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This paper..

• An analytical framework for didactic lecture as a system for interaction.
• Traditional on-campus as well as distance education in higher education
• Lecture is a focus, because, it presents as a key element in higher education teaching
• Explicit theoretical framework used: Niklas Luhman’s concept of systems theory
• According to Luhman education is
  – A social system (closed, self-referential), which contains numerous interaction systems
  – Make use of communication
  – To success in communication, a key element of the system is trust, building it and maintaining it
Study

- Three types of lectures were compared, live lecturing and two technological settings: video and distance lecturing.
- Four pares of material had been collected.
- The approach was mainly ethnographic (videotaping lectures, taking field notes, making interviews, transcribing and making interpretation of the material).
Results

- Lecture takes different forms in different contexts.
- For example the use of nouns, humor and examples, addressing students and gestures vary dependent of the form of the lecture.
- In live lecturing a lot of time is consumed in adjustment activities, more personally tailored examples, rephrasing, asking students to contribute to the classroom talk.
- On the opposite, in the videoconference and/or videotaped -lecture the technology itself takes time, any extra dialog concerning the teaching subject is avoided. In live lecturing the lecturing is more clearly a part of education as a social system, which made it more contextually driven, while in distance lecturing content oriented.
- The seriousness and depersonalized characterization of video (as well as at some stage the distance) lectures emphasize science as a social system, while the live lecturing is much stronger associated with educational system.