

## Allama Iqbal Open University Sample Papers

Open and Distance Learning in the Developing World  
 Computer Literacy BASICS  
 Distance Education  
 Higher Education Through Open and Distance Learning  
 A Study of Learners' Reflection on Andragogical Skills of Distance Education Tutors  
 A STUDY OF ACADEMIC ACHIEVEMENT, STUDY INVOLVEMEN AND EMOTIONAL MATURITY OF SECONDARY SCHOOL TRIBAL STUDENTS OF NAGALAND  
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 Distance Education for Teacher Training  
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### MCMAHON DEANDRE

*Open and Distance Learning in the Developing World* Sarup & Sons

This book explores a range of issues in education and technology, and provides policy guidelines and strategies for those who have to make critical decisions about the use of technology in education systems and institutions.

*Computer Literacy BASICS* IGI Global

The researcher conducted present study with the objectives to a). evaluate attitude of learners towards academic and tutoring skills of distance education tutors, b). assess the opinion of distance learners about assessment and evaluation skills of their tutors and c). examine reflection of learners on scaffolding skills of distance education tutors. The population of the study consisted of learners of pre-service teacher education (B. Ed semester spring 2010) programme of Allama Iqbal Open University Islamabad. The sample of the study was taken through the convenient sampling technique from three regions of Allama Iqbal Open University situated in the Punjab

Province. A questionnaire was designed using a five-point (rating/Likert) scale to elicit the reflection of (600) learners. However, the response rate was 78% (468) of the total sample. Interview schedule was also used as a research tool for collecting qualitative data from (50) respondents in five groups. The researcher analysed data quantitatively and qualitatively. The study concluded that the overall reflection of distance learners on andragogical skills of their tutors was positive. Apparently they were satisfied with andragogical skills of their tutors. They asserted that their tutors had academic and tutoring skills (consisting of encouraging, guiding & facilitating-- emboldening and enabling skills), assessment & evaluation skills, and technical and social skills. However, tutors needed training to use social websites, Skype and mobile phone conferences and online discussion. Keeping in view the conclusion of the study, the researcher recommended short and long term training of tutors to use information and communication technologies appropriately. (Contains 7 tables.)

*Distance Education Two Phase Sampling*

Distance education is arguably one of the major developments in education during the 20th Century. This title explores the array of distance education theories and practices as they have

been shaped by the late-20th Century and then positions these in terms of the contemporary circumstances of the 21st Century.

**Higher Education Through Open and Distance Learning** Psychology Press

The development of estimators of population parameters based on two-phase sampling schemes has seen a dramatic increase in the past decade. Various authors have developed estimators of population using either one or two auxiliary variables. The present volume is a comprehensive collection of estimators available in single and two phase sampling. The book covers estimators which utilize information on single, two and multiple auxiliary variables of both quantitative and qualitative nature. The estimators discussed in the text are based upon different mechanisms of the availability of auxiliary information, termed here as Full, Partial and No Information. Multivariate estimators in survey sampling are also discussed in the book. Two Phase Sampling will prove an invaluable point of reference for researchers working in the field of survey sampling in general and in the field of two-phase sampling in particular.

*A Study of Learners' Reflection on Andragogical Skills of Distance Education Tutors* Routledge  
 Deryn Watson and David Tinsley The topic of the conference, integrating infonnation technology

into education, is both broad and multi-faceted. In order to help focus the papers and discussion we identified 7 themes: • Current developments in society and education influencing integration; • Teachers, their roles and concerns; • Learners, their expectations of and behaviour in an integrated environment; • Developments and concerns in the curriculum; • Successes and failures in existing practice; • Organisation and management of integrated environments; • Identification of social and political influences. Each author was invited to focus on one theme, and these remained strands throughout as can be seen from the short papers and focus group reports. The first and most significant concern therefore was to be clear about our notions of integration; what do we mean and how is this relevant? Our keynote paper from Cornu clearly marked out this debate by examining the notion of integration and alerting us to the fact that as long as the use of IT is still added to the curriculum, then integration has not yet begun.

**A STUDY OF ACADEMIC ACHIEVEMENT, STUDY INVOLVEMEN AND EMOTIONAL MATURITY OF SECONDARY SCHOOL TRIBAL STUDENTS OF NAGALAND** Routledge

This reissue, first published in 1980, is based on the experiences of the International Extension College in developing distance teaching. The volume begins by reviewing the world problems of educational quality and quantity, and then examines the ways in which print, broadcasts and group study have been used to train teachers, to improve classroom education, to teach by correspondence out of school, and to support rural development. It then considers how that experience can be used, perhaps by creating a network of radio colleges, to supplement and extend existing schools and colleges. Finally, the book includes a descriptive and annotated bibliography of over 100 distance teaching projects in 65 third world countries.

