

## ANNOTATED BIBLIOGRAPHY

### “Enhancing Student Interactive Engagement in On-line Learning”

by Mac Newton

- 1) Abrami, P. C., Bernard, R. M., Bures, E. M., Borokhovskii, E., Tamim R. M. (2011, March 2). Interaction in distance education and online learning: using evidence and theory to improve practice. *Journal of Computing in Higher Education Research & Integration of Instructional Technology*. Retrieved from <http://link.springer.com.ezproxy.viu.ca/article/10.1007/s12528-011-9043-x/fulltext.html>

In their article, Abrami et al, consider past studies of student engagement in on-line learning, which focused on comparing face-to-face classroom student interactions with on-line student interactions. They propose that it is time to move beyond these comparative studies in order to design a new phase of on-line learning engagement, which they call Interactive Distance Education 2 (IDE2). The article discusses how student motivations to interact student to student, student to teacher and student to content can be used to design the ways in which students are guided to interact during on-line coursework.

- 2) Eryilmaz, E., van der Pol, J., Ryan, T., Clark, P.T., Mary, J. (2013, January 18). Enhancing student knowledge acquisition from online learning conversations. *International Journal of Computer-Supported Collaborative Learning*, 8, 1, 113-144. Retrieved from <http://tinyurl.com/qal995a>

In this article, the relationships between online social interaction and individual learning outcomes are explored. An anchored discussion system is the tool. The findings are that by linking an annotated part of an on-line text directly with a discussion point for students to interact with, the result is a higher quality discussion that creates greater gains in individual learning outcomes.

- 3) Gao, F., Zhang, T., Franklin, T. (2012, June 20). Designing asynchronous online discussion environments: Recent progress and possible future directions. *British Journal of Educational Technology*, 44, 3, 469-483. doi: 10.1111/j.1467-8535.2012.01330.x

The paper analyzes how the qualities of existing threaded forums constrain the online discussion. It explores the progress made in designing alternative asynchronous discussion environments and discusses four major types of asynchronous discussion environments that have been developed and researched. The paper provides suggestions for developing future asynchronous discussion environments that will improve online communication.

- 4) Shea, P. , Bidjeranob, T. (2009, April). Community of inquiry as a theoretical framework to foster “epistemic engagement” and “cognitive presence” in online education. *Computers and Education*, 52, 3, 543-553. doi: 10.1016/j.compedu.2008.10.007

The findings of this study shows that in the community of inquiry model (CoI) the ability to construct knowledge in online environment depends on the ability of teachers and learners to move beyond direct instruction to establish forms of “presence”. By design of the CoI, participants are able to engage in reflection and dialogue that provides opportunities to extend current understandings.

- 5) Zehui Zhana, Z., Xub, F., Yea, H. (2010, May). Effects of an online learning community on active and reflective learners’ learning performance and attitudes in a face-to-face undergraduate course. *Computers and Education*, 56, 4, 961–968. doi: 10.1016/j.compedu.2010.11.012

This study shows that by providing an online learning community (OLC) as a complement to face-to-face courses both active and reflective learners’ performances and attitudes can be enhanced. The effects of OLC are especially strong for reflective learners.