

Gillies, D. (2008). Student perspectives on videoconferencing in teacher education at a distance. *Distance Education*, 29(1), 107-118. doi: 10.1080/01587910802004878

Annotation

This article summarises the research findings of a limited action research project investigating student responses to the use of videoconferencing in Scottish teacher education. The author provides a summary of the main research findings found in the scholarly literature regarding the benefits and drawbacks of using videoconferencing as an educational tool. The main findings of the study are divided into the distance education experience, the videoconference format, pedagogy, social presence and student engagement. The findings of the study largely confirm the issues raised in the existing literature regarding these dimensions but also identified new perspectives regarding interaction, tutor contact, physical space and teacher education. This article is valuable because it clearly pairs pedagogical issues with technological tools and is focused on the authentic experiences and perspectives of students in a real-life learning situation. It demonstrates how qualitative research methods (in the form of open-ended) questionnaires may be used to improve distance education programs from a student perspective. The article may inspire other ODL-researchers to do similar research studies of limited scope and focused on their daily educational practices.