

INTERACTION BETWEEN STUDENTS IN ONLINE LEARNING

Discussion facilitated by Kay Owens

A decorative graphic consisting of several parallel white lines of varying thicknesses, slanted diagonally from the bottom-left towards the top-right, set against a solid red background.

- ▶ Feeling part of and actively contributing to a learning community is directly linked to student motivation and resilience. Studying within learning **groups** can be an important foundation for effective interaction between students, their peers and teachers in support of deeper learning. **Proactive support from teachers** for learning within smaller groups, provided **synchronously or asynchronously**, is important if the benefits of intellectual rigour and **deep engagement** are to be achieved. This element supports enhanced learner-teacher and learner-learner engagement.

<http://uimagine.edu.au/csulx/model/learning-communities.html>

FOCUS ON LEARNING COMMUNITIES

What is available, besides social media, for interaction with students?



- ▶ Assessment clarity
- ▶ Ensure students are technically competent
- ▶ Define an acceptable tone of language
- ▶ Consider the use of large or small group discussions:
- ▶ Set up a question and answer area

PLANNING FOR DISCUSSION

http://online.cofa.unsw.edu.au/sites/default/files/episode-pdf/Discussions_LTOn.pdf

- ▶ Don't bury in introductory video
- ▶ Get them started early
- ▶ Motivate – image, story, questions
- ▶ Link from the module



GETTING EVERY STUDENT TO ENGAGE EARLY IN THE INTERACTION

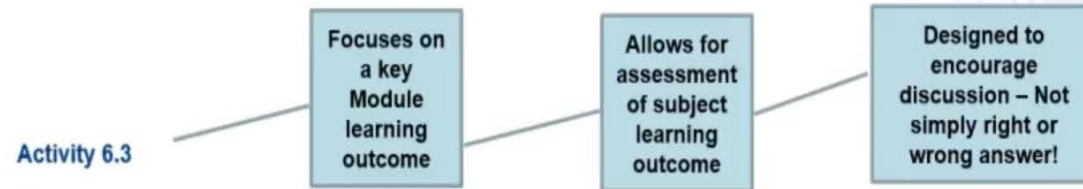
Announcement

Assessment

Online training for on campus
students

Technical support

Discussion Design



Customs right to demand duty



Examine your national Customs legislation and find the provision that allows Customs to demand duty when the warehouse licensee fails to keep warehoused goods safely.

What do think might happen in your customs territory if thieves broke into the facility and warehoused goods were stolen?

In no more than 100 words on the Activity 6.3 Discussion Forum tell us about your research and what you think might happen if there was such a break-in and goods were stolen from a Customs warehouse.

This Forum Discussion CLOSES 30 April 2017.



CENTRE FOR CUSTOMS & EXCISE STUDIES

WHAT STIMULATES DISCUSSION

Images

Different stories

Questions – what kinds?

