

Social Interaction

M.O. Thirunarayanan

DRAFT FOR DISCUSSION – NOT FOR DISTRIBUTION

Theoretical Basis for Interaction

The concept of transaction is derived from Dewey (Dewey and Bentley 1949). As explained by Boyd and Apps (1980: 5) it ‘connotes the interplay among the environment, the individuals and the patterns of behaviors in a situation’.

(Source: Moore, M. 2. Theory of transactional distance. Retrieved from the Web on June 7, 2016:
<http://www.c3l.uni-oldenburg.de/cde/support/readings/moore93.pdf>)

Theoretical Basis for Interaction

The transaction that we call distance education occurs between teachers and learners in an environment having the special characteristic of separation of teachers from learners. This separation leads to special patterns of learner and teacher behaviours. It is the separation of learners and teachers that profoundly affects both teaching and learning.

(Source: Moore, M. 2. Theory of transactional distance. Retrieved from the Web on June 7, 2016:
<http://www.c3l.uni-oldenburg.de/cde/support/readings/moore93.pdf>)

Theoretical Basis for Interaction

With separation there is a psychological and communications space to be crossed, a space of potential misunderstanding between the inputs of instructor and those of the learner. It is this psychological and communications space that is the transactional distance.

(Source: Moore, M. 2. Theory of transactional distance. Retrieved from the Web on June 7, 2016: <http://www.c3l.uni-oldenburg.de/cde/support/readings/moore93.pdf>)

Theoretical Basis for Interaction

- According to Shearer:

Moore (1993) states, “A dialogue is purposeful, constructive and valued by each party. Each party in a dialogue is a respectful and active listener; each is a contributor, and builds on the contributions of the other party or parties...the direction of a dialogue in an educational relationship is towards the improved understanding of the student” (p. 24).

- (Source: Shearer, Rick L. (2010). Transactional Distance and Dialogue in Online Learning. Retrieved from the Web on June 7, 2016:
http://www.uwex.edu/disted/conference/Resource_library/proceedings/29897_10.pdf)

Types of Interactions

- “Four types of interaction have been cited frequently in the literature: learner-content, learner-learner, learner-instructor, and learner-interface.”

(Source: Thurmond, and Wambach (2004). Retrieved from the Web on June 8, 2016): http://itdl.org/journal/Jan_04/article02.htm)

Learner-To-Learner Interaction

“Research has shown that online courses with high levels of student-to-student interaction have a positive impact on learning. For example:

- Student-to-student interaction is vital to building community in an online environment, which supports productive and satisfying learning, and helps students develop problem-solving and critical thinking skills (Kolloff, 2011).
- In one study, students who had high levels of interaction with other students reported high levels of satisfaction and learning (Swan, 2002).”

Learner-To-Learner Interaction

- “Students in an online course with a high level of interaction achieved higher performance than students in the same online course with only a moderate level of interaction (Beaudoin, 2001).
- Interaction has an impact on student achievement and satisfaction, as reflected by test performance, grades, and student satisfaction (Roblyer & Ekhaml, 2000).”

(Source: Retrieved from the Web on June 8, 2016:

https://www.rit.edu/academicaffairs/tls/sites/rit.edu.academicaffairs.tls/files/docs/TE_Student%20to%20Student%20Interaction_1.0.pdf)

Theoretical Basis for Interaction

- Vygotsky's Theory of Social Development:
- “The major theme of Vygotsky's theory is that social interaction plays a fundamental role in the process of cognitive development. Unlike Piaget's notion that children's development must necessarily precede their learning, Vygotsky argued that social learning precedes development. [Vygotsky \(1978\)](#) states: "Every function in the child's cultural development appears twice: first, on the social level, and later, on the individual level; first, between people (interpsychological) and then inside the child (intrapsychological).“”
- (Source: Mace, K. (2005). Vygotsky's social development theory. In B. Hoffman (Ed.), Encyclopedia of Educational Technology. Retrieved June 7, 2016, from <http://www.etc.edu.cn/eet/eet/articles/sdtheory/start.htm>)

Theoretical Basis for Interaction

- Vygotsky's Theory of Social Development:
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Theoretical Basis for Interaction

Vygotsky:

- “Social Interaction has a dramatic impact on cognitive development;
- Biological and social development are not isolated from one another (contrasting the work of Jean Piaget);
- Learning is largely mediated by social interaction of students and "More Knowledgeable Others" (teachers, parents, coaches, peers, experts, etc.) (Driscoll, 1994)”

(Source: Retrieved from the Web on June 7, 2016: <http://www.etc.edu.cn/eet/eet/articles/sdtheory/index.htm>)

Theoretical Basis for Interaction

- “Vygotsky describes the Zone of Proximal Development as “the distance between the actual development level as determined by independent problem solving and the level of potential development as determined through problem solving under adult guidance with peer collaboration with more capable peers” (Vygotsky, 1978).

