Methods of Distance Education in Agricultural Education

1 Hamid Mohammadi, 2 Azam Ghaffari

1, 2 Marvdasht Branch, Islamic Azad University, Marvdasht, Iran
*Corresponding author: saba11085@yahoo.com

Abstract: According to the information in the development of any society should take half of the world to progress until the necessary coordination and synchronization global developments so as to accept the design structure of a knowledge-based society have a special place for the University and respect the role of education and technology was In designing a model with global standards of dynamism and flexibility at first be necessary to select a sample that the facilities and communications needed for this purpose provide action and then determine optimal cognitive deficiencies than Hammett and weaknesses push. No doubt the experiences of implementing these standards and to develop troubleshooting information using technological tools would be much more economical. That if we develop a range of information from a city university level and conduct more successful we'll be more acceptable was. Because the utilization and application tools and step up the information they've been successful. Therefore the most important first step needed to coordinate and synchronize technology education and educational technology standards and capability in the high user acceptability of the world is also enjoyed.

Introduction:
Guidance and therefore move in the direction of society should be education and technology for comprehensive pandemic done. Considering the above definitions and with the knowledge and attitudes towards the third millennium and the desirability and some weaknesses in the achievement of certain standards and dynamic structures in order to achieve a knowledge based society, there is. In the present circumstances to provide our information infrastructure development and integration inevitably link the elements and tools that they are as indicators of technology education and technology education will be remembered. In the new context of combining these two indicators comes to training facilities and a variety of tools that will provide guidance and development in information will be very effective. While the effect of these two indices of body functions and its other fields (favorable to foster new ideas provides. Technologies training web-based technology as one of the most effective learning tools in educational issues have been identified and a total of E-learning as it is referred. But if the scientific and cultural infrastructure with this technology's Day is not coordinated development of information will be obtained. This weakness caused by lack of growth and development of training required for pandemic knowledge of existing technology is. In many systems of scientific tools and capabilities needed to provide hardware and commissioning are still technological problems resulting from lack of knowledge of poverty and poor education in these centers to be seen.

In other words, the country still in the feasibility assessment and appropriate to make public the necessary training for operation and application of scientific principles and technological tools is has been done and why certain movements and sometimes non-normative point will not be able node an unlock.

The conditions and according to the capacity of developing countries and training facilities required a knowledge-based society feels is felt. If all processes in technology education and technology optimization and standardization of the Hungarian education should go, and appropriate channels that the best option in this area could benefit from state universities is capabilities.

The contract between teacher and learner, whether in a traditional classroom or distance education, requires that the student be taught, assessed, given guidance and, where appropriate, prepared for examinations that may or may not be conducted by the institution. This must be accomplished by two-way communication. Learning may be undertaken either individually or in groups; in either case, it is accomplished in the physical absence of the teacher in distance education. Where distance teaching materials are provided to learners, they are structured in ways that facilitate learning at a distance. Recent rapid development of technology has resulted in systems that are powerful, flexible, and increasingly affordable. The base of available information technology resources is increasing with dramatic speed. Much has been learned about connecting various forms of technology into systems,
so that the ability to link systems is growing. Most
distance learning systems are hybrids, combining
several technologies, such as satellite, ITFS,
microwave, cable, fiber optic, and computer
connections.

Educational methods in distance learning:
Today, under the new system replaced the traditional
systems of learning and learning week (ie tutoring
methods, lectures) are:
- Multimedia courses:
These courses and widely used elements of image,
communication, graphics and simulated components,
animation and communication elements for guidance
and tips, and talk back on course and curriculum
issues are held.
- Enhanced communication mechanisms:
The mechanism of any texts simultaneously, and
asynchronous audio-visual communications to
protect you. This case allows students to practice on
topics learned will give.
- Written test:
thus, question and test via a distributed
communication network, are corrected and returned.
These exams through video conferencing support
and runs.
- Virtual Seminar:
thereby different groups of students in different
geographical environments linked together makes.
- Collaborative virtual laboratories:
the laboratory of the Group's activities are
supported. Workshops such as software engineering.
- Smart academic factors:
academic factors that inform intelligent, support and
guidance students pay.

Remote educational tool:
distance learning tools and supplies various uses.
These tools in four main courses are:
A - Audio Tools:
Audio tools include training such as two-way
interactive telephone, video conference, shortwave
radio and a strain of tools such as audio tape and
radio.
B - Image tools:
including slides, films, video tapes and video
conferences.
C - Data:
computers as electronic data are sent and received.
Because the data word description for a wide range
of educational tools is used.
Computer applications for distance education are
varied and include the following:
1- Training to Computer Management.
2 - Computer Assisted Instruction.
3 - through PCs.
4 - e-mail, telegraph, computer conference and the
World Wide Web simultaneously.

