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Assessment of Interaction in Distance Education

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Purpose: Interaction is located in one of the most important components of distance education. There are four types of interaction as learner-content, learner-learner, learner-instructor and learner-interface in the literature. Among these, the most important interaction is done between people. The purpose of this study was to investigate the interaction types in distance education.

Design/Methodology/Approach: The study was conducted with qualitative data collection methods. Case study design was used in this study and participants were selected through criterion sampling as a purposeful sampling method. Six learners and one instructors were included in the study. The data were collected through structured interview forms throughout the study. The obtained data were interpreted through thematic analysis.

Findings: Some of the findings obtained from the study, it is understood that there are very weak interaction levels between learner-learner and learner-instructor. However, positive effects of the course videos can be seen when learners watching instructors online or on recorded course videos on learner's interaction with course content and instructors. But it is understood that lecture notes away from interaction. Finally, although some interactive applications on the interface, these applications are not used appropriately.

Originality/value: All types of interactions specified in the literature are weak. Learners can use distance education system more effectively by interactive interface. In this way, expected results can be obtained for interaction between among learners and instructors. Furthermore, learners interest in the course can be increased by interactive course contents. Finally, orientations about distance education for interactions can be provided for inexperienced learners.

Keywords: Distance Education, Learner-Learner Interaction, Learner- Instructors Interaction, Learner-Content Interaction