

PANDEMIC AS CATALYST FOR NATIONAL DIGITAL TRANSFORMATION OF HIGHER EDUCATION - A SWEDISH CASE STUDY

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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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Digital Distance Education

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Network for IT in Higher Education (ITHU)

- Develop pedagogical digital competence of university teachers and support staff
- Coordinate activities, projects and working groups
- Collaborate with authorities and networks in higher education
- Monitor developments in the field of educational technology

<http://ny.ithu.se/ithu-in-english/>

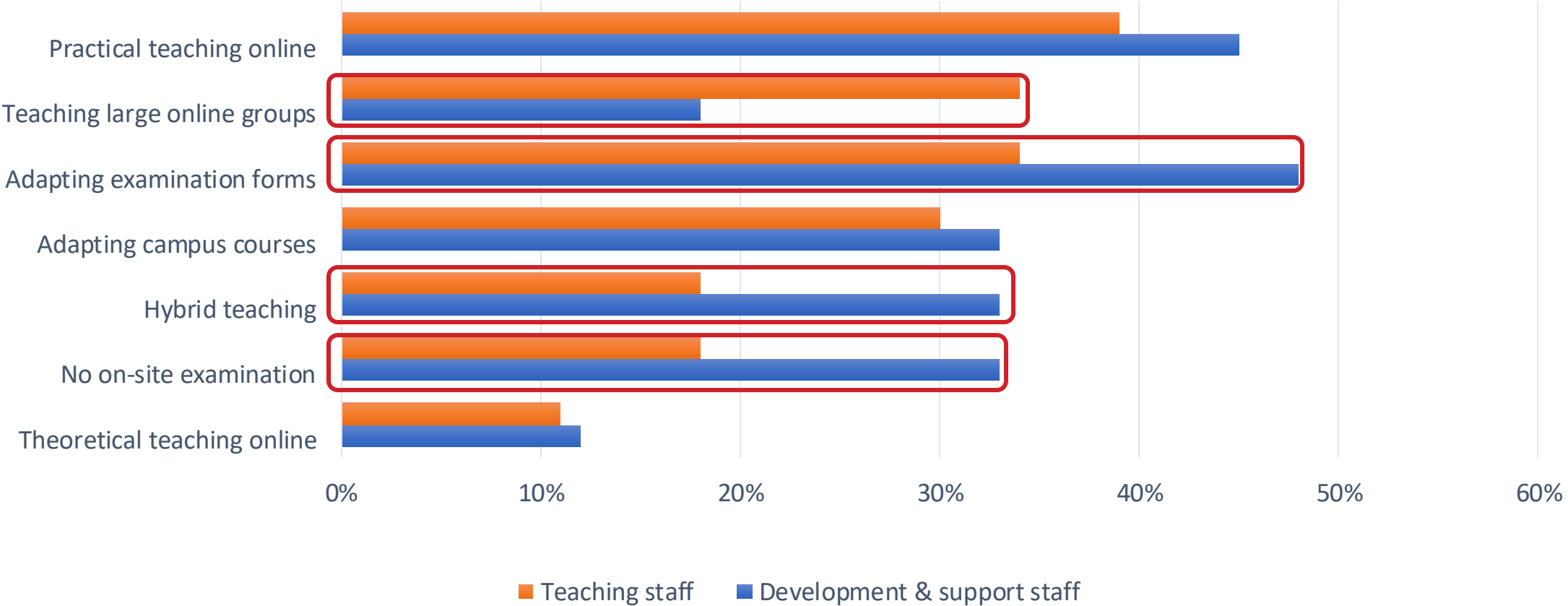


Method: Questionnaire

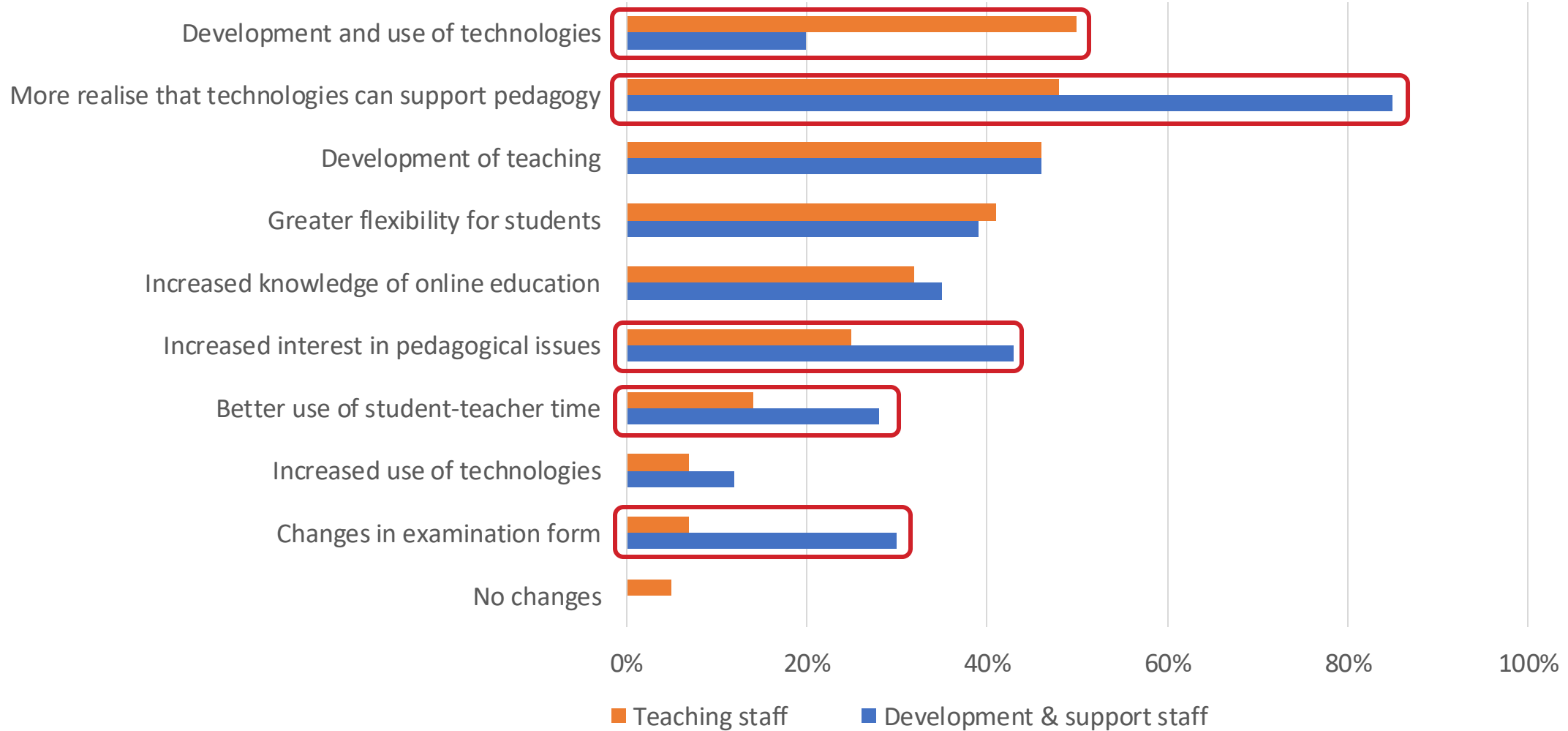
Results

- Response rate about 30 % (104 answers)
- Answers from most of the HEIs in Sweden
- 83 % had previous experience of distance education – before the pandemic
 - 80 % had much or very much experience
 - high competence from several perspectives: teacher, student, theoretical studies
 - Their previous experience: 80 % - rather good or very good experience

