Topic: Overview of Online Instruction Interactions

- **Definitions of interaction**
  - "a social and psychological connection that fosters learning"
  - online discussions, conversation, and requests for peer support
  - computer-mediated communication
- **5 Kinds of interactions**
  - Social
  - Procedural
  - Expository
  - Explanatory
  - Cognitive
- **Interaction technologies**
  - Threaded discussions
  - Screen share
  - Telephone
  - Video conference
  - Email
  - Blog
  - Stream of updates
- **Asynchronous for online interaction**
- **How does it fit into pedagogy?**
  - Goal is deep understanding
  - Inquiry
  - Expression
  - Writing to learn
- **How does it fit into pedagogy?**
  - Knowledge is generated collectively and distributed socially
- **Why should online courses have interactive elements?**
- **Who is interacting?**
  - Learner
  - Instructor
  - Collaborative group
  - Content
  - Educational support systems
  - Interface
- **Interact to engage**
- **Problems we're trying to solve**
  - Stuck in a remote location
  - Cut off from the instructor
  - Many hands needed in peer support
- **Why are the benefits of interactions?**
  - Social scaffolding by instructors or capable peers helps students expand or redefine their thinking
- **Feedback: confirmatory or corrective**
  - Necessary for closing message loops
  - Increase response rates or accuracy
  - Reinforce correct responses with prior stimuli
  - Change erroneous responses
  - Interpret cues
- **Why won't Johnny interact?**
  - Prefer talking to people
  - Uncomfortable asking questions online
  - Ability and skill for online interactions
- **Question the value of high interactivity**
  - "a student's learning style may determine the amount and forms of interaction required for success online"
  - "perception of group interaction in fully online courses was the lowest "
  - "the more the student's grade depended on collaboration the less they thought they learned"
  - "loss of student's attention, boredom, information overload, frustration"
- **Is it a connection or busywork?**
  - Reisetter and Boris (2004) study
  - "these students emphasized the importance of student-instructor interaction"
  - "students devalued peer interaction"
- **Dirty secrets of interaction**
  - Instructors need interaction
  - Learners as tutors to peers
  - Instructors should demonstrate desired behaviors
- **Interaction actions**
  - Technology help
  - Course material assistance
  - Emotional support: encouragement, guidance, reassurance, praise
  - Guided participation
  - Empowering independence with opportunities for real choice
  - Clarify expectations
  - Facilitate activities
  - Promote discussions
  - Elaborate concepts
  - Render guidance
  - Present content in a clear and engaging manner