

PAPER DETAILS

TITLE: REVIEW: Interactions In Online Education Implications For Theory & Practice

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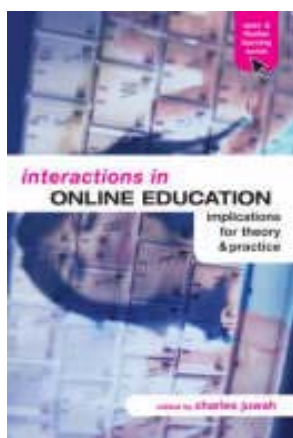
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INTERACTIONS IN ONLINE EDUCATION IMPLICATIONS FOR THEORY & PRACTICE

**Edited by Charles Juwah
Routledge Publishing, 2006
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This book was edited by, Charles Juwah, Senior Education Development Officer at Robert Gordon University, where he runs the postgraduate learning and teaching qualification course. It was published by Routledge in 2006.

Interaction is very important in open and flexible learning, and apparent at all levels of engagement, whether between students, students and tutors, online learning materials or interfacing with the learning environment. A student who actively engages with learning materials, interactions help to improve learning by fortifying knowledge and providing context, encouraging reflection, questioning and deeply understanding of a subject.

This book provides international perspectives on key topics including analyzing and designing e-learning interactions, social and conceptual dimensions of learning, interactions in online discussions, interactions in pair learning, and professional development of online facilitators. In this book a collection of research and innovative case material drawn from practitioners and academicians and it covers the theory and the practical implications of related issues. It is essential reading for all those involved in the design, implementation, management and use of open and flexible learning.

The book has thirteen chapters divided into four sections.

Contents of the book;

INTRODUCTION

THEORETICAL AND PEDAGOGICAL PERSPECTIVE

- Chapter 1. Theoretical Perspectives on Interactivity Online, **Terry Mayes**
- Chapter 2. Engaging Learners with Designers: Encounter Theory as a Model for Enhancing Communication, Interaction and Engagement, **Rod Sims and John Hedberg**
- Chapter 3. A framework for analyzing and designing e-learning interactions, **Atsusi Hirumi**

DESIGN AND LEARNING ENVIRONMENT

- Chapter 4. Designing interaction as a dialogue game: Linking social and conceptual dimensions of the learning process, **Andrew Ravenscroft and Simon McAlister**
- Chapter 5. A Model of Authentic Activities for Online Learning, **Jan Herrington, Thomas C. Reeves and Ron Oliver**
- Chapter 6. Learning Designs, Learner Interactions and Learning Objects, **Sue Bennett, Lori Lockyer and Barry Harper**
- Chapter 7. Simulation: Designing for Interactivity and Higher Order Learning, **Rik Min**

PRACTICE

- Chapter 8. Interactions in learning and teaching on the educational semantic web, **Terry Anderson**
- Chapter 9. Interactions in Online Discussions: A Pedagogical perspective, **Sanjaya Mishra and Charles Juwah**
- Chapter 10. Interactions in Peer Learning, **Charles Juwah**
- Chapter 11. Interactivity and Interactions in Videoconferencing Teaching, **Wolfgang Greller**

PROFESSIONAL DEVELOPMENT

- Chapter 12. Professional development of online facilitators in enhancing interaction and engagement: A framework, **Santosh Panda and Charles Juwah**
- Chapter 13. Developing Competencies for Online and Distance Education TEACHING, **RAMESH C. SHARMA AND CHARLES JUWAH**

CONCLUSION