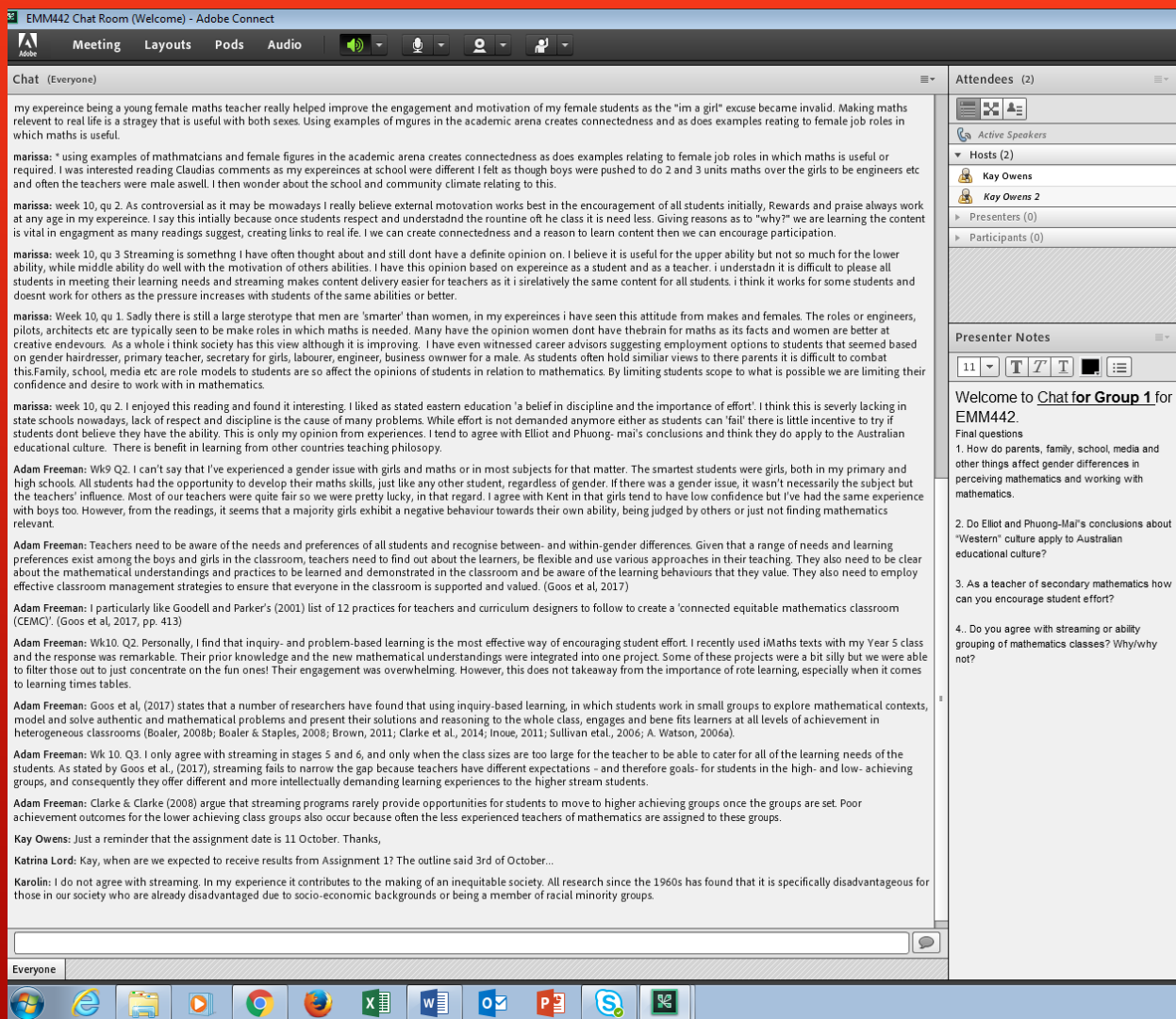
R.W.PAUL'S SIX TYPES OF SOCRATIC QUESTIONS

QUESTIONS

- for clarification
- that probe assumptions
- that probe reasons and evidence
- about viewpoints and perspectives
- that probe implications and consequences
- about the question



CENTRE FOR CUSTOMS & EXCISE STUDIES



LAYOUT AND QUESTIONS

Presenter Notes

11 T T T ■ ☰

Welcome to Chat for Group 1 for EMM442.

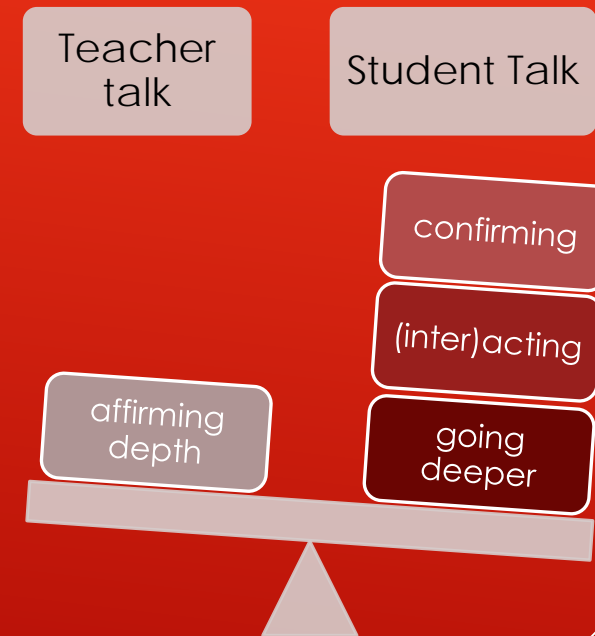
Final questions

1. How do parents, family, school, media and other things affect gender differences in perceiving mathematics and working with mathematics.
2. Do Elliot and Phuong-Mai's conclusions about "Western" culture apply to Australian educational culture?
3. As a teacher of secondary mathematics how can you encourage student effort?
- 4.. Do you agree with streaming or ability grouping of mathematics classes? Why/why not?

