Anna Ślósarz
Poland

Global Prospects of Distance Education

Abstract

Distance education conferences and publications have the longest tradition in Western world countries, where they are focused on introducing professional solutions into business and administration. In Asia, the implementation of distance education is linked to social development and global expansion of national business within the framework of government strategies. In Latin America and in Africa, distance education provides assistance in equalising educational opportunities and in promotion of peace. In post-communist countries, academic centres poorly cooperate with administration and business sectors, which offer competitive and most attractive distance education courses. Algorithmisation of distant education courses results in insufficient development of self-reliance, creativity, and empathy of employees.

K e y w o r d s: conference, publications, teaching, distance education (DE), business training, marketing, administration, global, society, journal, commercialisation

Prologue: Algorithmic Behaviour of a Remotely Trained Employee
To a mobile store of one of the Polish telecommunications companies, so called salon or showroom, located nearby the major train station, enters a client carrying a suitcase. A staff member, who automatically rises from his seat positioned behind the counter, says,
"Good morning, madam."
"Good morning, sir."
The client takes a seat opposite the employee, puts her smartphone on the counter, takes out her purse, and says,

"I would like to get 50 zlotys credit for this phone."
The staff member answers, following the rules he was taught during the company's training,
"First, I would like to ask for your ID, madam."
The client feels treated like in Figure 1 below.

Figure 1. The perception of a customer by employees of a large corporation trained in a remote course based on algorithms of customer behaviour.

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Therefore, the client reacts to such a request with astonishment and indignation,
"For my ID? And what for? Until the end of last January, all the pre-paid phones had to be registered, so also my name was assigned to this phone! Otherwise, it would be disconnected until now. My personal data has already been collected by your company, sir."
The staff member does not give up the possibility of gaining the client's personal data and takes a different approach,
"In that case, I would like to ask you for your phone number, madam."
"But I do not want to receive any ads from your company, sir! Because I see no other reason why you would ask for my phone number. All I need is some more credit. I am in a hurry to catch a train, and I really do not have time or patience for anything else!"
The staff member does not give up on the possibility of collecting the client's personal data. He takes a critical approach in order to achieve the desired reaction of the client. In a low voice he says as if to himself, but loud enough for the client to hear,
"The phone must have been stolen from someone... Or found somewhere..."
However, the client is not provoked,
"Sir, all I am asking for is 50 zlotys credit. This is my phone. I will prove it to you by unlocking it. Here it is – the phone is unlocked!"

She turns the phone towards the staff member so he would be able to see the screen. The staff member, having found out that the company's personal data acquisition strategy is ineffective, proceeds to serving the client.
"Of course, I will be arranging additional credit for you in this instant."
He retrieves a remotely operated request form and asks the client professionally,
"Can I have a look at your phone, please?"
"Yes, of course."
The staff member gently picks up the client's phone. Then, he enters the code. Doing so, he holds the phone in such a way that the client can clearly see what is being done and rest assured that the staff member does not perform any other operations.
"Confirmation shall come in a second..."
A signal of an incoming message is heard.
"I think it has come. May I check?"
"But of course!"
The staff member opens the incoming messages' folder of the customer's mobile phone.
"Yes! Please have a look, madam: 'Credit amount 50 PLN. Available credit 55 PLN. Credit expires 2018-01-30 at 11.54:28 PM. Thank you'."
The customer smiles with gratitude, relieved. She puts 50 PLN on the counter taking her smartphone back.
"Thank you very much, sir!"
The staff member relaxes. He smiles in a well-practised way and says professionally,
"Thank you for your business, madam. Please visit our store more often. We are at your service."
When issuing a receipt, he does not give up on the possibility of gaining a new, although reluctant, client and adds routinely,
"Here is some information on our current promotions, madam. We will see you again soon!"
"Goodbye, sir."

History and Present-day of Studies on Distance Education

Studies on distance education (DE) have been conducted for over a half of a century, starting in 1963 (Childs, 1963). They cover a number of academic disciplines, technologies, cultural and economic contexts, and social determinants. They assist in offering effective education and in utilising the advantages of DE. University lecturers, professionals, businessmen, and administration staff representatives meet at numerous conferences, and some of those conferences have been held regularly for decades.

