Chapter 24

A Case Study of One-to-One Video-Conferencing Education over the Internet

Hock C. Chan, Bernard C. Y. Tan and Wei-Ping Tan
National University of Singapore

In a traditional classroom, students learn from the physical delivery of classes, which to a great extent depends on the teaching techniques employed by the instructor. In a virtual classroom, the physical delivery of classes depends not only on the teaching techniques chosen but also very much on the technologies used to deliver the teaching materials (Cyrs, 1994). With the increasing use of virtual classrooms, technologies have become a critical component affecting teaching and learning effectiveness (Alavi, 1994). Advances in information and communication technologies have significantly changed the ways students learn, the ways instructors teach and the means with which both parties access information (Leidner and Jarvenpaa, 1993).

Virtual classrooms have been investigated in the context of tele-learning (e.g., Alavi et al., 1995; Wheeler et al., 1995) and video-conferencing (e.g., Kydd and Ferry, 1994; Webster, 1998). While such technologies have allowed an instructor to deliver formal classes to students from another geographical location, these classes can be supplemented by informal computer-mediated interaction among the instructor and students through electronic mail or bulletin boards (Leidner and Jarvenpaa, 1995). Advances in internet technologies have opened up new ways for interaction among the instructor and students. For example, the instructor can now place the course materials on the World Wide Web for students to access.

Previously Published in Web-Based Learning and Teaching Technologies: Opportunities and Challenges edited by Anil Aggarwal, Copyright © 2000, Idea Group Publishing. This chapter appears in the book, Web-Based Instructional Learning by Mehdi Khosrow-Pour. Copyright © 2002, IRM Press, an imprint of Idea Group Inc.
A more significant way with which the Internet has changed the dynamics of teaching and learning is to make possible direct personal tutoring over long distances. In this mode of learning, an instructor gives personal instruction and attention to a student at any point in time through the Internet. Although video-conferencing facilities can be used for this purpose of direct personal tutoring, the costs of doing so is prohibitive because instructors and students need to invest in the same set of specialized hardware and software. This situation has changed drastically with latest developments on Internet video-conferencing capabilities. With such capabilities, an instructor and a student located in different parts of the world can engage in a video-conferencing class using standard personal computers and very affordable off-the-shelf software (Alavi et al., 1995). Furthermore, instead of exorbitant international phone charges, the instructor and student will need to incur only minimal local phone charges.

Changes in the economics of direct personal tutoring over long distances (via Internet video-conferencing capabilities) can potentially lead to a proliferation of its use. Students are no longer subjected to the constraints of geographical barriers in their quest for knowledge. Instructors are no longer restricted by physical distances in their attempt to give personal attention to students. And since such technologies may fundamentally alter the mode of teaching and learning in the future, it is important that research be carried out to identify factors that may facilitate or hinder teaching and learning via Internet video-conferencing capabilities.

This chapter investigates the use of Internet video-conferencing for one-to-one distance education. Through in-depth observations of and interviews with two instructors and three students in Singapore, this chapter examines the impact of four critical factors (system characteristics, mode characteristics, social presence and media richness) on the effectiveness of teaching and learning in such a context. By focusing on one-to-one teaching and learning episodes involving the latest Internet technologies, this chapter has helped to fill a gap in knowledge that arises because current studies tend to concentrate on big virtual classroom settings (e.g., Alavi, 1994; Alavi et al., 1995).

BACKGROUND

Earlier studies on the use of information technology for education have focused almost exclusively on computer-aided instruction, where the students interact with educational software, either on personal computers or through the Internet (e.g., Schloss et al., 1988). For example, Leidner and Jarvenpaa (1993) examined the use of information technology in a traditional classroom setting where instructors had access to presentation software and
Related Content

Implementing and Sustaining E-Learning in the Workplace
[www.igi-global.com/article/implementing-sustaining-learning-workplace/3012?camid=4v1a](www.igi-global.com/article/implementing-sustaining-learning-workplace/3012?camid=4v1a)

Gamifying Education: Motivation and the Implementation of Digital Badges for Use in Higher Education
[www.igi-global.com/article/gamifying-education/210182?camid=4v1a](www.igi-global.com/article/gamifying-education/210182?camid=4v1a)

A Hybrid and Novel Approach to Teaching Computer Programming in MIS Curriculum
[www.igi-global.com/chapter/hybrid-novel-approach-teaching-computer/19410?camid=4v1a](www.igi-global.com/chapter/hybrid-novel-approach-teaching-computer/19410?camid=4v1a)
Supporting Mobile Learners: An Action Research Project
www.igi-global.com/article/supporting-mobile-learners/62092?camid=4v1a