Getting The Mix Right

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Values

• We can (and must) continuously improve the quality, effectiveness, appeal, cost and time efficiency of the learning experience.

• Student control and freedom is integral to 21st century life-long education and learning.

• Continuing education opportunity is a basic human right.
Drivers for Change

• New demands of knowledge society
• New expectations of students
• New Technology Opportunity

Same Institutional Models, Less public resources
vintage social networking

LinkedIn  
Pinterest  
YouTube

foursquare

Instagram

Imgur

WordPress

Twitter

Facebook

Reddit

Skype

Tumblr

http://wronghands1.wordpress.com

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Interaction

• Definition (Wagner, 1994, p. 8)

• “reciprocal events that require at least two objects and two actions. Interactions occur when these objects and events mutually influence each other.”
• “More than anything else, being an educated person means being able to see connections that allow one to make sense of the world and act within it in creative ways.” (Cronon, 1998)

• “Learning may reside in non-human appliances” George Siemens – Connectivism

“Three Types of Interaction” model (Moore, 1989)

- Learner-Content
- Learner-Instructor
- Learner-Learner

“Modes of Interaction” model
Anderson and Garrison (1998)

The EQuiv

• Thesis 1. Deep and meaningful formal learning is supported as long as one of the three forms of interaction (student–teacher; student–student; student–content) is at a high level. The other two may be offered at minimal levels, or even eliminated, without degrading the educational experience.

• Thesis 2. High levels of more than one of these three modes will likely provide a more satisfying educational experience, although these experiences may not be as cost- or time-effective as less interactive learning sequences.
Interaction design...

(Miyazoe & Anderson)
EQuiv Visualization

Thesis 1: Quality

High = Mid = Low

S-C S-T S-S

If it is at a high level and quality, it will suffice for effective learning.

Thesis 2: Quantity

Increased interaction leads to higher satisfaction, but is it costly and time efficient?

S-C S-T S-S
Cost/Time issues

= 1 block dollar
## Cost/Time issues

*SC: Student–Content, ST: Student–Teacher, SS: Student–Student

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**MOOCs**

**Classroom Model**
Interaction in DE history

- Content
- Teacher
- Student
- Correspondence
- Student-teacher
- Collab. Learning
- MOOCs/OER
- Informal learning
EQuiv in OER and informal learning

= 1 block dollar

= 1 clock dollar
EQuiv in OER and informal learning

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External vectors of mega-universities

(Daniel, 2003)

(Miyazoe & Anderson, 2013)
Modes of Interaction in OERs and Informal Learning Era

- Learner-Content
- Learner-Instructor
- Learner-Learner

(Miyazoe & Anderson, 2013)
Tutors, Co-Workers, Subject experts, Teachers, relatives, mentors

Meetups, online communities, Immersive worlds, P2P, Col.work groups

Informal Learning
Tutors, Co-Workers, Subject experts, Teachers, relatives, mentors

Classrooms, Meetups, online communities, Immersive worlds, P2P, Col.work groups

Formal Learning

Content

OERs

MOOCs

Open Journals

Online Resources

WIKIs
The Interaction Equivalency (EQuiv) Website

Home

This website is designed to share information on the Interaction Equivalency Theorem posited by Terry Anderson (2003).

In a nutshell the theory posits that if any one of student-student, student-teacher or student-content interaction is of a high quality, the other two can be reduced or even eliminated without impairing the learning experience—thus creating means of developing and delivering education that is cost affordable for all of us.

CC NC SA
“Only connect! That was the whole of her sermon. Only connect the prose and the passion, and both will be exalted, And human love will be seen at its height. Live in fragments no longer. Only connect...”

• --E.M. Forster, (1910) Howards End
Thank you for listening!
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Core References