Western World

Conferences

DE conferences held regularly in the West, with the longest tradition and the greatest impact, include:

1. *Distance Teaching & Learning Conference* (*DT&L*), inaugurated in 1985, organised by Distance Education Professional Development, Division of Continuing Studies, and sponsored annually by the University of Wisconsin–Madison, USA. In 2017 this conference was held for the 32nd time from 25 to 27 July, like every year, in Madison. The organisers of those conferences offer the attending professionals pre-conference workshops, meetings with experts, presentation of practical strategies and techniques, discussions panels, working within groups of special interests, as well as certificates. Therefore, DT&L conferences aim at introducing academic solutions into the business sector ("Distance Teaching & Learning Conference," 2017).

2. *International Council for Open and Distance Education World Conference* (*ICDE*), organised for the first time in 1991 by the International Council for Open and Distance Education. It is held in various countries, and in 2017 it will take place for the 27th time, from 17 to 19 October, in Toronto, Canada. Students from 22 public universities and from 24 colleges, cities, and country residents are to participate in it, either personally or via the Internet; in total, there are expected more than 4 million participants ("International Council for Open and Distance Education," 2017).

3. *User Modeling, Adaptation and Personalization* (*UMAP*), also known as *User Modeling* or *Adaptive Hypermedia,* held regularly since 1986, in, for example, Honolulu (Hawaii), Dagstuhl (Germany), Hyannis (the USA), Montreal (Canada), and Dublin (Ireland). In 2017 it will be held for the 26th time, in Bratislava, Slovakia. This conference is addressed to researchers and practitioners working on customising systems to meet the needs of individual users or groups, as well as on collecting information about them. The organisational committee consists of academics, representatives of various companies and corporations (e.g., IBM, Yahoo, and Eurocom), non-government organisations and associations ("UMAP2017 Bratislava," 2017).

4. *OEB* (formerly: *Online Educa Berlin*), inaugurated in 1995 and organised professionally by the Integrated Communications Worldwide Events GMbH annually in Berlin, in December. Every year it is attended by more than two thousand European and global researchers, practitioners, professionals, producers, exhibitors, etc. ("OEB. Shaping the Future of Learning," 2017).

5. *International Conference on E-learning*, organised annually since 2007 by the International Association for Development of the Information Society (IADIS) and held in Lisbon. It covers technology as well as other topics such

as: platform management; data protection; multimedia games; user behaviour; professional, complementary, and domestic education; theories, strategies, tactics, and e-education models; designing DE courses; simulation and modelling; educational-entertainment, etc. The organisers represent countries such as: Austria, Bulgaria, Canada, Chile, China, Germany, the Great Britain, Greece, Italy, Lithuania, Mexico, Romania, Slovenia, Spain, Thailand, Ukraine, and the USA ("MCCSIS 2017...," 2017).

6. *International Conference on Computer Modeling and Simulation* (*ICCMS*), organised by New York Association for Computing Machinery. In 2017 this conference will be held for the 8th time, this time in Canberra, Australia. Its aim is facilitation in establishing contacts and cooperation between researchers, and computer modelling and simulation industry representatives. The organising committee brings together researchers from Australia, Bangladesh, China, Italy, Japan, Kuwait, Malaysia, Norway, Portugal, South Korea, Thailand, Taiwan, and the USA ("The Association for Computing Machinery…," 2017).

7. *Distance Learning Administration Conference*, launched in 2012, organised and sponsored by the University of West Georgia and the *Online Journal of Distance Learning Administration*. As its name suggests, it is addressed to all interested in administration, management, planning, and evaluation of distant education courses. Organisers include topics such as supporting DE consumers and their trainers, DE marketing, ethics, copyright, and challenges associated with preparation and delivery of DE courses ("DLA 2017...," 2017).

It can be concluded that for decades organisers of the most prominent DE conferences held in the Western world countries have been integrating academic, business, and public administration representatives interested in this topic. They focus on the implementation of professional solutions into DE, which can be useful for achieving its academic, didactic, marketing, and administrative goals.

