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Abstract

Although university-level distance education often sets itself up in contradistinction to conventional educational provision, the thinking most distance educators is framed by a set of un-stated axioms that derive from the conventional system. This axiomatically framed approach to university education at a distance may well blunt the potential for distance education to achieve its true potential. This paper describes the axioms and attempts to explain their continuing power to constrain education thinking in the light abundant evidence that such thinking flies in the face of the facts. It uses Athabasca University, a free-standing distance education university located in Alberta Canada, as a case in point. (HRK / Abstract übernommen), Powell, Richard J., E-Mail: rick@athabascau.ca