(Source: Retrieved from the Web on June 7, 2016:
<http://www.educ.ualberta.ca/staff/olenka.bilash/best%20of%20bilash/vygotsky.html>)

Theoretical Basis for Interaction

More Knowledgeable Others

- “The More Knowledgeable Other refers to anyone that has a better understanding or a higher level of ability than the learner (e.g. lecturer, coach) in relation to a particular task, process or concept.”

(Source: Retrieved from the Web on June 8, 2016:

<https://intranet.birmingham.ac.uk/as/cladls/edudev/documents/public/ebl/journey/philosophicalunderpinnings.pdf>)

Instructional Outcomes of Interaction

Twelve instructional outcomes of Interaction according to Wagner (1997):

1. Interaction to enhance elaboration and retention.
2. Interaction to support learner control/self –regulation.
3. Interaction to increase motivation.
4. Interaction for negotiation of understanding.

Instructional Outcomes of Interaction (Continued)

5. Interaction for team building.
6. Interaction for discovery.
7. Interaction for exploration.
8. Interaction for clarification of understanding.

Instructional Outcomes of Interaction (Continued)

9. Interaction for closure.
10. Interaction to increase participation.
11. Interaction to develop communication.
12. Interaction to receive feedback.

(Wagner, E. D. (1997). Interactivity: From agents to outcomes. In T. E. Cyrus (Ed.), *Teaching and learning at a distance: What it takes to effectively design, deliver, and evaluate programs* (pp. 19-32). San Francisco: Jossey-Bass Publishers.)

Promoting Learning Through Social Interaction

“To facilitate learning:

- A purpose for the interaction is necessary, and that purpose must be meaningful for the students.
- Effective means of communication should be provided for the interaction that facilitates rather than complicates the exchange of ideas and opinions.”

(Source: Retrieved from the Web on June 7, 2016:

http://itle.okstate.edu/fd/online_teaching/interaction.html)

Tools for Promoting Social Interaction

“Ideas

- Create a general discussion area in the course site where students can "e-chat" academic or non-academic topics. Such an area is similar to a classroom hallway or a coffee shop where students can talk, if only at a distance.
- Virtual cocktail party: accomplished via discussion area or virtual space; the date and duration of the party are given in advance, and students are advised that during the session they should all contribute a minimum number of postings, one giving information about themselves, others responding to other students.

(Source: Retrieved from the Web on June 7, 2016:
http://itle.okstate.edu/fd/online_teaching/interaction.html)

Tools for Promoting Social Interaction

“Problem solving exercise: small groups develop solutions to real-world problems, through email or discussion areas.

- ‘Teamwork games’”

(Source: Retrieved from the Web on June 7, 2016:
http://itle.okstate.edu/fd/online_teaching/interaction.html)

Tools for Promoting Social Interaction

- “**Role-playing:** MUDs and MOOs are forums based on role playing, but role-play can also be effective in chat rooms.
- **Co-tutoring:** students are assigned topics which they then 'teach' another student.
- **Peer Assessment**
- **Collaborative writing projects:** group research and writing, or individual work followed by peer critiques.”

(Source: Retrieved from the Web on June 7, 2016: http://itle.okstate.edu/fd/online_teaching/interaction.html)

Tools for Promoting Social Interaction

- “**Debate:** the pros and cons of a particular issue are argued by a team, students express support for differing positions.
- Exchange of **URLs, citations** etc: information is posted for other students to access.
- Form a "**buddy system**" where students are paired up to provide them with support. You could possibly match students up according to their technological experience or inexperience, based on information you receive from their profiles.
- *Modified from: University of Texas Telecampus.”*

(Source: Retrieved from the Web on June 7, 2016:
http://itle.okstate.edu/fd/online_teaching/interaction.html)

What Questions Do You Have?



What Answers Do You Have?