D - Print:
The main element of distance education programs,
particularly in the exchange and delivery system
information tools are considered.

Conclusion:
As the cost of delivering quality education
increases, institutions find that limited resources
prevent them from building facilities, hiring faculty,
or expanding curricula. They are using distance
education to maximize resources and are combining
their assets with others to produce programming.
Distance education is offered internationally,
nationally, regionally, and locally over all forms of
conferencing technology.

Distance learning is expanding and examples of
it are increasing dramatically. Fewer than 10 states
were using distance learning in 1987; today, virtually
all states have an interest or effort in distance
education. Distance learning systems connect the
teacher with the students when physical face-to-face
interaction is not possible. Telecommunications
systems carry instruction, moving information
instead of people. The technology at distant locations
are important and affect how interaction takes place,
what information resources are used, and how
effective the system is likely to be.

Technology transports information, not people.
Distances between teachers and students are bridged
with an array of familiar technology as well as new
information age equipment. What sets today's
distance education efforts apart from previous efforts
is the possibility of an interactive capacity that
provides learner and teacher with needed feedback,
including the opportunity to dialogue, clarify, or
assess. Advances in digital compression technology
may greatly expand the number of channels that can
be sent over any transmission medium, doubling or
even tripling channel capacity. Technologies for
learning at a distance are also enlarging our definition
of how students learn, where they learn, and who
teaches them. No one technology is best for all
situations and applications. Different technologies
have different capabilities and limitations, and
effective implementation will depend on matching
technological capabilities to education needs.

Distance education places students and their
instructors in separate locations using some form of
technology to communicate and interact. The student
may be located in the classroom, home, office or
learning center. The instructor may be located in a
media classroom, studio, office or home.

The student may receive information via
satellite, microwave, or fiber optic cable, television
array of experts and information to the classroom. Learner communities with each other and bring a wide range of resources were difficult to obtain. These systems link locations where experts and resources are available to students who need or were too costly to provide for a few students. It was also fulfilled a need for teacher training and staff development in locations where skilled teachers are involved, enthusiasm, expertise, and creative use of the media can enrich students beyond the four walls of their classroom.

Challenges which faced the early users of distance education are still with us today. If distance education is to play a greater role in improving the quality of education, it will require expanded technology; more linkages between schools, higher education, and the private sector; and more teachers who use technology well. Teachers must be involved in planning the systems, trained to use the tools they provide, and given the flexibility to revise their teaching. Federal and state regulations will need revision to ensure a more flexible and effective use of technology. Connections have been established across geographic, instructional, and institutional boundaries which provide opportunities for collaboration and resource sharing among many groups. In the pooling of students and teachers, distance learning reconfigures the classroom which no longer is bounded by the physical space of the school, district, state, or nation.

The key to success in distance learning is the teacher. If the teacher is good, the technology can become almost transparent. No technology can overcome poor teaching which is actually exacerbated in distance education applications. When skilled teachers are involved, enthusiasm, expertise, and creative use of the media can enrich students beyond the four walls of their classroom.

Teachers need training in the system's technical aspects and in the educational applications of the technology. Areas for assistance include the amount of time needed to prepare and teach courses, how to establish and maintain effective communication with students, strategies for adding visual components to audio courses, and how to increase interaction between students and faculty, planning and management of organizational details, and strategies for group cohesion and student motivation.

The interchange of ideas requires different communication methods than in conventional classrooms: information technologies are predominantly visual media, rather than the textual and auditory environment of the conventional classroom, the affective content of mediated messages is muted compared to face-to-face interaction, and complex cognitive content can be conveyed more readily in electronic form because multiple representations of material (e.g., animations, text, verbal descriptions, and visual images) can be presented to give learners many ways of understanding the fundamental concept.

Corresponding Author:
Hamid Mohammadi
Marvdasht Branch, Islamic Azad University, Marvdasht, Iran
E-mail: saba11085@yahoo.com
References:
11. Chizari, M, Mohammad_H and linder ,J.R (2002). Distance education competencies of Faculty members in Iran
recreation, and dance. ERIC Digest 94-7. Washington, DC: ERIC Clearinghouse on Teaching and Teacher Education. ED 390 874.

5/5/2011