



## ACTIVE Online Teaching






### Multiple Interactions for Construction of Knowledge

#### Access Prior Knowledge

*A person's thoughts are like water in a deep well. But someone with insight can draw them out. Proverbs 20:5, TEV*

*It is not the best plan for teachers to do all the talking, but they should draw out the class to tell what they know. . . It is a wise educator who seeks to call out the ability and powers of the student, instead of constantly endeavoring to impart instruction. Ellen White*

**AVLN Standard: Courses shall address the relational basis of learning with a design for interaction:**

-  interaction between learner and content
-  interaction between learner and learner
-  interaction between learner and teacher
-  interaction between learner and self (reflection)
-  interaction between learner and the community

#### Consider

Which type of interaction (of the five above) have you used the least and which have you used the most? Why?

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#### Course Readings

##### Required Jigsaw Readings

This week we look at another way to assign readings. In this method, participants are divided into groups and each assigned specific readings. Everyone reports back in the discussion area so that even if you didn't read an article, you gain the benefit of a summary and reflection from a fellow participant. This method is called a [jigsaw](#).

So, for this reading you will be assigned a number. Report back in the discussion area on the readings for your section. Share a brief summary and reflect on the implications for your teaching online.

##### Ones

[Ways to Structure Interaction in the Discussion Area](#)

[Ways to Structure Interaction in the Chat Room](#)

##### Twos

[Metaphors and Reflective Dialogue Online](#) [PDF]  
by Shirley Freed, PhD. (The PDF contains the whole journal, feel free to read more of the journal if desired.)

[Writing Clear Expectations](#)

##### Threes

[From Posting to Dialogue: 10 Easy Steps](#)  
[Facilitator Qualities and Skills](#)

##### Fours

[Creating Learning Communities in Online Classrooms](#) Journal of Adventist Education  
[Ways to Do Introductions](#)

**Required for Academic Credit:** *Lessons from the Cyberspace Classroom* Chapter 7: Working with the Virtual Student. Note especially the issues related to collaboration. And *Lessons* Chapter 8: Online Classroom Dynamics. Note especially the elements of effective online groups.



### Forum

Remember you should have read the articles assigned to your number (not all of them!). Give us a BRIEF summary and compare what you knew before you read to what you learned in the article.

Use these questions to guide your response to this week's reading. (**Pick a couple** of them & weave your answer & your response to the readings together into one message.)

- Based on your reading and experience, what is the rationale for interactions?
- What are some ways of facilitating and encouraging interactions?
- What kinds of interactions do you have in your face to face classes? Why do you have these interactions?
- Which type of interaction (of the five below) have you used the least and which have you used the most? Why?
  - interaction between learner and content
  - interaction between learner and learner
  - interaction between learner and teacher
  - interaction between learner and self (reflection)
  - interaction between learner and the community

*(If you're taking the class for graduate credit, remember to give evidence that you read at least three of the **Course Readings** and include one from *Extra Learning Opportunities* if necessary.)*

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#### Issues and Insights

##### Online Learning Communities

Choose at least four readings here. Most of them are short.

- ★ [Three Simple Rules for Facilitating Online Discussion](#)
- ★ [FaciliTips: Quick Tips for Online Facilitation](#)
- ★ [Online and Offline Facilitation: Different Yet Alike?](#)
- ★ [Interventions: Behind the Scenes or Out in Front?](#)
- ★ [Avoiding Conflict Online](#)
- ★ [Facilitating Online Learning](#) - some outdated links - but the text has great tips.
- ★ [Strategies for Collaborative Learning](#)
- ★ [Online Learning Communities Research](#)
- ★ [Interaction in the Online Classroom](#) - how to facilitate.
- ★ [Online Communication](#) - 8 simple ground rules.

#### Verbalize Your Application

##### Forum

Verify the issues and insights and how they affect your situation.

*(If you're taking the class for graduate credit, remember to give evidence that you read at least three of the **Issues and Insights readings**.)*

Choose two of the following options and report your findings and results in the discussion area. Ask thoughtful questions of your fellow participants.

- [Evaluate sample interactions](#) for level of reflection & thinking.
- Read [sample student responses](#) and draft an instructor response to at least two.
- [Use a rubric](#) to evaluate your own interaction in the course so far.
- Consider the interactions in this course so far. What have you

noticed about the facilitation and structure of the interactions? What do you see as the rationale for interaction in this course? Use [this rubric](#) to guide your reflection/evaluation.

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### Extra Learning Opportunities

#### Readings

- [Building an Online Learning Community](#)
- [Choosing learner activities for specific learning outcomes](#): A tool for constructivist computer assisted learning design.
- [Conversation as Experiential Learning](#)
- [Critical Thinking in Web Courses: An Oxymoron?](#) (PDF file)
- [Dynamic Learning Communities: An Alternative to Designed Instructional Systems](#)
- [Instructional Strategies for Online Courses](#)
- [The New X-Men](#) on Extreme programming article from Wired. Why interaction is needed even in programming!
- [Online Community Resources](#)
- [Online Community Toolkit](#) - scroll down - there are lots and lots of resources here!
- [Techniques, Tools, and Resources for the Self-directed Learner](#)
- [Understanding Participation in Online Courses: A Case Study of Perceptions of Online Interaction](#)

#### Library

Library Online Database articles (access through your library)

- Author: Maureen Brown Yoder
- Title: Seven Steps to Successful Online Learning Communities
- Source: Learning and Leading with Technology 30 no6 14-17, 20-1 Mr 2003

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