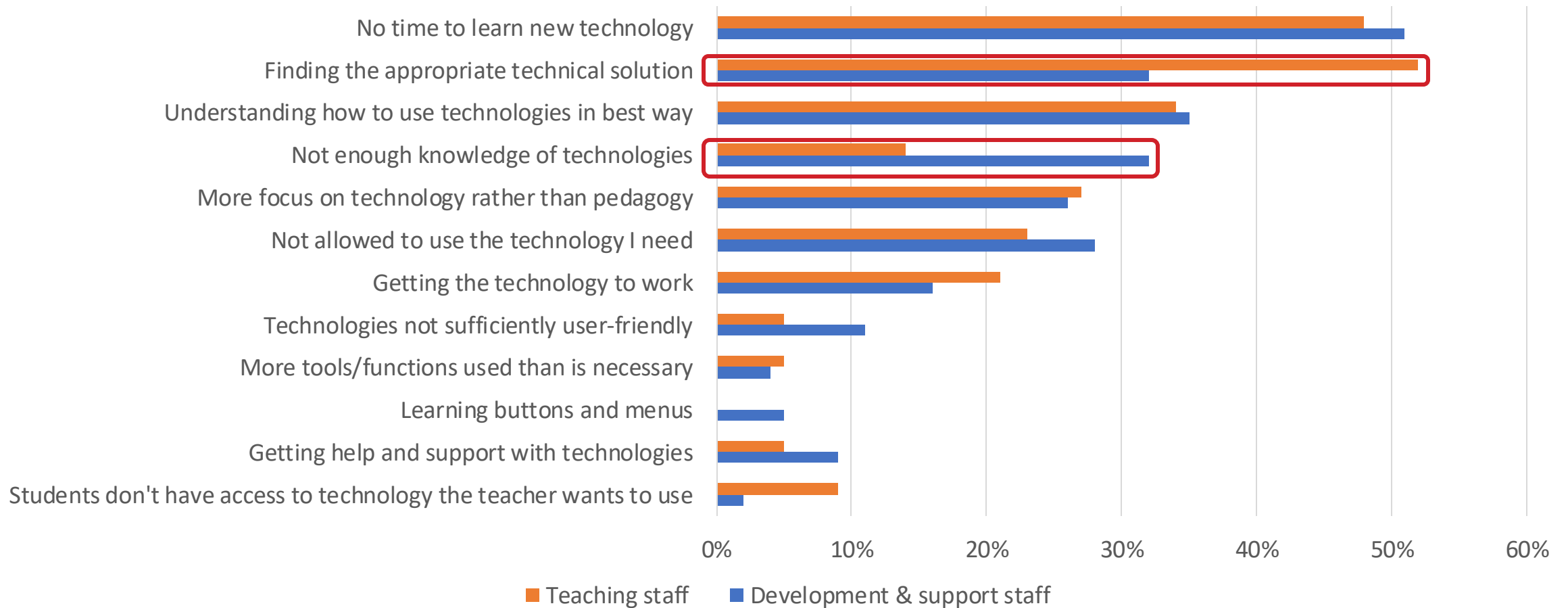
Which *pedagogical* issues have been the most challenging for you?



