ABSTRACT

Interaction is key in fostering, supporting and engaging in the learning process. The value of interaction in creating interdependence in the learning sequence and ultimately in enhancing effective learning is so significant, yet issues exist regarding the nature and extent of the interaction and its effects on student's performance. Much of how interactions work and whether some interactions are more effective than others is based on speculation and on the assumptions that interactions in Distance learning are important. This paper reports on a survey that was conducted to analyse and provide a typology of interactions in Distance learning with special reference to the UoN Bachelor of Science Education program and students perceptions of these forms of interactions . The analysis constituted a sample of 80 students pursuing Bachelors of Education in science at the University of Nairobi. A self administered questionnaire was used as the key tool of data collection. Results of the analysis revealed that student-teacher interaction was highly valued by students (91.8 %) followed by Student-content interaction (89.8%). Among recommendations made is that there is need to facilitate for more student- teacher interaction to address the practical component of science teaching which majority of students expressed as not being adequate.