

# Interaction in online teaching

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## A! Peda group presentation

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# A''

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Julia Lohmann's Hidaka Ohmu. Photo: Mikko Raskinen

# Contents and learning outcomes

1. What is important in online teaching? (Interactive exercise)
2. Different types of interaction in online teaching (Theory)
3. Online tools and their uses (Interactive exercise)
4. Collaborative board as a course organization method (Applied example)

## After this session, you will be able to:



**Outline** the important aspects of online teaching (Knowledge)



**Describe** the difference between types of online interaction  
(Comprehension)



**Choose** the right tool for interaction in your online course (Application)

# What is important in online teaching?

Take a **minute** in **AnswerGarden** to write post-its of **aspects** of online teaching that you consider relevant.

<https://answergarden.ch/2116712>

Link is in the chat!



## Possibly helpful prompts:

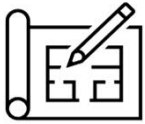
What characterizes online teaching?

What is the goal of interaction in online teaching?

What is more important in online teaching than in live teaching?

How should the teacher prepare for online teaching? What about the student?

# Effective preparation for online teaching content



Planning & preparation



Clear communication

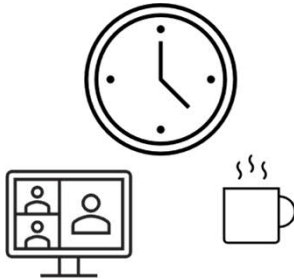


Variety of activities

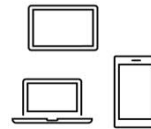


Suitable tools

Time allocation



Technology competency



Content compatibility



Materials availability

[Six Tips for Preparing Your Online Course \(facultyfocus.com\)](#)

[Best-Practices-in-Online-Teaching-Strategies-Membership\\_marked.pdf: MyUni Learning Centre \(adelaide.edu.au\)](#)

[\[INFOGRAPHIC\] Tips for hosting successful live online sessions – KnowledgeOne](#)

[8 Tips for Teaching Online | Harvard Business Publishing Education](#)

[6 Content Types For Teaching Online - eLearning Industry](#)

# Theory on different types of interaction

## Teaching Presence

Instructor's efforts to Curriculum planning, organizing content and activities, and support and encouragements that stimulate learners' interactions and enhance students' motivation and interest during the course.

Learner-Instructor (L-I) Interaction

## Cognitive Presence

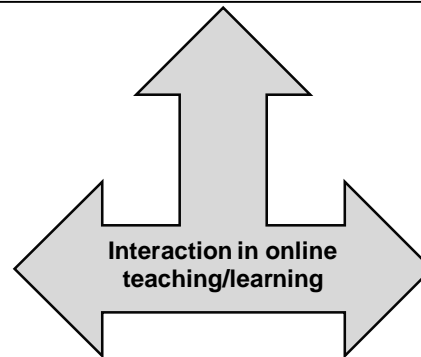
Learner-Content (L-C) Interaction

Intellectual interaction of learner and content. Flip the classroom/Pretask before every lecture. Regular home assignments which require individual reading from the content.