Adobe Connect as Chat Room

- ▶ Comments bring comments
- ▶ Academic can respond regarding quality of comments and how far discussion has brought the community
- ▶ Then encourage others to participate on topic or a subtopic or questions
- ▶ Need imbalance between student chat and student-teacher chat

FEEDBACK TO ENCOURAGE DISCUSSION



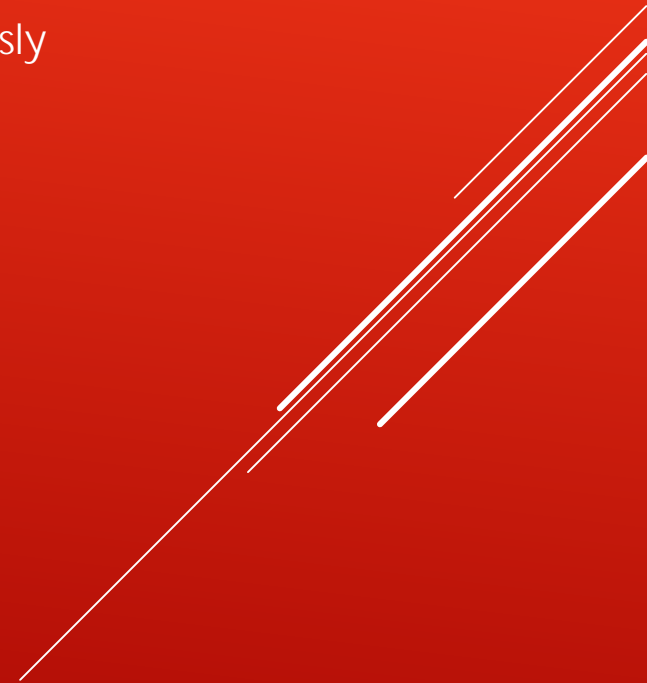
- ▶ Setting up groups for discussion or chats if a large group
- ▶ Think about the cohort and accessibility (in its full sense)

GROUP SIZE MAKES A DIFFERENCE

Or does it?

Ways to make groups

Pitfalls asynchronously



- ▶ Chat or discussion open for a period of time
- ▶ Responses must be less than 150 words even in chat
- ▶ Answer another question if you think lots is said already
- ▶ Build on others comments – better than just copying your notes on the reading
- ▶ Assessment issues can arise

LIMITS FOR RESPONSES

Time

Length

Number of responses

Type of response

WIKIS

- ▶ Compare with lack of interaction and access for blogs
- ▶ Clumsy to use
- ▶ Requires interaction if part of the subject structure



▶ Subforums – by group, by question

▶ Linking up – from modules

▶ Getting started

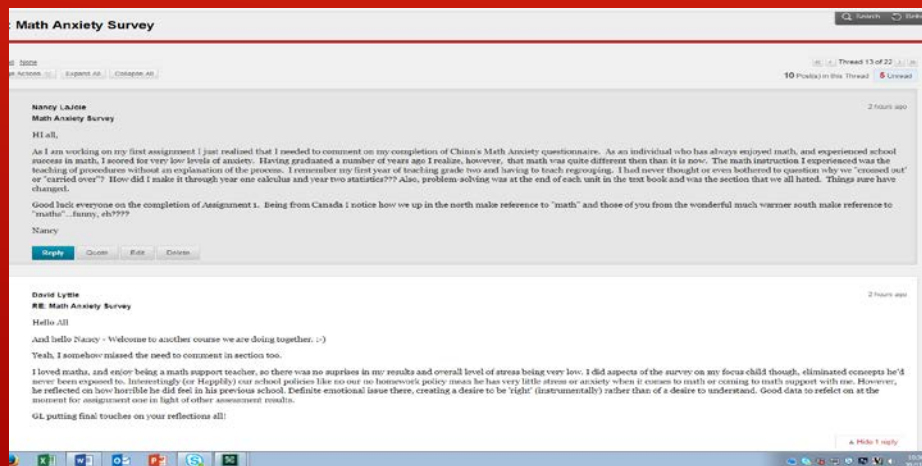
▶ early birds encourage others

▶ encourage student-student interaction

▶ Discuss example

▶ https://interact2.csu.edu.au/webapps/discussionboard/do/conference?toggle_mode=read&action=list_forums&course_id=23929_1&nav=discussion_board_entry&mode=view

