

Seminar Program
The Science of Teaching: Evidence-Based
Approaches in Biology Education

UC San Diego
Biological Sciences

The Importance of Interaction-Oriented Practices in Enhancing Online Student Success



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Friday, December 4th, 2020, 10:00 – 11:00 AM

Zoom link: <https://ucsd.zoom.us/j/92679579012>

A roundtable discussion with Dr. Xu will take place immediately following the talk

Abstract: Online learning theories converge to emphasize the importance of achieving effective interactions in an online setting. Yet, there is limited knowledge regarding the patterns in which these interaction-oriented practices are being employed in current college online classes and about the empirical link between interaction-oriented teaching practices and concrete, student-level outcomes in college online courses. This study integrates online teaching theories and creates a framework that forms the basis for the development of a survey that systematically collects information on online college instructors' use of practices that facilitate interactions in six distinct domains, including instructor-student academic interaction, instructor-student social interaction, instructor-student course management interaction, student-student academic interaction, student-student social interaction and student-content academic interaction. We administered the survey among all online instructors at a state community college system in fall 2019, and 381 instructors completed the survey. Cluster analysis on instructor use of different practices distinguishes between two profiles of instructors—a high-practice user group and a low-practice user group. After controlling for a variety of student-level and course-level baseline characteristics, the high-practice user profile is predictive of higher course grades. Further analyses indicate that instructor-student course management interactions, student-student academic interactions, and student-student social interactions relate positively and significantly to student grades.

Hosted by: Melinda T. Owens (mtowens@ucsd.edu)