



**UNIVERSIDAD ORT**  
**Uruguay**

**Using the Internet in the delivery of educational services.  
Concepts and practical implementation.**

**ORT Uruguay University. National Director's Forum, Oxford,  
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- **Two key variables shape the delivery of educational services:**  
*proximity and simultaneity.*
- **The more traditional format for educational services delivery, the classroom, reflects both needs.**

**Historically, technology has been used to attenuate overcome these constraints (for example, radio and TV or printed or videotaped materials).**

**Radio and TV, being “synchronous” media, require that teachers and students attend to the exchange at *the same time*.**

# Internet and distance education.

**Proximity**

**High**

**Low**

I Incompatible Schedules	II Classrooms
III Printed or videotaped materials	IV Educational TV

**Low**

**High**

**Simultaneity**

**Interactivity, refers to the degree to which the channels used for communication allow for real-time exchange (sometimes called “feedback”).**

**Even in FTF situations, there are differences in the level of effective interactivity. For example, tutorials or seminars are considered more “interactive” settings than conferences in large lecture halls.**

**TV does not allow for any kind of interactivity while videoconferencing supports real time interactive participation.**

**The Internet may be used to facilitate the distribution of teaching materials to students scattered over long distances.**

**Distributing teaching materials across international borders may amount to a complex and costly operation which schools are usually not adequately prepared, staffed or experienced enough to run.**



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# Internet and distance education.

## Proximity

High

I Incompatible Schedules	II Classrooms
III Printed or videotaped Materials  <i><u>Web sites facilitate the delivery of educational materials.</u></i>  <i><u>Electronic mail and discussion groups support students communication with their teachers and peers.</u></i>	IV Educational TV  <i><u>Chats allow for synchronous exchanges.</u></i>

Low

Low

High

Simultaneity

**The Internet supports communication between students and teachers and between students themselves.**

**It allows a greater measure of feedback than impersonal sources with no simultaneity requirement.**

**This communication is in practice independent of distance, volume and number of receivers.**