▶ Threads



DISCUSSION BOARDS

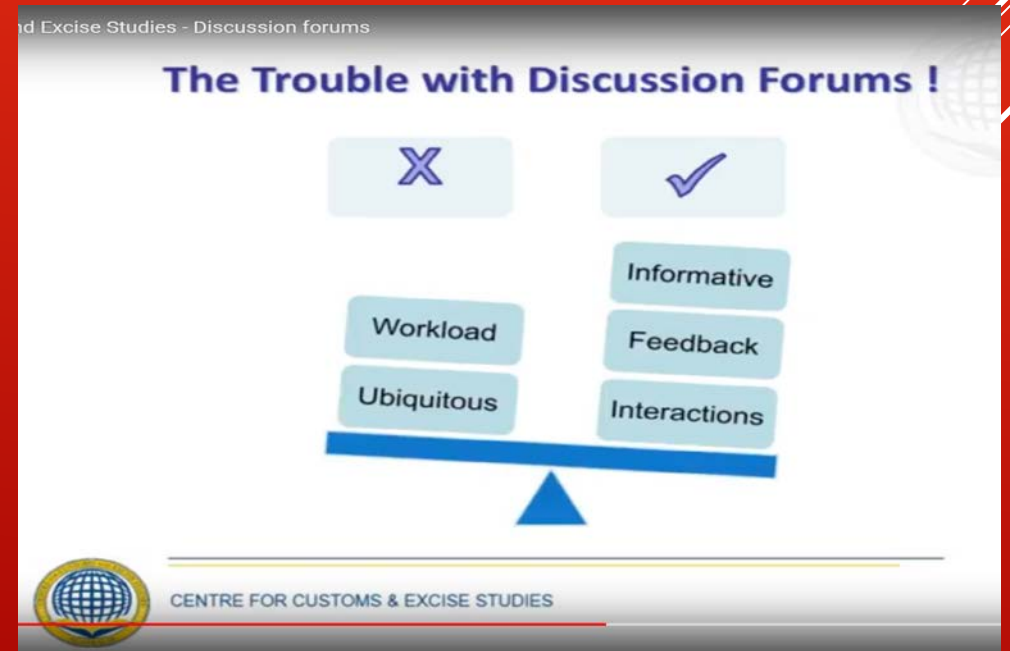
Setting up

Linking up

Getting started

Threads

Reference: <http://uimage.edu.au/q/tonline/discussion-forums-cces/>



▶ Introduction

▶ Example

▶ https://interact2.csu.edu.au/webapps/blackboard/content/listContentEditable.jsp?content_id=1434943_1&course_id=23886_1&mode=reset

▶ Did it kill discussion? Yes. Next time use learning contents and have a series.

https://interact2.csu.edu.au/webapps/discussionboard/do/conference?toggle_mode=edit&action=list_forums&course_id=23886_1&nav=discussion_board_entry&mode=cpview

▶ During class and online meetings

▶ <https://padlet.com/kowens10/g041hvqbv5tv>

▶ Wisdom Wall

▶ Also used chat for this

https://interact2.csu.edu.au/webapps/blackboard/content/listContentEditable.jsp?content_id=1298941_1&course_id=23886_1&mode=reset

