

Distance education has developed from correspondence courses to digital distance education. Digital technologies, particularly the Internet, offer rich possibilities for interaction and communication that bridge geographical distances between teachers and students, yet text is still the most common way of communicating.

Taking a socio-cultural perspective and the theory of affordances as a lens, this thesis examines the mainstream integration of another mode of digital distance education, video. The aim is to better understand the possibilities and limitations of video from a teacher's perspective. Through both a survey and an interview study, the thesis questions how video is used, how teachers respond to its possibilities and limitations, and what teachers' attitudes and perceptions about the use of video are.

Informed by a comprehensive literature review, the results include a classification system with recorded and live video as the main categories. The results indicate that video is mostly used as a supplement to other resources and that teachers' perceive time to be a major constraint in its use. They also show how video has the possibilities to mediate a teaching environment similar to that of a classroom, but that in large groups, the difficulty of perceiving non-verbal signals reduces possibilities for interaction.



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