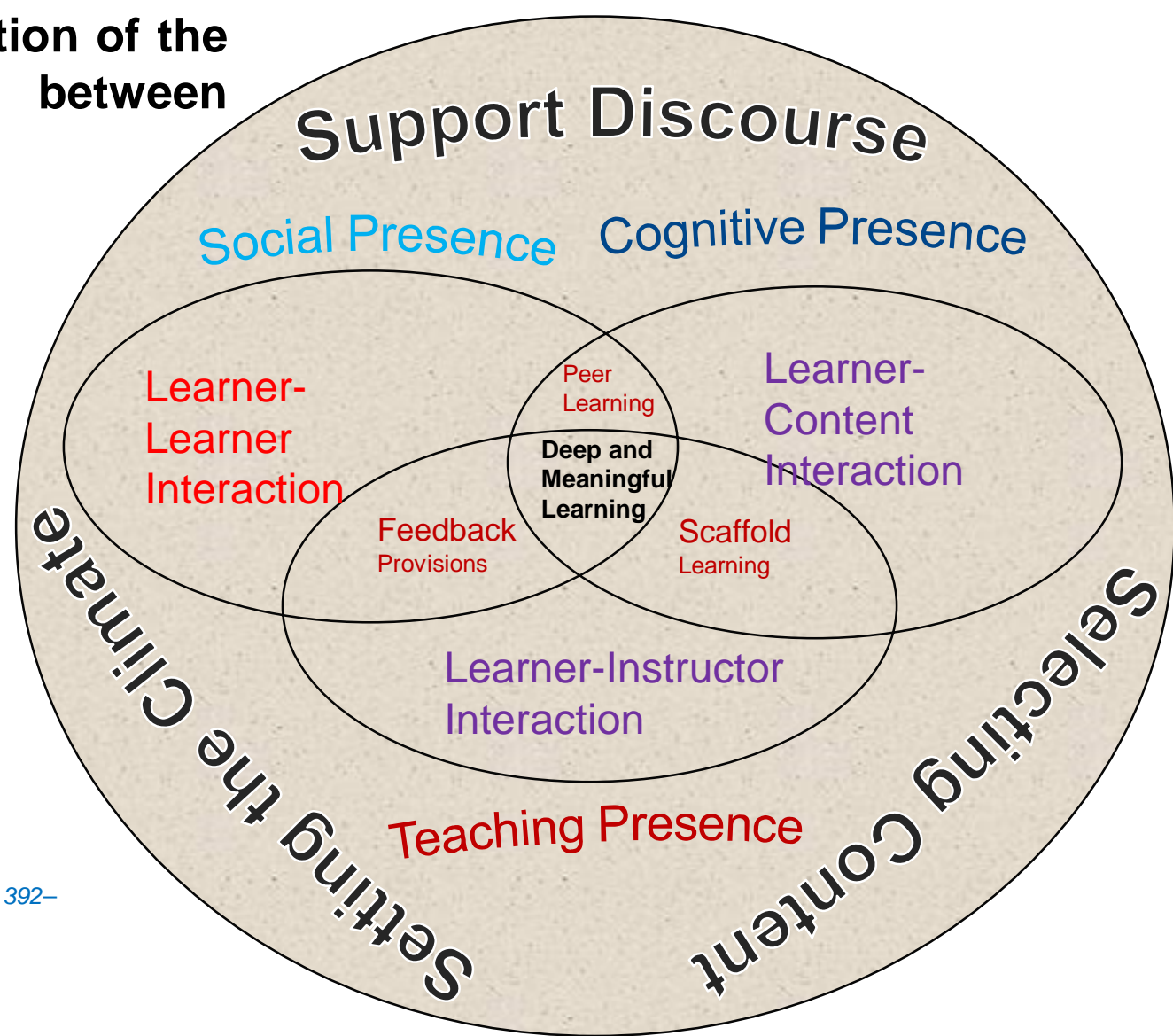
## Social Presence

Learner-Learner (L-L) Interaction

The interaction between one learner and other learners and in groups or communities with or without the presence of instructors. Examples: peer group task during lecture or as a home assignment



# Graphical representation of the potential interplay between different interactions



Ref.

1. *Am. J. Dist. Educ.*, 1989, 3(2), 1–7.
2. *Chem. Educ. Res. Prac.*, 2016 19(1), 392–397

Let us now have a **poll** on the most used tools for online teaching



This Photo by Unknown author is licensed under CC BY-NC.

Please **go to the following link:**

<https://presemo.aalto.fi/apedapeergroup1>

# Interactive Teamwork

## Example Padlet

<https://padlet.com/krisuadal/dgapbqux11unnhst>

The screenshot displays the Padlet interface with a red background. In the top left corner, the text "padlet" is visible. Below it, a yellow smiley face icon is next to the name "Kristjana Adalgeirsdottir" and the time "1h". The main title of the Padlet is "A!Peda 1" with "XX" below it. In the top right corner, there are icons for a heart, "REMAKE", "SHARE", a gear, and a user profile. A white search bar is at the top of the menu, containing the text "Search images, GIFs, YouTube, Spotify, websites, or paste URL". The menu consists of 15 items arranged in a grid:

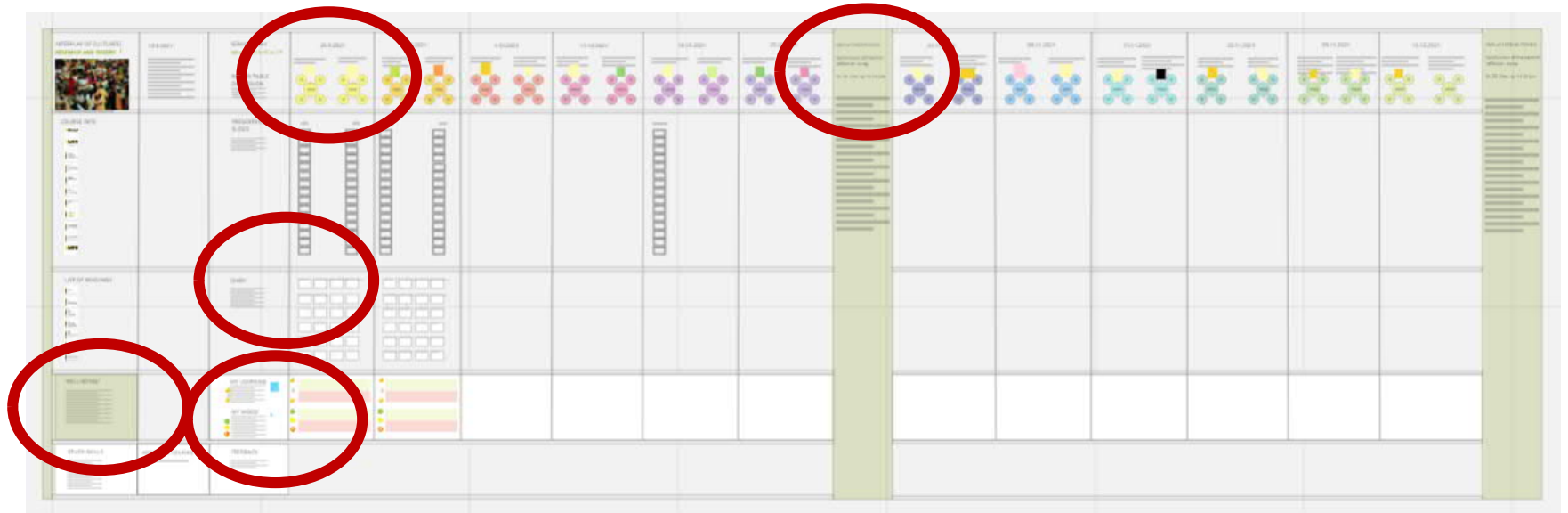
- Upload (green icon)
- Camera (green icon)
- Video Recorder (green icon)
- Audio Recorder (green icon)
- Screen Recorder (green icon)
- Location (green icon)
- Drawing (green icon)
- Padlet (green icon)
- Link (orange icon)
- Image Search (orange icon)
- GIF (orange icon)
- YouTube (orange icon)
- Spotify (orange icon)
- Web Search (orange icon)

Below the menu, a "Publish" button is visible. The background of the Padlet shows a grid of colorful hexagons. A large black arrow points from the bottom right towards a pink plus sign icon.



# Interactive Course work

## Example MIRO



# Example MIRO

## Group discussions

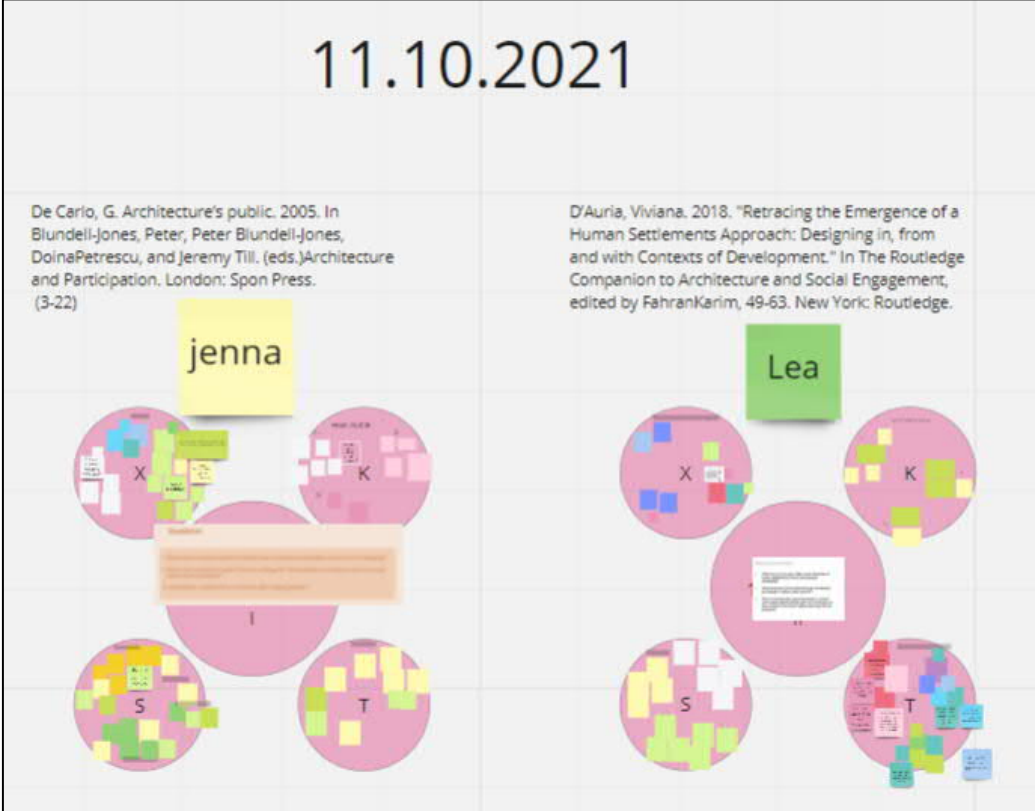
11.10.2021

De Carlo, G. Architecture's public. 2005. In Blundell-Jones, Peter, Peter Blundell-Jones, DoinaPetrescu, and Jeremy Till. (eds.)Architecture and Participation. London: Spon Press. (3-22)