**A Study on Student Characteristics Seeking Admission in M.Sc. Pakistan Studies Course of Allama Iqbal Open University** Cengage Learning

Although distance education has developed rapidly over the past decade, writing on the subject is still scattered over a diverse range of often inaccessible sources. This book brings together a selection of the best writing on distance education in recent years, and is an essential reference for all who work in the field.

*Distance Teaching for the Third World* Routledge

Lifelong Education for Adults: An International Handbook is the first work intended to offer international, encyclopedic coverage of research and studies in the whole field of adult education. With 127 articles written by international specialists, this work will be an invaluable reference source for all those who are engaged in educational activities for adults, either as full-time planners/administrators of educational programmes, or part-time adult educators. There are, for example, articles on education for work and for living, on population education, peace and environmental education, and on learning for personal development and role fulfilment.

Conceptual frameworks, practical issues relating to instructional methods, counselling, curriculum and evaluation, and developments in distance learning, group learning, and adult learning are some of the topics discussed. Systems of adult education worldwide, as well as adult education processes and practices, are covered region by region. The problems and initiatives of the developing countries are given attention alongside those of advanced countries. The collection of articles assembled in this Handbook is unique in the range and depth of treatment given to the field of adult education. This volume will thus be of great interest to all engaged in educational activities for adults, in adult schools, community centres, institutions of higher education, as well as educationalists, planners, and decision-makers throughout the world who are involved in adult education at all levels.

**Research in Education** Routledge

This timely book addresses the increasing need for collaboration, innovation and solution-focussed skills by looking at examples of cutting-edge pedagogy that can inform future directions.

Integrating STEM in Higher Education shows how applying digital innovations that can be generated through the implementation of deliberately designed STEM education can change the world for the better. References to over 45 higher education institutions from around the world are included, where integrated approaches are already occurring. A wide range of teaching strategies and assessment methods are discussed, promoting a transformative method in which students can generate new knowledge within coursework and simultaneously develop skills and attributes for their future careers, lives and the world's needs. This book is essential reading for STEM educators, administrators and academic leaders, as well as learning designers in higher education.

**Lifelong Education for Adults** Cambridge Scholars Publishing

This book considers the questions that planners and policy makers in open and distance learning

need to address at any level of education.

**Resources in Education** Routledge

Two Phase Sampling Cambridge Scholars Publishing

**The Planning and Management of Distance Education** Springer

Open and distance learning has been used in many ways in the recent past to provide both primary education and adult education. The Commonwealth of Learning works with governments, schools and universities with the aim of strengthening the capacities of Commonwealth member countries in developing human resources required for their economic and social development. Many existing policy documents link distance education with new information and communication technologies, portraying them as a promising universal access and exponential growth of learning. This book answers the key questions to these issues and assesses the impact and effect of the experience of basic education at a distance all over the world and in a wide variety of forms. This is the first major overview of this topic for twenty years.

**Distance and Blended Learning in Asia** Springer

Originally published in 1986, The Planning and Management of Distance Education examines the problems faced by those who are setting up and managing distance education systems of various kinds. The book begins by considering definitions of distance education and various models which can be used to describe and understand distance education systems. The second chapter considers various general education models and relates these to distance education. The concepts introduced in the first two chapters form a background to the rest of the book. The next section looks at the aspirations of those setting up distance education systems, the economics and costs of such systems, and the process of planning a distance education system from scratch (chapters 3-5). Chapters 6-11 consider aspects of planning and management – organisation, staffing, planning, budgeting, the management of the academic processes related to materials development and the provision of local student services, production management (the management of materials production and distribution), operations management (the management of the delivery of student services) – and the impact of new technology on production and operations management, and finally, evaluation. The short concluding chapter draws together some of the themes running through the book.

*Teacher Education Through Open and Distance Learning* Cambridge Scholars Publishing

Flexibility has become a watchword in modern education, but its implementation is by no means a straightforward matter. Flexible and Distance Learning in Higher Education sheds light on the often taken-for-granted assumptions that inform daily practice and examines the institutional dynamics that help and hinder efforts toward flexibility. Contributors to the volume were asked to reflect critically on a series of questions, including: \* What precisely is flexible learning? \* Who or what is driving the flexibility agenda, and for whose benefit? And who or what is resisting it? \* What challenges must be overcome in order to achieve flexibility, and what are some of the compromises it can entail? International in scope, with authors from North America, the United Kingdom, Australia and New Zealand, South Africa, Singapore, and Japan, Flexible and Distance Learning in Higher Education offers a wealth of theoretical insights and practical experience that will be invaluable to anyone seeking to extend the reach of higher education. Elizabeth J. Burge is professor of adult education at the University of New Brunswick. She is a past president of the Canadian Association for Distance Education/Association canadienne de l'éducation à distance and has served on the editorial boards of the Journal of Distance Education, in Canada, and the American Journal of Distance Education. Chère Campbell Gibson is professor emeritus of the School of Human Ecology at the University of Wisconsin. She established the Certificate of Professional Development in Distance Education and in 2003 was invited into the USDLA Hall of Fame. She continues to speak extensively on distance education issues. Terry Gibson is professor emeritus of the School of Human Ecology at the University of Wisconsin. His research has focused on instructional settings in the home, in the workplace, and within educational institutions. He was the executive producer during the development of the Learning Institute for Nonprofit Organizations, which provides learning opportunities via distance education to nonprofit organizations throughout North America and Latin America.