Literature Review

Börje Holmberg argued that DE is "an emerging academic discipline" (1986, p. 25). He defined three research areas: consumers, media participation, and teaching methods, as well as systems (analyses, surveys) (Holmberg, 1986). Therefore, he looked at DE from the perspective of academic research.

Cristóbal Suárez Guerrero, on the other hand, presented DE "in four basic research contexts: pre-university, higher education, public administration and private enterprise" (2010, p. 74). He recognised gathering resources as the most spread purpose of Web 2.0 usage (p. 80). This means that the abovementioned entities had not been using teaching methods appropriate to DE, well-rooted in the relevant theories, but they had treated DE pragmatically to achieve *ad hoc* educational goals by learning by heart or training in routine behaviours.

Olaf Zawacki-Richter and Terry Anderson came to a similar conclusion after analysing 695 journal articles on DE published in high quality professional journals.

More than a half of those articles referred to learning and teaching, while "other important areas (e.g., costs and benefits, innovation and change management) were dreadfully neglected" (Zawacki-Richter & Anderson, 2014, p. 5). However, for the business sector those areas of research remain the most important ones. Therefore, it can be said that progressive commercialisation of DE, which becomes pragmatically oriented to attract potential consumers, is taking place. Corporations derive benefit from DE; thus, they are paving own ways of using DE, like a car in Figure 2 below.

Figure 2. Attractiveness of e-resources presents various threats.

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Academic research and DE applications are dynamically developed, but extensive research areas are neglected (democratisation of access, digital divide, global education market, institutional partnership, knowledge construction, impact of constructivism and connectivism, etc.); the dominant issues are the analysis of interaction, communication, instructional design and learner characteristics (Zawacki-Richter & Anderson, 2014, p. 5), and applied technologies. It is easier to research these areas due to abundance, availability, and algorithmic arrangement of research material.

Asia

Conferences

The history of Asian DE conferences is relatively short. Nonetheless, such conferences have an international impact and are often geared towards global cooperation, and at the same time are oriented towards practical, business, or educational goals.

1. *29*th *International Conference on Teaching, Education and Learning* (*ICTEL*) in Bangkok (Thailand), scheduled for 22–23 December 2017, organised by

the International Association for the Development of Teaching and Learning based in India. The Association aims at advancing knowledge and the society through research and dissemination of information. ICTEL conferences in 2017 and 2018 are to be held, for example, in Bali, Dubai, Kuala Lumpur, Lisbon, London, Mauritius, and Singapore. Topics include, for example, blended learning, DE, and e-learning ("Association for the Development of Teaching, Education and Learning," 2017b).

2. *9th International Congress on New Trends in Education* (*ICONTE*) in Antalya (Turkey), scheduled for 10–12 May 2018. ICONTE congress is organised by Çözüm Educational Institutions (Turkey), Rollins College (USA), as well as *International Journal on New Trends in Education and Their Implications*, *Global and Local Distance Education*, *Journal of Educational and Instructional Studies in the World*, *Journal of Research in Education and Teaching*, and *International Women Online Journal of Distance Education*. The number of journals sponsoring the congress shows the widespread interest in the problem. The Research Committee of ICONTE congress is formed by representatives of universities from across the globe ("ICONTE," 2017).

3. *8th International Conference on Distance Learning and Education* (*ICDLE*), organised by the Singapore-based International Association of Computer Science & Information Technology. In the past it was held in Puerto Rico, Singapore, Hong Kong, Paris, Geneva, and Hatfield, and in 2017 it will be held in Barcelona. The ICDLE conferences aim at presenting the latest research, ideas, and solutions and promoting global cooperation between researchers and business representatives. Organisers and participants of ICDLE conferences represent, among others, Australia, Brazil, Canada, China, India, Iran, Japan, Malaysia, Romania, Singapore, Spain, Taiwan, Thailand, United Arab Emirates, the USA, and the United Kingdom ("ICDLE 2017," 2017).