D'Auria, Viviana. 2018. "Retracing the Emergence of a Human Settlements Approach: Designing in, from and with Contexts of Development." In The Routledge Companion to Architecture and Social Engagement, edited by FahrnanKarim, 49-63. New York: Routledge.

jenna

Lea



- Task
- Workboard during teamwork
- Outcomes of group discussions

# Example MIRO

## Learning LOG



**DIARY**

In the end of the seminar session write a short diary - notes- bullet points - on your personal Miro frame board before every session.

Submission of the diary latest before next week session.

QUESTIONS YOU CAN THINK ABOUT WHEN WRITING YOUR DIARY:

- What I know?
- What I wonder?
- What I learned?
- What was new and interesting to me?
- What kind of emotions the text evokes on me?
- What kind of questions the text and discussion brought up to my mind?
- About what I would still want to know more?

The right side of the board shows six templates for diary entries, arranged in a 2x3 grid. Each template has a title and several horizontal lines for writing.


- Open diary/ Learning LOG
- Shared with all team
- For memos on discussions and processes
- Individual and team

# Example MIRO


## Feedback


### MY LEARNING

Please fill in after every session you own evaluation of your learning. Add a sticky note with your initials on where you are today. Keep the same sticky note colour throughout the course.

 I learned a lot today


0


 I did not learn anything new today




### MY MOOD

Please fill in after every session you own evaluation of your mood. Add a sticky note with your initials on where you are today. Keep the same sticky note colour throughout the course.

 Excellent, I am doing great, and I am happy about performance

 Neutral, nothing special

 I am not in the good mood, I have some concerns



The MIRO board displays two horizontal bars representing learning and mood feedback. The top bar is labeled '0' and the bottom bar is labeled with a smiley face icon. Both bars are divided into a light green top half and a light red bottom half. The top bar shows a thumbs up icon on the left and a thumbs down icon on the right. The bottom bar shows a happy face icon on the left and a sad face icon on the right. The bars are populated with various colored sticky notes (purple, pink, yellow, black, blue, green, cyan) representing individual data points.

# Example MIRO

## Information board

### WELL-BEING

You can find here information about well being and links whom to contact if you are concerned of your well-being or the progress of your studies.

Study coordinator: [sanna.sekonen@aalto.fi](mailto:sanna.sekonen@aalto.fi)

Starting point of Well-being:

<https://into.aalto.fi/display/engosk/Starting+Point+of+Wellbeing>

From this link you can find information about:

- Starting point of Well-being drop-in advising
- Starting Point of Wellbeing goes Co-Studying: the opportunity to get-together remotely to do independent studying
- Study and career counselling psychologists' service
- Aalto Career Guidance counsellors
- Aalto chaplains, regardless of belief or background
- how to meet the FSHS nurse
- how to meet the UniSport specialist

Nyyti ry Chat

<https://www.nyyti.fi/en/lopisketajullin/chat/>

Free online well-being course at Yale University: Science of Well-being:

[https://www.coursera.org/learn/the-science-of-well-being?source=s&utm\\_medium=vet&utm\\_campaign=06-ScienceofWellbeing-US&utm\\_content=06-ScienceofWellbeing-US&utm\\_campaignid=9728548210&utm\\_groupid=119657127259&device=c&keyword=&matchtype=bl&network=g&device\\_model=&adposition=&creativeid=506816645212&site\\_mobile\\_promo&siteid=CA14QobC7Mf6-tiaPV8iV8V7Ch2bwHFAAYASAF2xGQPD\\_BeC](https://www.coursera.org/learn/the-science-of-well-being?source=s&utm_medium=vet&utm_campaign=06-ScienceofWellbeing-US&utm_content=06-ScienceofWellbeing-US&utm_campaignid=9728548210&utm_groupid=119657127259&device=c&keyword=&matchtype=bl&network=g&device_model=&adposition=&creativeid=506816645212&site_mobile_promo&siteid=CA14QobC7Mf6-tiaPV8iV8V7Ch2bwHFAAYASAF2xGQPD_BeC)

For example on:

- Wellbeing links and contacts at Aalto University
- Links to info on study skills
- Links to additional courses
- Course info on deadlines and assignments

# Physical maintenance

Stand UP and MOVE!



**Global Lockdown Dance Challenge 2020**

Jerusalema Dance Challenge from Palestine by PAC – Sharaf DarZaid