

# Interaction in Online Teaching

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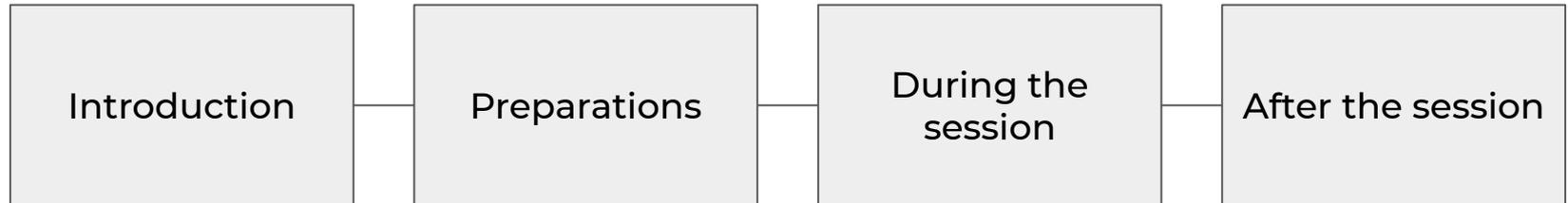
# Intended learning outcomes

After the teaching session you can

- recognize what is interaction and why it is important in online teaching.
- find activities and tools which promote interaction before, during and after the online teaching sessions.

20 min

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# What is **Interaction in Online Teaching**?

Verbal, Written, Visual or Audiovisual

Between teacher and student(s)

- in online teaching or tutoring session

Between student and student

- in group work in break-out rooms during the teaching session
- in group work in between the teaching sessions

Between student and surrounding online environments

- in individual or collaborative learning with online learning material

# Why **Interaction** in **Online Teaching**?

Interaction promotes learning



→ and requires activities and tools (from teacher):

- advance planning before teaching session
- sense of reading the situation during the teaching session
- being approachable after and between teaching sessions
- feasible and transparent assessment methods (small/large group)

# Preparing the teaching session

Expectations, realities and common understanding

- To prepare students for interaction
- To improve focus & highlight what is important
- To prevent (screen) fatigue – interaction requires energy!

# Preparing the teaching session

## Level of participation & interaction

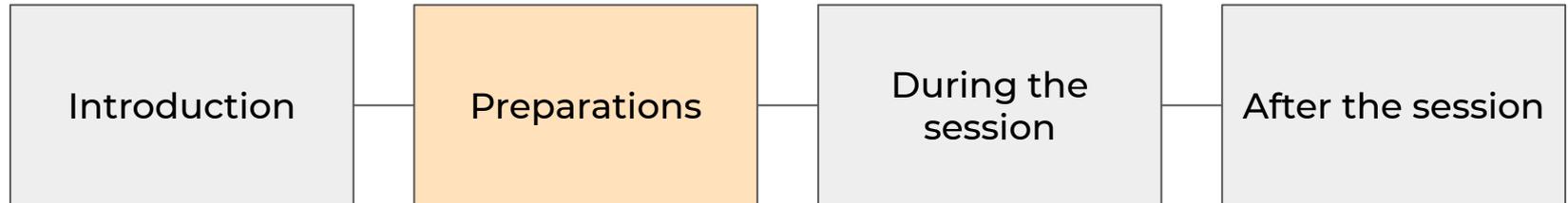
- Before, during & in between classes
  
- When is active interaction expected?
- When is it ok to be passive and receiving?
- When is effort expected? What kind of effort?
- Why is interaction needed?

# Preparing the teaching session

(Visualisation of the) Schedule

- For the course, for a particular class
- What is coming next?
- When are we having breaks?

20 min



# Preparing the teaching session

## Online platforms, tools or equipment

- How to access them?
- How to use them?
  - How to make tools interactive/ collaborative?

# Preparing the teaching session

## Safer space for interaction

- Common guidelines for sensitive and considerate communication
  - Can the guidelines be created and agreed upon together?
- What to do & who to contact in case of conflict?
  - Are you prepared for conflict as teacher?

