei Qi
Shanghai TV University, P. R. China

After China's entering WTO, developed countries in the field of distance education service strongly call for the opening of china's relevant education field. Among them, China has negotiated with Australia about the opening of distance education. Australia is advanced in distance education and admitting her distance education service into China may bring great positive significance into such aspects as optimizing China's capability and environment in distance education, and attracting foreign investment in education. But Australia's distance education has her own characteristics, such as the curriculum localization, their understanding on distance education, the preparation of distance learners, teaching staff, teaching methods and so on. Besides, China's distance education is still at the initial stage, resulting in her irregular development and lower level. According to the Free Trade Agreement (FTA) ---the opening degree in distance education is controlled by the opener, and based on the above analysis; China's distance education field should be opened step by step in five to ten years. Meanwhile, we should currently regularize China's distance education market, perfect its environment, and promote its competitive ability.

THEME 4 Technological innovation for interaction and delivery Sabah Room, Level 1			
	11.40 – 12.00	ICT- For Interaction and Delivery in Distance Education: A Study of Karnataka State Open University, Mysore Jagadeesha Doddaiiah, <i>Karnataka State Open University, India</i> & Suresha Veerabhadrapa Kithur, <i>JSS College for Women, India</i>	[p.79]
	12.00 – 12.20	Pilot Nationwide e-Learning Provision in the Kingdom of Saudi Arabia: Issues and Challenges Abdullah Mohammed A. Almegren & Anwar al-Yafei, <i>Ministry of Higher Education, Kingdom of Saudi Arabia</i> & Ahmad Hashem, <i>Open University Malaysia, Malaysia</i>	[p.80]
	12.20 – 12.40	Research on Online Tutorial in Network Distance Education: Status and Affecting Factors Jian Guang-bin, <i>Tianjin University of Technology & Education, PR China</i> & Sun Shu Yan, <i>Center of Educational Technology of Tianjin, P. R. China</i>	[p.68]
THEME 6 Management and policy development Johor Room, Level 1			
	10.20 – 10.40	Multi Criteria Evaluation of Distance Education Implementation Models Using Analytic Hierarchy Process Ali Ekrem Ozkul, <i>Anadolu University, Turkey</i> ; Nuray Girginer, <i>Eskisehir Osmangazi University, Turkey</i> & Zehra Kamisli Ozturk, <i>Anadolu University, Turkey</i>	[p.87]
	10.40 – 11.00	Policy Development in distance Learning in Appearance of Global Education Abbas Ali Soltani, <i>Ferdowsi University, Iran</i>	[p.91]
	11.00 – 11.20	Challenge and Opportunity Facing China after Opening the Field of Distance Education: The Case of Australia Huang Fusheng & Wei Qi, <i>Shanghai TV University, P. R. China</i>	[p.91]
	11.20 – 11.40	Open and Distance Education in Global Environment: Economic Issues for South Asian Countries Ashok Gaba, <i>Indira Gandhi National Open University, India</i>	[p.92]
	11.40 – 12.00	Open and Distance Education in Perspective: Managing ODL – The Case of the Zimbabwe Open University Primrose Kurasha, <i>Zimbabwe Open University, Zimbabwe</i>	[p.93]
	12.00 – 12.20	Regular and ODL Modes: A Synergic Approach with Tribal Arunachal Pradesh at Perspective M.C. Behera, <i>Rajiv Gandhi University, India</i>	[p.93]
	12.20 – 12.40	Quality Tutor Management Process in OUM Widad Othman & Norfardilawati Musa, <i>Open University Malaysia, Malaysia</i>	[p.46]

Handwritten notes in Arabic script, including the word "زبون" (Zabun) and other illegible characters.