4. *4th International Conference on Education and Distance Learning* (*ICEDL*), taking place annually from 2015 in Colombo (Sri Lanka), scheduled for 2018. It is organised by Sri Lankan Global Academic Research Institute. The goal of this conference is to create a communication platform for academic researchers, professionals, web administrators, educators, and business and student representatives. Due to Sri Lankan short research tradition, topics proposed by the organisers include blended learning, business, digital, distance, higher, mobile, and international education, as well as multimedia in DE. Participants of ICEDL conferences represented Germany, India, Sri Lanka, Turkey, and the USA ("4th ICEDL…," 2017).

5. *3rd International Congress on Education, Distance Education and Educational Technology* (*ICDET*) in Antalya (Turkey), scheduled for 24–25 December 2017, organised by Istanbul-Aydin University, United Distance Education for Eastern Europe, Western Asia and Northern Africa, as well as *International Journal on New Trends in Education and Their Implications*, *Global and Local*

Distance Education, *Journal of Educational and Instructional Studies in The World*, *Journal of Research in Education and Teaching*, *International Women Online Journal of Distance Education* ("ICDET...," 2017).

6. A modern DE conference is organised annually by the Distance Education Center of the China Ministry of Education and scheduled for 27 October 2017. It aims at summarising experience in DE and the past year in online education, as well as standardising school online education and exchanging experiences. The conference is attended by leading school teachers from different provinces, and representatives of online teaching centres ("远程教育会议通知," 2017).

Summarising, it can be said that Asian DE conferences set precise, pragmatic goals. Organisers of those conferences approach new technologies as a potential gain of the entire society, in a manner characteristic to collectivist cultures (G. Hofstede, G. J. Hofstede, & Minkov, 2010, pp. 100–144). Therefore, these conferences are sponsored by the governments, which takes advantage of them to develop competitive economies and promote education. These conferences meet with great interest, also abroad, and promote cooperation between different entities. The cooperation is indeed global, covering Asian economic powers as well as the Western world and the Latin American countries.

Literature Review

DE research develops especially in the business sector in countries specialising in the production of technologically advanced electronic devices and providing technologically advanced services. Taiwanese researchers "put more effort into practical studies of business training, while international authors focus on the users' psychological reaction to learning context" (Chen & Lien, 2011, p. 867). This conclusion was formed after analysing papers on DE published in Taiwan between 1996 and 2009. Research focused not on students, but on employees and business entities. Attention was paid to the effectiveness of the business model of education. Researchers proposed "to apply e-learning experiences into business training and observed the effects of business with e-learning environments" (Chen & Lien, 2011, p. 867). This research shows the attentiveness of researchers to the needs of the technologically developing country where *Acer* and *Asus* products are made. Approximately 80% of Taiwanese people have the Internet access, so its use in business education seems to be obvious.

Also in the South Korea (the Republic of Korea), corporate DE has been developed for decades. As Cheolil Lim explains, thanks to DE "the government took initiative to transform the state into an information-based society" (2007, p. 1). The government finances simulative technical skills trainings and DE programmes for employees, and the Ministry of Labour assures the quality of such education. Korean researchers recognise that "corporate e-learning should be guided both by governmental support and by company initiative" (2007, p. 1). The most often researched DE topics in the South Korea have become: preparation of courses

(42.3%), learners' support (23.1%), and costs (15.4%). One of the reasons for such research interest is desire of many older employees to learn working efficiently in corporations such as Samsung or LG. Their training focuses on acquiring basic, practical information. Their training, however, lacks DE focused on development of competencies and skills, based on, for example, problem solving or case studies.

It can be concluded that in Asia, cultivating its traditional culture, DE promotes the country's dynamic economic development and strengthens global competitiveness of the Asian business environment. New technologies are based on traditional culture as shown in Figure 3.

Figure 3. In Arab world, mobile technologies are used for Islamic studies and education of teachers.

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Latin America and Africa

Conferences
1. IX *Conferencia Internacional Guide. Educación y sociedad en red. Los desafíon de la era digital*, held in Buenos Aires (Argentina) in 2015, organised by Programa de Educación a Distancia Universidad del Salvador, Argentina, and Universitá degli Studi Guglielmo Marconi, Italy. Speakers from 30 countries (e.g., from Germany, the Great Britain, Italy, countries of Latin America, Spain, Saudi Arabia, Turkey, and the USA) presented their research results, along with discussing some modern technologies and business education issues. Problems related to digital inclusion, access to online education, and utilisation

of modern and social media in education were also addressed ("IX Conferencia International Guide…," 2017).

