INTERACTION IN ONLINE CLASSES: AN INTRODUCTORY OVERVIEW

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DEFINITION AND AGENDA

Online Classes

- Webinar
- ARS / Live Q&A
- Tests & Quizzes (Multiple Choice)
- Groupwork
- Interactive Learning Resources
- Feedback

Types of Interaction

Interaction / Communication between people
- student – student
- student – teacher / instructor

Interaction with content / with a technical system
Empirical evidence:

Learning effectiveness is comparable between synchronous and asynchronous communication, but **satisfaction** and **commitment** are higher in live settings – even in online live settings.

Employ the tools integrated in the your conference system you use, e.g.:

- chat
- surveys
- breakout rooms

Give clear instructions, e.g. about the roles of the participants, what to do in breakout rooms.

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ARS (AUDIENCE RESPONSE SYSTEMS) / LIVE-Q&A (QUESTION & ANSWERS)

Empirical evidence

- ARS increase **participation**, **attention** and **commitment** of the students and lead (at least in the short term) to a better learning performance.

- They increase **subject matter confidence** – and there are **hardly any negative effects**.

- Active and passive students have equally **positive attitudes** ARS - but only if ARS are used **voluntarily basis** and without grading.

- The **number** of questions asked digitally in Live-Q&A is much **higher** than the number of orally asked questions. Teachers can easily see **learning levels** and learning **deficits**.
Empirical evidence:

- The online processing of quizzes improves **test results** and the **long-term retention of knowledge**, especially when the content of a quiz is **similar** to the content of an examination.
- Quizzing increases **satisfaction**, **commitment** and **confidence** but also the workload for students.
- It seems to be an important **precondition** for the effectiveness of **blended learning scenarios**.
- The design of „good“ MC-questions is not easy and requires a certain training (construction and review of questions).

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INTERACTIVE LEARNING RESOURCES

• Digital media have special characteristics that support the active engagement of students with the learning content – qualities that „classical” media do not have: e.g. synchronicity, multimediality and interactivity.

• The production can be expensive and time-consuming – but can also be done „quick & dirty” (especially now!).

• Use OER (Open Educational Resources) - or recordings of lectures and webinars – and enhance them with MC-tests (e.g. with H5P: (https://h5p.org/).

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GROUP WORK

Empirical evidence:

• Test persons in small groups achieved significantly **better results** through co-construction of knowledge.

• Some methods of group work (e.g. Think-Pair-Share) achieve significantly **higher activation** of students and reduce „mental absenteeism“.

• The success of group work depends on an effective **prevention of social loafing**, e.g. making documentation of results obligatory.

• Group work can be carried out in both **synchronous** and **asynchronous learning** scenarios.

• Technology, **rules and work objectives** should be clearly **communicated**.
THE IMPORTANCE OF „SIMPLE FEEDBACK“
– ESPECIALLY NOW

How can you know that your measures work?

Just ask your students – knowledge about their students is a „weak link“ of most teachers!

• What do they like or dislike? What do they need? Which ideas do they have?

• Encourage them to ask questions and give feedback (anonymously).
Quickstarter Online-Lehre
Qualifizierungsspecial

Studierende aktivieren in reinen Online-Lehre
PD Dr. Malte Persike Nacken (RWTH Aachen University)
https://www.e-teaching.org/quickol-1

Interaktive Videos
Prof. Dr. Heribert Nacken (RWTH Aachen University)
https://www.e-teaching.org/quickol-4

https://www.e-teaching.org/quickstarter
QUICKSTARTER ONLINE-LEHRE, 15.-30.04.2020

Einsatz digitaler Medien in der Lehre – Szenarien, Methoden, Medien
Claudia Bremer (Wilhelm Büchner Hochschule | GMW)
https://www.e-teaching.org/quickkol-0

Studierende aktivieren in reinen Online-Lehre
PD Dr. Malte Persike Nacken (RWTH Aachen University)
https://www.e-teaching.org/quickkol-1

Webinare gestalten
Claudia Bremer (Wilhelm Büchner Hochschule | GMW)
https://www.e-teaching.org/quickkol-2

Konzeption von Lehrveranstaltungen unter Einsatz digitaler Medien
Claudia Bremer (Wilhelm Büchner Hochschule | GMW)
https://www.e-teaching.org/quickkol-3

Interaktive Videos
Prof. Dr. Heribert Nacken (RWTH Aachen University)
https://www.e-teaching.org/quickkol-4

Elektronischen Prüfungen
Claudia Bremer, Dr. Matthias Baume (TU München), Dr. Jens Bücking (Univ. Bremen)
https://www.e-teaching.org/quickkol-5

https://www.e-teaching.org/quickstarter
QUALIFIZIERUNGSSPECIAL QUICKSTARTER
ONLINE-LEHRE RELOADED, 17.06.-15.07.2020

• 17.06., 18:00 Uhr: Online-Podiumsdiskussion „Digitales Sommersemester: erste Erfahrungen, aktuelle Baustellen, neue Praxis - eine Zwischenbilanz”

• 24.06., 10:00 Uhr: „Sharing Digital Teaching Experiences (Teil 1)“

• 01.07., 10:00 Uhr: „Studierendenbeteiligung und Semesterhackathon“

• 08.07., 10:00 Uhr: „Sharing Digital Teaching Experiences (Teil 2)“

• 15.07., 10:00 Uhr: „Rezepte für die Zukunft? Was brauchen wir, um gut weiterzumachen?“

https://www.e-teaching.org/quickstarter
e-teaching.org is an information portal to foster the use of digital media in higher education

- 4 main sections
- 4 “service Sections”
- for users with different levels of knowledge and
- skills in the field of ICT

Conceptualized for

- self-navigated learning or
- hybrid qualification concepts which combine the portal with advisory services

http://www.e-teaching.org
LET’S START THE INTERACTIVE PART ;-) 

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