Interaction Equivalency in the OER and Informal Learning Era

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Outline

• Interaction Theories
  – Three Types of Interaction  
    (Moore, 1989)
  – Modes of Interaction  
    (Garrison & Anderson, 2003)
  – Interaction Equivalency Theorem  
    (Anderson, 2003)

• Modes of Interaction in OERs and Informal Learning  
  (Miyazoe & Anderson, 2013)
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.”

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

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

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

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

Anderson, T. (2003). Getting the mix right again: An updated and theoretical rationale for interaction. The International Review of Research in Open and Distance Learning, 4(2)
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.
The EQuiv

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• 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...

<table>
<thead>
<tr>
<th></th>
<th>High</th>
<th>Mid</th>
<th>Low</th>
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<tbody>
<tr>
<td>Student-Content</td>
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<td>Student-Teacher</td>
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<td>Student-Student</td>
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(Miyazoe & Anderson)

EDEN 2013 Oslo, Norway
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
OER and Informal Learning in DE Interaction History

- Content
- Teacher
- Student

Correspondence
Student-teacher
Collab. Learning

OERs/MOOCs
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)
Thesis 1: Quality
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
Thank you for listening!
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Core References