2. *Importancia de la información y la comunicación para el aprendizaje a distancia: el uso adecuado de las technologias*, organised in 2014 for the first year students from the Universidad Nacional Autónoma de México by Sistema Universidad Abierta y Educación a Distancia. This conference met with great interest, also among students from other Mexican universities and from abroad, especially by those enrolled in DE courses (M. Guerrero, 2013).

3. *21*st *International Conference on Teaching, Education & Learning* (*ICTEL*), held in Port Louis, Mauritius in 2017, organised by the Indian Association for the Development of Teaching and Learning. Topics included blended learning, DE, and e-learning. Previous ICTEL conferences were held, among others, in Bali, Bangkok, Barcelona, Dubai, Hong-Kong, Istanbul, Kuala Lumpur, Lisbon, London, Rome, and Singapore ("Association for the Development of Teaching, Education and Learning," 2017a).

4. *International Conference Integrating Mobile Learning to Open up Access to Quality Education and Training Opportunities in Africa*, organised by the African Virtual University and held in Nairobi (Kenya) in 2016. The topics covered narrowing gaps in educational opportunities and increasing access to free education, which becomes more accessible by the utilisation of DE and especially by the application of mobile technologies in distance education ("African Virtual University," 2017).

5. *5*th *ACDE Conference and General Assembly* held in Khartoum (Sudan) in 2017, organised by the African Council for Distance Education (ACDE) and the Open University of Sudan. The organisers recognise the impact of DE (including open educational resources and free access to DE courses, e.g., ODL and MOOCS) on conflict resolution and peace promotion in Africa. Academic researchers, administrators, managers, and students are encouraged to cooperate across the entire continent. The purpose of the conference is to provide digital education in the face of the *mounting need for sustainable education for the knowledge economy* ("African Council for Distance Education," 2017, p. 6).

Literature Review

The analysis of Spanish language DE publications conducted by Julio Cabero-Almenara, Verónica Marín-Díaz, and Begoña E. Sampedro-Requena (2016) showed that DE in Spanish-speaking cultural circles, above all, democratises the educational process. Therefore, academic effectiveness, learning and teaching styles, and user interactions were studied. Topics related to the assessment of students were, however, hardly ever undertaken and if yes, they were undertaken only descriptively (Cabero-Almenara, Marín-Díaz, & Sampedro-Requena, 2016, p. 13).

In Africa, on the other hand, availability and functionality of e-resources, efficiency of technical platforms, and issues related to the use of electronic tools

or resources were researched (Ajegbomogun, Okunlaya, & Alawiye, 2016). Most respondents from the National Open University of Nigeria identified e-resources as easily accessible and useful in studying, while the problems encountered were power outages and server failures (Ajegbomogun, Okunlaya, & Alawiye, 2016).

Therefore, it can be said that topics of DE conferences as well as publications in Spanish and African languages reflect the level of technical advancement and educational needs of developing countries. Figure 4 below reflects that computer technologies are being assimilated by adults.

Figure 4. Students in African countries found available DE resources useful equally online and offline.

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Post-communist Countries

Conferences
    Regularly held DE conferences include:
 1. *Uniwersytet Wirtualny* [*Virtual University*], held annually in Warsaw, inaugu-rated in 2001 and organised by the Warsaw University of Technology, the University of Warsaw, the Warsaw University of Life Sciences, and Polish-Japanese Academy of Information Technology. This conference aims at

researching the utilisation of DE in different types of schools. The analysis of the conference programme shows that in 2017 conference participants represented only universities and schools; there were no representatives of business or administration entities attending the conference. Topics included: new trends in e-education in Poland, in Europe, and in the world; e-teaching at schools, in universities, and in companies; sociological, pedagogical, and psychological aspects of e-education; educational portals; e-education platforms; virtual laboratories; applications of multimedia and artificial intelligence in e-education; e-education in continuous and life-long learning; electronic management of knowledge at universities ("Uniwersytet Wirtualny. Model. Narzędzia. Praktyka," 2017).