# Safer space principles for conversation and learning

- introduced and agreed upon as a group as well as in smaller groups
- shared responsibility
- this list is not complete and not fit for all purposes, feel free to suggest edits or additions throughout the course

**This shared space is for the process of learning & unlearning.** Be compassionate to yourself and others and apologise when needed.

**Respect each other, our identities, backgrounds, and rights for self-determination.** We all come from various experiences, so let's appreciate that while staying curious and sensitive to each other's perspectives. It's a good practice to introduce your pronouns with your name.

**Converse with respect.** Listen to each other's perspectives and ideas, even when they differ from our own. It's ok to ask questions and it's ok to disagree. Let's not judge but strive for understanding. Stay considerate and use trigger warnings if necessary.

**Examine and be aware of your own prejudice, bias, and privileges.**

**Respect each other's physical and emotional boundaries.**

**Respect each other's time, space & effort.** Do your share, participate, reply/ react to messages, don't leave your peers on hold. Share the work equally and consider the power dynamics in the group.

**Take care of each other, take breaks and express our needs.**

**Always consider accessibility and the possibility to attend a session virtually from a distance.** In case of possible live gatherings, wear face masks, keep a safe distance and avoid using strong scents.

# Preparing the teaching session

## Info & contact details

- Where to find information?
- Who to contact?
- How to give feedback?
  - How to receive feedback?

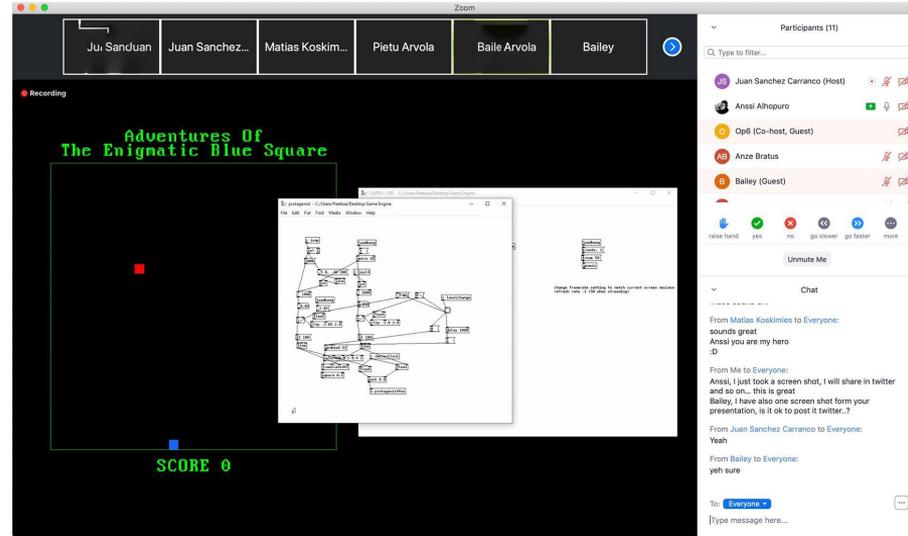
# During the teaching session

## Tools providing interaction

### Zoom

→ teaching in meeting or webinar

- Breakout rooms
- Polling
- White board (annotation)
- Chat / Reactions



# During the teaching session

## Tools providing interaction

### Presemo

- Chat
- Poll / PollPlus
- Voting
- Scatter

The screenshot displays the Presemo web interface in a browser window. The address bar shows 'presemo.aalto.fi'. The top navigation bar includes a 'Create' button and a search field. On the right, there are links for 'Web: 0/0 online', 'Usernames', and 'Access code'. Below these are options for 'Control' (Collapse, Export, Logout) and 'Screen' (Theme, Session url, Participant count, Size). The main content area is divided into several sections:

- DIVIDER**: Two horizontal dividers with settings icons.
- CHAT heading**: A chat interface with a 'Web' button, 'Screen' button, and 'Split Screen' button. It includes a 'Send' button and a 'Highlight' button. The chat content shows a message: '12:40 (31.3) = test'.
- VOTING interaction**: A voting interface with 'Web', 'Screen', and 'Split Screen' buttons. It includes a 'Send' button and a 'Current results:' label. The voting content shows a text input field.
- SCATTER (BETA) define interaction**: A scatter interaction interface with 'Web' and 'Screen' buttons. It includes a 'Send' button and a 'define interaction' label. The scatter content shows a text input field.

