**Assignment 3**

**Introduction**

Student research group two selected Industrial Modes (Peters, 2001, p.15-16) to categorize distance education institutional programs. A typology was developed to define single-mode, dual and mixed-modes, and consortia institutions and distinguish important characteristics within industrial modes. In particular, this assignment will analyze how institutions across the globe demonstrate the industrial model, faculty, interaction, course design, and student services in their distance education programs.

**Single Mode**

Inspired by the United Kingdom Open University, Walden University was created in 1975 to meet the increasing needs of the North American graduate students (Moore & Kearsley, 1996, p. 44 & Walden, 2010) and Indira Gandhi National Open University opened in 1985 for Asian distance learners (Moore & Kearsley, 1996, p, 43 & IGNOU, 2010). Distance education, a true revolution for higher education (Lei & Govra, 2010, p. 616-631), is their sole method of instruction, a characteristic of the industrial model. Faculties are part time employees, required to be experts in their fields and hold a terminal degree. Interaction occurs between students and instructors or tutors via an interactive learning platform or by telephone. Student services play an important role in supporting students through registration, counseling, financial aid, and tutoring. Course design is developed through a collaborative team including full time content specialists, web designers, and graphic artists. Both of these institutions closely follow the established single mode taxonomy and the characteristic scheme established by student group two.

**Dual Mode and Mixed Mode**

According to Guri-Rosenblit (2009, p.3), dual mode and its’ first cousin, mixed mode, are the

most common form of distance education worldwide, growing from traditional universities that

sought to reach new student groups. Two examples of this type are the European University of London International Programmes, with a history of traditional classes since 1858, and Australia’s University of Melbourne, founded as a traditional college then added distance education coursework due to the vast, sparse geography of Australia (Moore & Kearsley,1996, p. 217).

The Industrial Model is incomplete in both the dual and mixed mode due to the division of labor by full time staff and the lack of mass production of courses (Peters, 200). Course design is traditionally a function of the instructors but institutions are considering unbundling these responsibilities for a team of course designers (Neely & Tucker, 2010) as is always the case with single mode institutions (Guri-Rosenblit, 2009). Interactions occur in traditional ways and online for dual/mixed mode students taking online courses. Both universities offer extensive student support services including various forms of online support, on campus mini- courses, and on campus student advisors. These selected universities match both the mixed and dual mode typology criteria and the characteristic scheme established by student research group two.

**Consortia**

Distance education consortia are common ventures between various universities and corporations, although challenges of commitment and ownership of intellectual materials can occur (Guri-Rosenblit, 2009). The [North] American Distance Education Consortia, a collaboration of 65 state universities, has a common goal of high quality but economical distance education programming. In comparison, the European Association of Distance Teaching Universities is constructed of 19 European countries that have established a commitment to work together to promote and encourage educational technology networks for lifetime learning (EADTU, 2010). The consortia maintain autonomy and use industrial models only when it serves their purposes. Faculties are traditional professors recruited by institutions to teach distance education. Courses are written on campus and interactions utilize the internet, satellites, student centers, and audio conferencing techniques (ADEC, 2010). Student services are usually a cooperative effort to reduce costs and meet students’ needs. Classic characteristics exist in both these distance education consortia.

**Conclusion**

The research characteristics, initially selected by student group two, were effective in classifying global distance education institutions.

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