SWEDISH DISTANCE HIGHER EDUCATION DEVELOPMENT

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The analysis of the research. Discussions regarding a Swedish Open University lead to the following solutions for different educational levels. On the secondary and upper secondary levels two National institutes for distance education were founded, one in the northern part of Sweden and one in the south. On the tertiary level Sweden, during the 1970s, chose not to build a large-scale solution for distance education as in many other countries. Instead an extremely decentralized system was created. The responsibility for carrying out distance education rested with the individual university departments, which at the same time organized traditional forms of university education. The National Broadcasting Company got a special assignment to arrange distance education courses for popular education. It had been active with the production of education programs since the 1940s and this was added to their earlier tasks. In companies distance education was and still is rare. In a survey made during 1992 among the 250 largest companies in Sweden approximately 30% claimed they had experiences of distance education [1]. The design of the courses though, applied at that time, used very little of modern technology.

The main description of the material.

Throughout the last decade questions around information technology and distance education have been heavily focused in Sweden. Large investments in infrastructure and developmental work have been done. Governmental committees have surveyed the field and put forward different suggestions for action. As one of the consequences of that Sweden, together with New Zealand, the United States and Switzerland, is spending most money on investments in information technology that has led to one of the highest Internet densities in the world. Approximately 60% of the population in the age group 16-64 are using, or have been using, a computer. During these ten years the number of persons with formal training in the use of information technology has tripled. The overall technical standard in schools is very high but access to computers varies a lot between schools. On the whole there are 19 students per computer on the primary and secondary levels. On the upper secondary level there are 8 students per computer In rural areas the amount of computers is higher than in the major cities. There are no reliable statistics on the use of computers in Swedish higher education. It probably varies to a large extent between disciplines and sites. At some of the institutions for higher education 100% of the teachers/researchers and the students have access to these facilities[2]. The actions taken for improving the distance education field can be described as three steps, each of which was or is a trial of alternative strategies [3]. Conclusion. The work within the Commission will be heavily based on empirical data and it has therefore large economical resources. The Commission has launched 100developmental projects spread over the educational systems. The projects will test different forms of teaching and learning organizations, ways of implementing new educational tools, eventual clashes between regulations in traditional educational tools, eventual clashes between regulations in traditional educational systems and distance education, etc. The Commission report to the Minister during every Spring. It is very important for Ukrainian system of distant education. Now we have the stage of implementation and development distance learning. All Universities try to add elements of distant learning but very few are really good at it.

Literature

1. Journal of Distance Education URL: http://cade.athabascau.ca/
2. E-learning glossary:
http://www.advanceonline.com/elearningglossary.html
1. Сайт Umea University http://www.umu.se/english

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