# During the teaching session

## Tools providing interaction

### Flinga

- produce and construct content together
- visualization tools for discussions
- promotes an active engagement



**INTERACTION IN ONLINE TEACHING**

**INTRODUCTION**  
go to the following process and please describe what comes to your mind about interaction in remote teaching

**DEFINITION**  
What do we mean by interaction in Online Teaching?  
How do you understand "interaction in online teaching"?  
how others describe interaction  
why we need interaction  
when it requires interaction  
what interaction provides

**PREPARATIONS**  
What is expected of you as student?  
How do we proceed?  
What is coming next?  
What tools need to be accessed?  
what platform/ tool are required to access the students  
how to use different mediums?  
practical examples  
Methods

**DURING THE SESSION**  
Tools (own's own tools)  
Flinga  
breakout rooms  
zoom poll  
@ chat  
presento  
off session  
rewards  
reward

**AFTER OR BETWEEN SESSIONS**  
Assessment  
"interaction should support the intended learning outcomes"  
"assessment should serve measurement of learning outcomes"

**SUMMARY**  
key take aways

**Teaching methods**  
Are the methods aligned with the intended learning outcomes?  
Do the selected methods support learning?

**Teaching and learning material**  
How was the material adjusted to the learning outcomes, participants and time-phase?

# During the teaching session

## Tools providing interaction

### Kahoot!

- a game-based learning platform
- allows participation also in groups (group mode)
- incorporates social media, it enables students
- to create, share and exchange content with others in the class

The screenshot displays the Kahoot! interface for a quiz. The main area shows a question: "Determine what type of knowledge you are trying to assess. Replace this with a simple introductory question." Below the question is an image of three students in a classroom. At the bottom, there are four answer buttons: "Plausible answer" (red), "Correct answer" (blue), "Silly answer" (yellow), and "Incorrect answer" (green). The left sidebar shows a list of question types: "1 Quiz", "2 Quiz", "3 True or false", and "4 Quiz". The right sidebar shows settings for the question type, including "Question type" (Quiz), "Time limit" (20 seconds), "Points" (Standard), "Answer options" (Single select), and "Image reveal" (Original, 3x3, 5x5, 8x8). There are also "Exit" and "Done" buttons at the top right, and "Delete" and "Duplicate" buttons at the bottom right.

# OFF session

## Tools providing interaction

### Mycourses

- forum activity
- announcements
- general discussions

The screenshot shows the MyCourses interface for the course 'AI Peda Intro 47 (English) Spring 2021'. The top navigation bar includes 'A? MyCourses', 'SCHOOLS', 'MY RECENT COURSES', 'CORONAVIRUS INFO', 'SERVICE LINKS', 'ALLWELL?', '(EN)', a search icon, and the user profile 'Koray Tahiroglu'. The main content area is divided into a left sidebar and a main panel. The sidebar lists 'Grades', 'Sections', and 'Dashboard'. The 'Sections' list includes: 'Welcome to Aalto Pedagogical training!', 'Pre-assignment', 'Session 1: Tuesday 2.2.2021 at 12.00-15.30', 'Session 2: Tuesday 16.2.2021 at 12.00-15.30', 'Session 3: Tuesday 2.3.2021 at 12.00-15.30', 'Session 4: Tuesday 16.3.2021 at 12.00-15.30', 'Session 5: Thursday 8.4.2021 at 12.00-15.30', 'Peer-group working', and 'Written plan for the individual teaching practice: Inbox & guidelines'. The main panel displays a course overview with a timeline of activities: 'Feedback 1 (01.03.2021)', 'Readings', 'Learning Log 1 (01.03.2021)', 'Feedback 2', 'Readings', 'Learning Log 2 (01.03.2021)', 'Final feedback', 'INDIVIDUAL TASK: Teaching practice preparation, session on 16.3.2021', 'GROUP TASK: Peer group meetings (at least 2) and final presentation on 8.4.2021', and 'Individual reflecting & processing during the course'. Below the main panel, there are three interactive boxes: 'Announcements', 'General discussion', and 'Meetings in Zoom'.

