

# **I told you so!** **20 years ago**

Disco, Corona and the sociality of  
Distance Education

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# The Corona Situation

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- Threw us all into distance mood
- Showed that digital infrastructures are surprisingly stable
- Highlighted the importance of social dimensions in education



# Back in 1998

- Sydub 98
- Learning centers and ISDN
- Learning Platform - DisCo the one chanel available
- Log-data show super-active students



# Communities of Distance Education

## Study-social environment online

- Study Orientation and Study Performance
- "No news are good news"
- Less is more in Distance Education – The Contradictory relationship between rapid adoption and radical innovation





## **Less is More in Distance Education** **The Contradictory Relationship Between Rapid Adoption and Radical Innovation**

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### **ABSTRACT**

This paper reports on an exploratory study of the introduction of a system for web-based education at a Scandinavian University college (HTU). The study documents how the system was rapidly adopted and spread throughout the organisation, in spite of remarkably little assistance from central management to support the process. The results indicate that this can be explained by the lean characteristics of the system in combination with social factors such as demands from students and shared perceptions of technology. Finally, it is concluded that technical and methodological innovation to some extent is obstructed by the same factors that support diffusion and adoption.

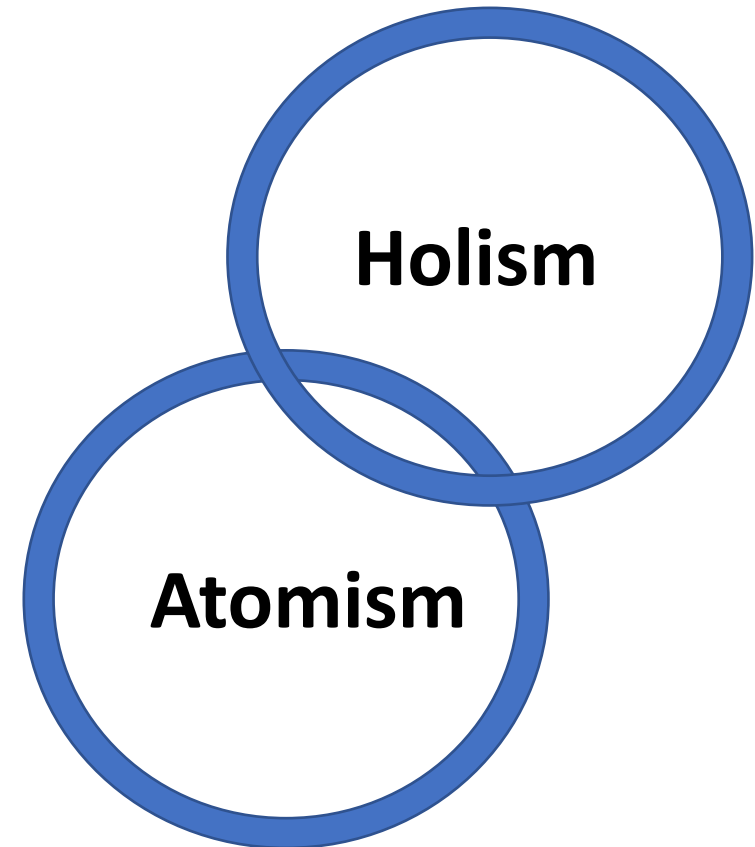


# Study orientation and performance

	Division of labor	Collaboration
Hierarchy	CREW	TEAM
FLAT	CROWD	PEERS

# Four ways to study (Dahlgren et al., 1984)

- Strategic orientation
- Understanding orientation
- Mimicing orientation
- Non-academic orientation



# Studieorientering

	Division of labor	collaboration
Hierarchy	CREW	TEAM
Flat	CROWD	PEERS

The diagram illustrates the relationship between organizational structures and collaboration models. It features a 2x2 grid with 'Hierarchy' and 'Flat' on the vertical axis, and 'Division of labor' and 'collaboration' on the horizontal axis. The four quadrants are labeled: CREW (top-left), TEAM (top-right), CROWD (bottom-left), and PEERS (bottom-right). Overlaid on this grid are four blue shapes: a horizontal oval labeled 'Strategy' spanning the top row, a vertical oval labeled 'Mimic' spanning the left column, a horizontal oval labeled 'Non-academic' at the bottom-left, and a large circle labeled 'Understand' on the right side.