PADLET

Introduction

Discussion – graffiti wall

Wisdom wall

- ▶ Adam : Wk8 Q2. Claudia, Kent and David have all made good, but different, points about the trends in indigenous NAPLAN achievement results. Although, we'll have to wait and see what comes of Kent's prediction. One trend that I notice is that the gap between indigenous and non-indigenous numeracy results doesn't really change from Year 3 to Year 9. The exception is Year 3, which has the biggest gap due, partly, to indigenous students beginning school with little or no prior knowledge or experience with numbers and/or counting. Even in recent years, looking at the 2015 results, little has changed in regards to 'closing the gap'. One positive note was that, nationally, Indigenous students' numeracy gains were greater than non-Indigenous students' gains from Year 5 to Year 7. This shows that we are doing something right in some areas but it's not having a significant over-all result on Indigenous NAPLAN results.
- ▶ Adam : Australian Government's Productivity Commission have said that despite considerable effort and investment from the government, little or no progress had been made at the national level in closing gaps for reading and numeracy. <http://www.sbs.com.au/nitv/article/2015/12/02/indigenous-education-gap-stands-out-latest-naplan-results>
- ▶ marissa: week 9, qu 1: I agree that parents play a large role in the attitudes towards maths and 'needing' it in the future. The socio- economic status and atmosphere of the school and the community plays a role, friend groups and their attitudes towards maths, future plans for employment and the perceived need for maths knowledge.
- ▶ marissa: week 9, qu 2: I tend to agree with the first reading in that i have often experienced female students being concerned with appearance or ability in the classroom in front of tothers. In my experience being a young female maths teacher really helped improve the engagement and motivation of my female students as the "im a girl" excuse became invalid. Making maths relevant to real life is a strategy that is useful with both sexes. Using examples of figures in the academic arena creates connectedness and as does examples relating to female job roles in which maths is useful.

CHAT ROOM

Comparison with discussion



- ▶ Assessment criterion – issue for students on prac to have weekly entries
- ▶ Instructions - Use each others names and topic, how to use adobe connect, some similar issues as online meetings, week number, question number
- ▶ Example of extra work

CHAT ROOM ISSUES

Assess or not?

Instructions so there is some thread

Extra work

https://interact2.csu.edu.au/webapps/blackboard/content/listContentEditable.jsp?content_id=1510714_1&course_id=26554_1&mode=reset

| | High Distinction | Distinction | Credit | Pass | Fail |
|---|---|---|---|---|---|
| Chat room postings Weeks 1-9 are regular and thoughtful. Three of the pages will be randomly selected from the chat room and evaluated. 6 marks | As for DI, and - Entries represent and exceptional grasp of the theory and practice. | As for CR, and - Entries present a leading entry (not necessarily first) for the week to stimulate further discussion. | As for PS, and - Entries address other students' comments and/or - Entries begin or continue the discussion with meaning and reflection on the topic. | - Entries relevant to the readings (including the textbook) have been made. | - An entry on the pages selected is missing and/or - Entry is not relevant to the relevant readings or the key purpose and content of the subject. |

▶ Ways to motivate

- ▶ The maths problem;
- ▶ Write into the powerpoint on desktop
- ▶ Image or scenario discussion
- ▶ How to get questions from them, direct from email

▶ Issues –

- ▶ no microphone access,
- ▶ just want to write in chat but more interesting if they talk except
- ▶ need to watch the talkers
- ▶ No NBN or slow NBN – slow from home is issue for night classes and own computer

ONLINE MEETINGS

Make available to students later

Selecting the time of day

Not a lecture

Ways to motivate discussion

Issues

The 13 strategies:

- ▶ Strategy 1: Make sure the layout design of the room is what you want. Have you checked the options available? Have you designed the space you want to work in?
- ▶ Strategy 2: Upload slides or PDF file
- ▶ Strategy 3: Check your audio and video
- ▶ Strategy 4: Upload a static image (as a choice from live webcam or paused webcam)
- ▶ Strategy 5: Set up any POLLS you wish to run during the meeting. You can open, close and share results as you wish.
- ▶ Strategy 6: Set up the CHAT Window – Text colour (students can choose a colour) and text size
- ▶ Strategy 7: Remind participants about ‘Status’ – Away, handsup, emoticon options
- ▶ Strategy 8: Have online resources ‘at your fingertips’ (add a Web links pod, have other websites open in the browser for easy copy and paste)
- ▶ Strategy 9 and 10: Give participants something to do!! – Simple and Advanced options
- ▶ Strategy 11: Breakout rooms for small group conversations, assignment planning, sharing and discussion.
- ▶ Strategy 12: Take a ‘managed’ approach and implement audio parameters
- ▶ Strategy 13: Be strict with who is able to speak to avoid audio issues

OTHER POSSIBLE SUGGESTIONS

U!magine



EVALUATION

Analytics issues

- ▶ Chat and online meetings are not picked up by analytics
- ▶ Modules and csureplay are picked up by analytics

EMBED IN MODULES

- ▶ Modules are picked up by analytics
- ▶ Making them interactive
 - ▶ cannot easily link back from a particular discussion board or chat room
- ▶ Example

https://interact2.csu.edu.au/webapps/blackboard/execute/displayLearningUnit?course_id=26554_1&content_id=1504194_1