2. *Distance Learning in Applied Informatics* (*DIVAI*), organised by the Faculty of Natural Sciences of Constantine of the Philosopher University in Nitra and by the Faculty of Science, University of Hradec Králové, the Czech Republic, held periodically since 2003 (in 2016 it was held for the 10th time). Topics include technology, social media, pedagogy, databases and their analysis, and meta-knowledge. Members of the Organising Committee and conference participants represent Austria, Azerbaijan, Belgium, Brazil, the Czech Republic, the Great Britain, Hungary, Italy, Lithuania, Poland, Russia, Serbia, Slovakia, South Africa, Ukraine, and the USA ("DIVAI 2016…," 2016).

3. *9th Annual International Scientific Conference: Theoretical and Practical Aspects of Distance Learning* (*DLCC* 2017) in Cieszyn (Poland), inaugurated in 2009, organised annually by prof. Eugenia Smyrnova-Trybulska at the University of Silesia, the Faculty of Ethnology and Education. Due to Cie-szyn's cross-border location, not only Polish researches readily attend this conference but also Czech and Slovakian ones. The conference is also attended by participants from Austria, Portugal, the Netherlands, Ukraine, Russia, the United Kingdom, Sweden, Australia, Peru, and Turkey. Conference participants represent a range of universities, academic centres, academic disciplines, DE platforms, and academic journals. The atmosphere of conference held on a regular basis in a small conference centre is conducive to establishing contacts necessary for undertaking international projects ("9th Annual International Scientific Conference…," 2017).

4. *Distance Learning, Simulation and Communication* conference at the Univer-sity of Defence in Brno, the Czech Republic, organised biannually. It was held for the first time in 2009 in a military university. At this university the Internet is utilised, among others, for training soldiers in operating navigational and aeronautical devices and military vehicles, or for emergency response training. The conference brings together researchers (mostly military ones) from countries of the former socialist block but also from Austria, Canada, Iran, Italy, and Syria. This is the only military conference of this type held in Central Europe. These conferences are organised by Miroslav Hrubý Csc,

an employee of the Department of Communication and Information Systems [Katedra Komunikačních a Informačních Systémů] at the Faculty of Military Technologies [Fakulta Vojenských Technologií] (Hrubý, 2017).

5. *Kongres Edukacji Pozaformalnej* [Semi-Formal Education Congress], held in Łódź (Poland), for the second time, in 2016. It brought together "350 owners, managers and representatives of the training industry [as well as] invited guests, partners, sponsors, exhibitors and media representatives" ("2 Ogólnopolski Kongres Edukacji Pozaformalnej…," 2016).

6. *ElForum'17. ELearning Forum in Russia 2017*, the first distance business and marketing education event in Russia (*eLearning-индустрии*). The topics covered online training for managers, salespeople, distributors, and customers, as well as promoting products to increase sales, building trust, and enhancing loyalty in customers, dealers, and partners ("ElForum'17…"). More than 400 participants from Belarus, Kazakhstan, Russia, and Ukraine attended the conference.

On the basis of presented information, one can draw a conclusion that DE conferences held in post-communist countries, unlike those in the Western countries, have a much shorter tradition and are either academic or business oriented. The split into these two different groups is very clear. Universities organise their own conferences, while the third sector (non-governmental), business, and administrative entities hold separate meetings and trainings. There is a lack of cooperation between universities and other entities. However, cooperation could result in a successful implementation of innovative didactic solutions, development of creativity and independent thinking, or even development of key competencies and team working skills in business and administration.

In a situation of underinvestment in higher education, the business sector offers more attractive, more accessible, and more appealing solutions to its potential users. This situation reflects the problems of developing countries of the post-communist bloc. Their identity has recently been weakened by the invasion of Western corporations, which are interested in a particular market success rather than in the long-term development of employees, or even less in the economic boom of the region.