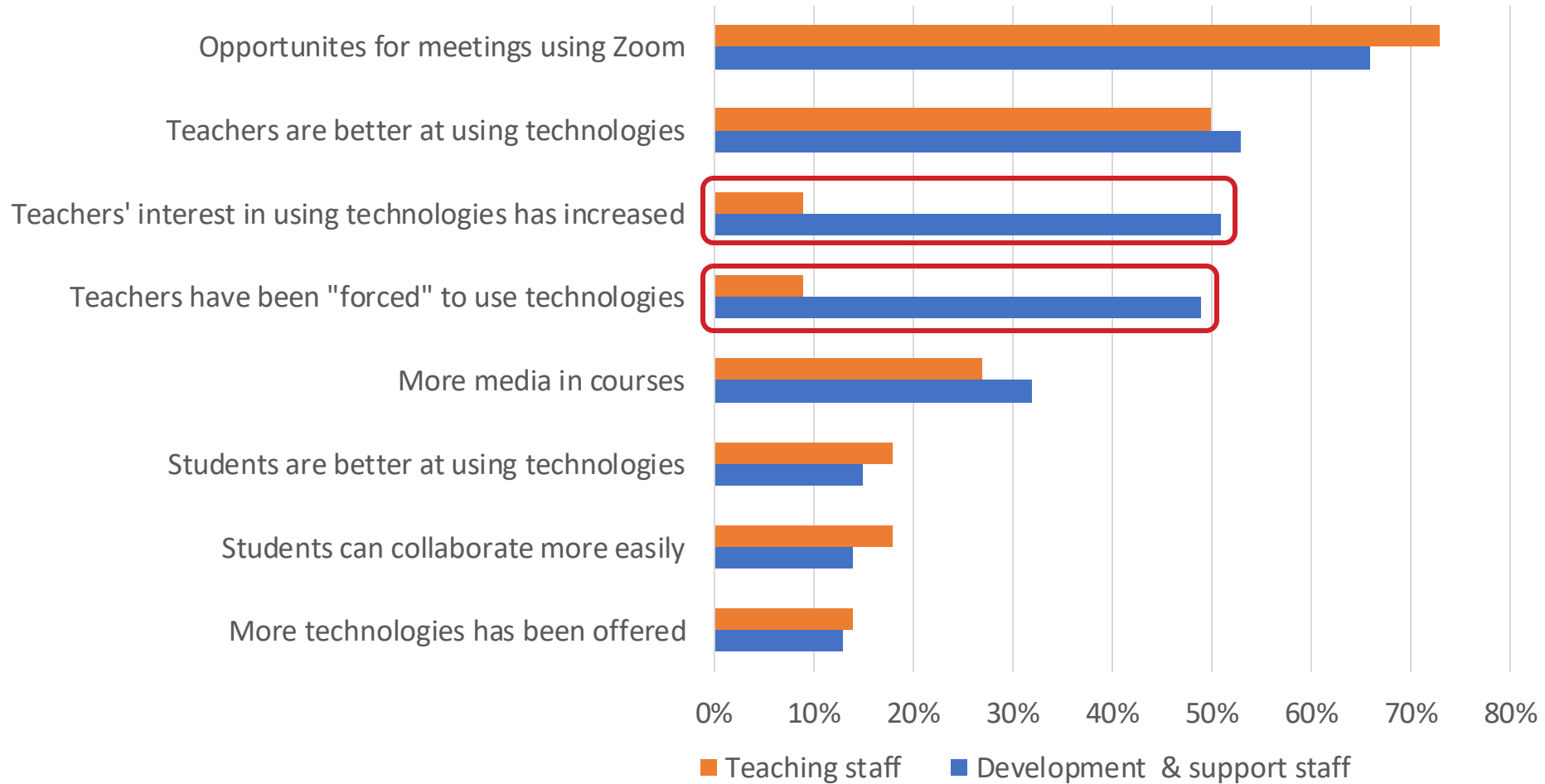
Which *pedagogical* opportunities do you think are most important in the transition to online education?



What are the greatest *technical* challenges during the transition to online education?



Which ICT-related outcomes have resulted from the transition to distance?



The “new” normal

- 90 % reported that Zoom and other e-meeting tools were more used
- Many respondents claimed that:
 - teaching has developed and become more adaptive to online education
 - the number of recordings increased
 - LMS were used more
- 10 % answered that teaching continued as before

The future - the most likely permanent post-pandemic changes

What will *remain*?

- More flexible teaching forms
- More employees will work from home
- The importance of staff's *pedagogical digital competence* will be strengthened
- A more positive attitude to technology

What will *disappear*?

- Teachers' scepticism of using technology
- Hybrid teaching
- Did not know

Thank you for your attention!

”Digital Distance Education
– A Longitudinal Exploration
of Video Technology”
<http://hdl.handle.net/2077/62810>