# After/between the teaching sessions

Interaction between the sessions is asynchronous

- student – student
- student – teacher
- student – study material

Tools providing the interaction:

- MyCourses Forum-activity: [https://docs.moodle.org/39/en/Forum\\_activity](https://docs.moodle.org/39/en/Forum_activity)
- MyCourses Feedback-activity: [https://docs.moodle.org/310/en/Feedback\\_activity](https://docs.moodle.org/310/en/Feedback_activity)
- Interactive textbook reading with Perusall: <https://perusall.com/>

# After/between the teaching sessions

How to assess and grade interaction?

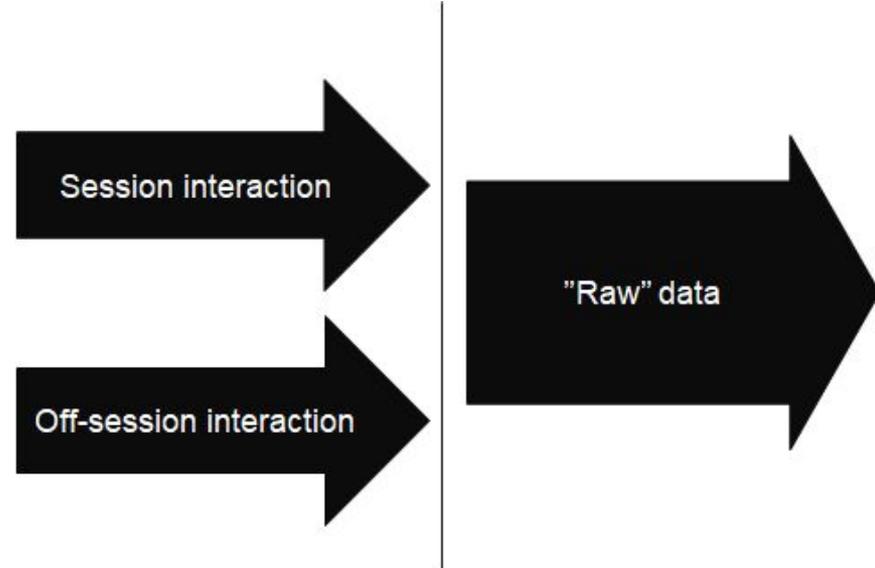
- Especially on large courses, learning data collection and management should be straightforward



# After/between the teaching sessions

How to transfer interaction into data?

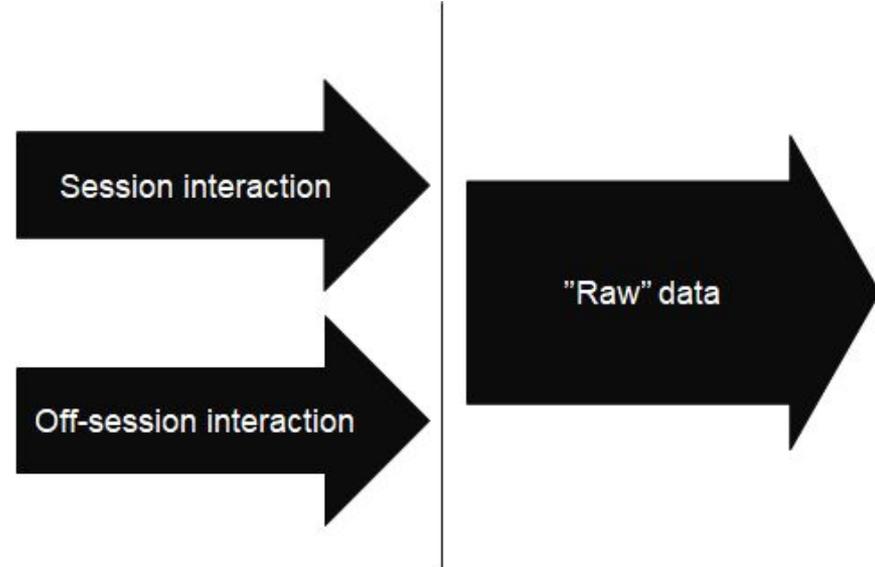
- Discussions, contributions to group work are important for learning but difficult to materialize into data...
  - *Have to be motivated, clearly introduced with a value to another assignment or learning process*
- MyCourses has Attendance activity but it quantifies only showing up...