Literature Review

In the post-communist countries, dynamically developing *content marketing* plays a specific role. Similarly to *copywriting*, *content marketing* is a strategy of creating relevant and thematically consistent content gaining attention of Internet users (i.e., potential consumers), aiming at the better positioning of the Internet site and gaining new customers. Marketing content is often educational. In the post-communist countries, where the media market is often dominated by western corporations, educational content standardised by those corporations serves commercial, non-educational purposes, because it becomes extras for

commercials. At the same time, service providers offer the sale of diplomas. This situation threatens not only the quality of education but also national culture, and as a consequence national sovereignty is under threat (Ślósarz, 2015).

DE publications, especially on DE utilising social media, demonstrate the division of environments and are either of an academic (e.g., Kubiak, 1997; Bednarek & Lubina, 2008; Pryszmont-Ciesielska, ed., 2011; Polańska, 2013) or of a marketing nature (Gdańska Akademia Bankowa et al., 1999; Bonek & Smaga, 2013; Fidelman, 2014; Lupa, 2016). Separating academic conferences from business ones results, for example, in the inadequate focus on costs of preparation of DE courses in academic research. The lack of funding for new technologies entails lowering the level of academic DE. It becomes unattractive if compared to business offers which appear on the market, including the educational market. Magdalena Roszak, PhD, who organises remote courses for students, has calculated and presented the cost of their preparation during the conference *Distance Learning, Simulation and Communication* conference in Brno on 2 June 2017 (see Figure 5).
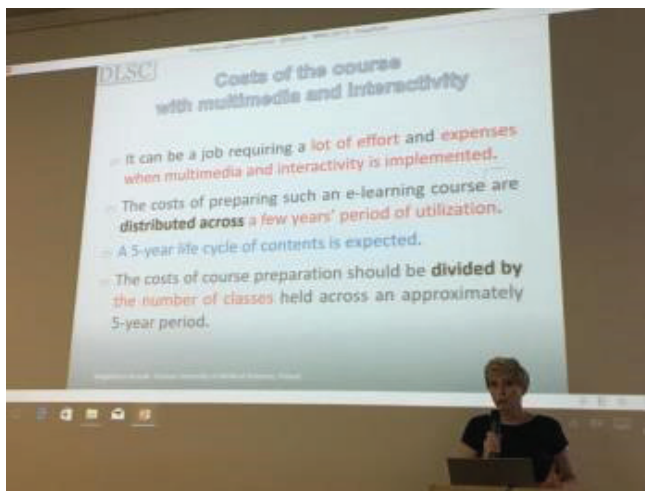

Figure 5. Magdalena Roszak, PhD, presenting the costs of preparing an interactive multimedia course. Photo by Anna Ślósarz.

Intercultural Differences

DE conferences, publications, and improvements which take place in Western countries include using advanced technologies for institutional, government, and business projects. In particular, they cover teaching, mandated by technological advancement, with the use of the Internet by working in *Cloud*, content personali-

sation, adaptation of the system to the learner's behaviour (Klašnja-Milićević, Vesin, Ivanović, Budimac, & Jain, 2017), and the role of semantic Internet in education.

Western, Latin American, and African conferences and publications address mainly higher education; however, they function in the realities of economical and societal advancement. Asian ones, on the other hand, are closely related to governmental policy and synergic advancement of the national business sector. This is in line with the collectivist nature of these societies (Hofstede et al., 2010, p. 126).

There is a lack of such pragmatic cooperation of different environments in the post-communist countries, in which recent monopoly of the state has been replaced by corporations (Pawełczyńska, 2010, p. 163). Societies are atomised there, and the level of social trust is very low, which makes such cooperation even more difficult.

Conclusions

Business and administrative entities, implementing modern DE technologies, have started competing with academic community by creating functional and attractive courses. Companies producing software and digital equipment, needed for DE, and offering services in this area have emerged. They benefit from the profitable sales market created especially for corporations, business, and governmental entities. Their separation from pedagogical, didactic, and academic environments does not serve the long-term development of modern teaching methods. A pragmatic orientation towards modern technology, a focus on reduction of education costs, and subordination to the requirements of corporate efficiency (see Prologue) result in the insufficient development of independent and creative thinking of employees participating in trainings offered by their employers. Algorithmic introduction of an employee / telemarketer / salesperson to respond to a client's behaviour in order to maximise profits of a company / corporation is a perfect example of capabilities of a computer running in DE, by its nature predetermined to programmed teaching in which various cybernetic models and behavioural variants are practised (Okoń, 1987, p. 236), but not so much critical use of information. Similarly, programmed teaching does not propagate integration of knowledge, competence training, or development of sensitivity, empathy, and creativity.