# The Construction metaphor "Virtual Communities"

- Energies of attention
- Gatherings
- Communitizing



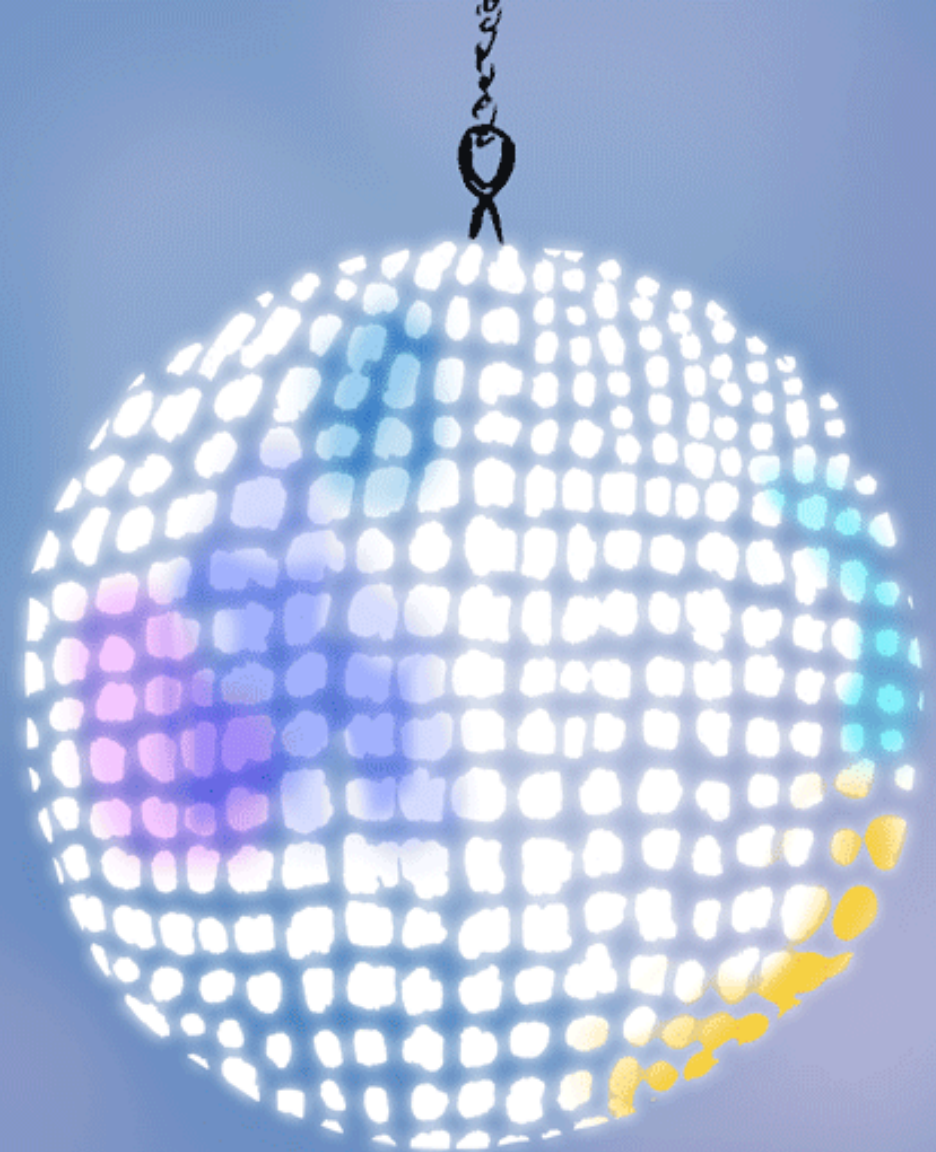
## Bloopers

- Igloo in the desert?
- Hanibal Lector?



# Communitizing

- Retorical constructs
- Maintaining the "We-Identity"
- Regulation of norms— This is what WE do, and this is what WE don't
- Discursive Evaluation





# Since then: From Tutor to Producer

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- Technical paradigm shift
- Increase of recorded and produced video – (flipped classroom)
- Individual assignments and heavy workload with respect to feedback
- Less sense of community and engagement





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# Current Challenges

- How can we study IT-support for learning in higher education today?
- Facebook
- Twitter
- TED
- Instagram
- Youtube
- (LMS)



# Challenges for Research on infrastructures for Learning

- **Methodologically:** The phenomenon at interest is difficult to frame, and is not contained within one organization or platform
- **Theoretically:** Unclear whether existing literature on platforms has the power to theorize the phenomenon  
Learner centric rather than platform centric approaches are called for
- **Design Challenges**  
How to inform design for supporting lifelong-learners

# European study on Covid effects

Preview File Edit View Go Tools Window Help Tue 10 Nov 10:30

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Talking: Anna Karin Olsson HV

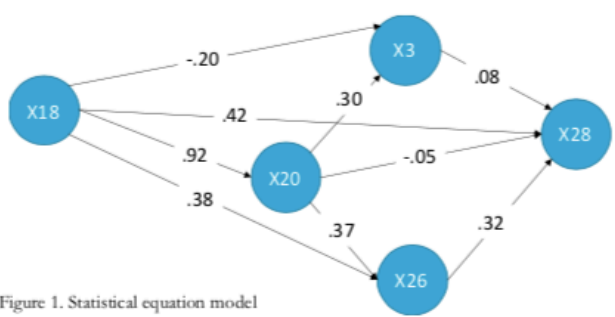


Figure 1. Statistical equation model

The survey link was sent by mail to all registered University West student, participating in courses or programs. 624 started the survey 560 finished the survey.

X3 – Concern about Covid-19  
X18 – Support for online learning  
X20 – Satisfactory university information  
X26 – Social identity  
X28 – Well-being

Chi<sup>2</sup> = 941.25 \*\*  
RMSEA = .06  
CFI = .97  
TLI = .96

**The preliminary results indicate:**

- X18 (satisfactory with university information) effects X3 (Concerns about Covid-19), X20 (support for online learning), X26 (social identity) and X28 (well-being) among student.
- X3 (concern about Covid-19), X20 (support for online learning), X26 (social identity) effects X28 (well-being).

Students that perceive the university information as satisfactory are less concerned with Covid-19, and they experience a greater support for the online learning environment. They also have higher scores in well-being (they feel less effected by the situation) and the results imply a stronger social identity (feeling they still are a part of the university).

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Kristina Johansson  
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HÖGSKOLAN VÄST