*Pakistan Journal of Distance Education* Routledge

For any organization to be successful, it must operate in such a manner that knowledge and information, human resources, and technology are continually taken into consideration and managed effectively. Business concepts are always present regardless of the field or industry – in education, government, healthcare, not-for-profit, engineering, hospitality/tourism, among others.

Maintaining organizational awareness and a strategic frame of mind is critical to meeting goals, gaining competitive advantage, and ultimately ensuring sustainability. The Encyclopedia of Organizational Knowledge, Administration, and Technology is an inaugural five-volume publication that offers 193 completely new and previously unpublished articles authored by leading experts on the latest concepts, issues, challenges, innovations, and opportunities covering all aspects of modern organizations. Moreover, it is comprised of content that highlights major breakthroughs, discoveries, and authoritative research results as they pertain to all aspects of organizational growth and development including methodologies that can help companies thrive and analytical tools that assess an organization's internal health and performance. Insights are offered in key topics such as organizational structure, strategic leadership, information technology management, and business analytics, among others. The knowledge compiled in this publication is designed for entrepreneurs, managers, executives, investors, economic analysts, computer engineers, software programmers, human resource departments, and other industry professionals seeking to understand the latest tools to emerge from this field and who are looking to incorporate them in their practice. Additionally, academicians, researchers, and students in fields that include but are not limited to business, management science, organizational development, entrepreneurship, sociology, corporate psychology, computer science, and information technology will benefit from the research compiled within this publication.

**Documentation of Educational Research in Pakistan, 1947-1990** Athabasca University Press  
Essential reading for all involved in distance education, this book provides a comprehensive survey of the theory behind this special mode of teaching and learning, alongside international case studies of distance education in practice.

Lulu.com

Distance and Blended Learning in Asia is a unique and comprehensive overview of open, distance learning (ODL) and information and communication technology (ICT) in Asian education and training. Broad in coverage, this book critically examines ODL and ICT experiences from Japan to Turkey and from Sri Lanka to Mongolia – drawing conclusions from the successes and failures, and recommending ways in which planning, management and practice may be developed for the world's largest concentration of adult open and distance learners. This pioneering book draws on Asian theory, research and practice to identify the strengths, weaknesses and challenges in all sectors of Asian education and training. It critically and insightfully discusses the ideas, skills and practices that are necessary to advance knowledge in leadership and management, professional development, innovation and quality assurance and research and diffusion. Distance and Blended Learning in Asia provides an insightful, informative and critical review of ODL / ICT developments in schools, open schooling, colleges, universities, workplace training, professional development and non-formal adult and community education. The book is an invaluable reference for ODL / ICT professionals, educators and students anywhere in the world, and is essential reading for all of those involved in ODL / ICT in Asia.

**Two Phase Sampling** Psychology Press

Originally published in 1981 this volume provides a detailed analysis of the factors - strategic, pedagogic, operational, organisational and financial - which should be taken into account in the planning and running of large-scale, centralised distance education systems at the higher education level. The book uses evidence drawn from Open University type institutions in Canada, Costa Rica, Germany, Iran, Israel, Pakistan, Spain, Sri Lanka, Venezuela and the UK.

**Policy and Practice in Asian Distance Education** Routledge

Instructional quality can make or break the learning experience, especially in digital environments where the expressional nuances of interpersonal communication are lost. The most effective distance education instructors and experts are those who recognize the educational needs of students and are able to address those needs through creative use of the technological tools available to them. Identification, Evaluation, and Perceptions of Distance Education Experts explores the current and future trends, needs, and priorities that affect the development of distance education in a postmodern world. This premier reference work will be of significance to those interested in online learning, teaching and training, communication, and education across multiple sectors such as universities, colleges, schools, profit/non-profit e-organizations, and e-commerce.

**Issues in Education and Technology** Routledge

Routledge Library Editions: Development will re-issue works which address economic, political and social aspects of development. Published over more than four decades these books trace the

emergence of development as one of the most important contemporary issues and one of the key areas of study for modern social science. The books cover the most important themes within development and include studies of Latin America, Africa and Asia. Authors include Sir Alexander

Cairncross, W. Arthur Lewis, Lord Peter Bauer and Cristobal Kay. An extensive collection of previously hard to access or out of print books, this set presents an unrivalled opportunity to build up a wealth of material in the field of development studies, with a particular focus upon economic

and political concerns. The volumes in the collection offer both a global overview of the history of development in the twentieth century, and a huge variety of case studies on the development of individual nations.

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