In teaching, not the "technical equipment, but the learning process itself consciously led by a pedagogue" (Okoń, 1987, p. 236) is the most important. High or even stunning technological advancement of hardware alongside with dubious quality of software, for example, computer programmes, teaching methods, and

pedagogical qualification of trainers, leads to mechanical (learned and practised) behaviours of programmed workers, their superficial interpersonal contact, and a lack of holistic understanding of a customer / client / patient. This is a problem that can be already observed in everyday life – not only in situations similar to one presented in Prologue.

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Anna Ślósarz

Globalne perspektywy nauczania na odległość

S t r e s z c z e n i e

Konferencje i publikacje na temat e-learningu mają najdłuższą tradycję na Zachodzie, gdzie ukierunkowane są na wdrażanie profesjonalnych rozwiązań do biznesu i administracji. W Azji wdrażanie nauczania na odległość powiązane jest z rozwojem społecznym i globalną ekspansją narodowych biznesów w ramach rządowych strategii. W Ameryce Łacińskiej i Afryce e-learning stał się narzędziem wyrównywania edukacyjnych szans i budowania pokoju. W krajach postkomunistycznych ośrodki akademickie nie współpracują z administracją i biznesem, który wprowadza konkurencyjne, bardziej atrakcyjne szkolenia. Ich algorytmizacja skutkuje niewystarczającym rozwojem samodzielności, wyobraźni i empatii pracowników.

S ł o w a k l u c z o w e: konferencja, publikacje, nauczanie, kształcenie na odległość, szkolenia biznesowe, marketing, administracja, globalny, społeczeństwo, czasopismo, komercjalizacja

Anna Ślósarz

Глобальные перспективы дистанционного обучения

А н н о т а ц и я

Конференции и публикации по вопросам дистанционного обучения имеют давнюю традицию в странах запада, где они ориентированы на внедрение профессиональных решений в бизнес и администрирование. В Азии внедрение дистанционного обучения связано с социальным развитием и глобальным расширением национального бизнеса в рамках правительственных стратегий. В Латинской Америке и в Африке дистанционное обучение помогает в выравнивании образовательных возможностей и в содействии миру. В посткоммунистических странах академические центры недостаточно сотрудничают с административными и деловыми секторами, которые предлагают конкурентоспособные и наиболее привлекательные курсы дистанционного обучения. Алгоритмизация курсов дистанционного обучения приводит к недостаточному развитию уверенности в себе, творчества и сочувствия сотрудников.

К л ю ч е в ы е   с л о в а: Конференции, публикации, обучение, дистанционное обучение, бизнес-обучение, маркетинг, администрирование, глобальное, общество, журнал, коммерциализация

Anna Ślósarz

Perspectivas globales de la educación a distancia

R e s u m e n

Los congresos y publicaciones de educación a distancia tienen una larga tradición en los países del mundo occidental, que se centran en la introducción de soluciones profesionales en los negocios y la administración. En Asia, la implementación de la educación a distancia está vinculada al desarrollo social y a la expansión global de los negocios nacionales en el marco de las estrategias gubernamentales. En América Latina y en África, la educación a distancia ayuda a igualar las oportunidades educativas y a promover la paz. En los países postcomunistas, los centros académicos cooperan poco con la administración y los sectores empresariales, los cuales ofrecen cursos de educación a distancia más competitivos y atractivos. La algoritmización de los cursos de educación a distancia produce un desarrollo insuficiente de la autodependencia, de la creatividad y de la empatía de los empleados.

P a l a b r a s   c l a v e: congresos, publicaciones, enseñanza, educación a distancia, formación empresarial, marketing, administración, global, sociedad, publicación, comercialización