# After/between the teaching sessions

How to transfer interaction into data?

- **Zoom:** chat is saved as a text file → user-related record of chat activity
- **Presemo:** anonymous, user-related data collection not possible
- **Flinga:** flexible platform for group work, but requires manual assessment
- **Kahoot:** spreadsheet on game participants with responses and results can be exported → data matrix for grading
- **MyCourses Forum:** posts can be assessed → course points and grade into gradebook

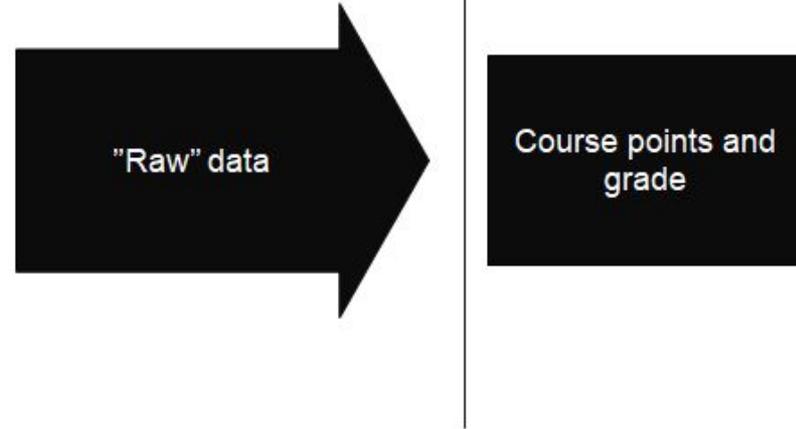


# After/between the teaching sessions

## How to transfer data into grades

(in MyCourses gradebook)

- **Zoom:** chat entries can be exported to e.g. Excel for grading → MyCourses gradebook (e.g. post a question in the chat → course point)'
- **Presemo, Flinga:** platforms for working together with another assignment
- **Kahoot** spreadsheets provide extensive set of data for versatile grading (e.g. participated - responded to questions - responded correctly)



One can assess the outcome of interaction, not the interaction itself

# Interaction in Online Teaching

## Activities and tools

- online lecture or other teaching session (Zoom, Teams, Hangout, Jitsi..)
- sharing information before or after the teaching session (MyCourses..)
- using chat or collecting comments using questionnaire link during the teaching session (Presemo, AnswerGarden..)
- sharing ideas using online whiteboard (Flinga, Miro..)
- individual learning with online textbook, article, website, video, podcast, quiz etc.. (A!Ole Aalto Online Learning pilots, Kahoot, Panopto..)
- Sharing and presenting files (Drive, Dropbox, OneDrive, PureRef..)
- giving and receiving feedback (MyCourses..)

# How to promote **Interaction in Online Teaching?**

Click the questionnaire link (in the chat) and share your best tip

- an activity
- a tool
- your experience in teaching..

1 minute..

[premo.aalto.fi/interaction](https://premo.aalto.fi/interaction)

# How to promote **Interaction in Online Teaching?**

Our tips to you...

- ❖ Provide the students with the information on what will happen in the teaching session.
- ❖ Combine online with offline, and mix active interaction with passive/receiving one.
- ❖ Focus on non-verbal communication and keep cameras on.
- ❖ Be creative. Play music while waiting for students to join the teaching session.
- ❖ Be open-minded with new platforms and softwares.
- ❖ Give time also for casual conversation.
- ❖ Try to give personal attention to the students and learn their names (if possible).
- ❖ Take into account the amount of students on the course when planning assessment methods and grading. Give feedback, collect feedback.
- ❖ Remember the magic of smile.

Thank you!

- [Tools & Resources for Interaction in Online Teaching](#)
- [Digital Learning Platforms in Aalto](#)
- [Aalto Online Learning \(A!Ole\)](#)