

graduates and undergraduate students as the initial study, the authors were able to compare interactivity in teaching/learning settings.

3. Interactivity in Learning

Online teaching has been able to promote high degrees of interactivity within a technologically mainstream environment. Following Bandura's supposition, high levels of interaction which promote social engagement can have positive effects on the learning experience. Woods and Baker [6] suggested that failing to consider the relational dynamics in the online setting may produce greater social isolation among distance learners, reduced levels of student satisfaction, poor levels of student satisfaction, poor academic performance, and increased attrition.

Younger, more technologically alert, students were more comfortable with interactivity in the online learning setting according to Garcia and Qin [4]. Further Garcia and Qin online learners expected to interact with the content and to synthesize with various online resources over listening to a lecture. Both younger and older students agreed that university-level course content is effectively done through discussions with the instructor and with fellow students. Interactivity was an effective way to learn according to Garcia and Qin.

Roper surveyed graduate students who earned their degrees by taking 80 percent or more of their courses exclusively online. Fifty-nine student responses (with GPAs of at least 3.50) responded. Roper combined responses by identifying seven tips for online learners. The second most frequently mentioned value of online coursework was online discussions. Seventh on the list was making connections with fellow students [5].

4. Findings

Findings in the authors' initial study centered about attributes of interaction/relationships in on campus (face to face) learning settings. Respect, mentoring, friendship, networking were frequently mentioned in students narratives. These attributes support the Social Learning Theory formally presented by Bandura. In their study of interaction/relationships online (virtual) learning setting, the authors learned that the same attributes appeared in student narratives. Predominant, however, in the online setting was the addition of a strong, common response from student online learners, that is, responsiveness. Students agreed that response rate was an important factor in interaction/relationships in an online learning setting. Immediacy of that response rate was deemed of value by all participants in the authors' study of online learning settings. Response rate was not

mentioned by a single student in the on campus study.

The authors in both of their studies found interactivity desired by students and faculty alike in learning/teaching settings. In the on campus (face to face) setting, students preferred interaction with fellow students to with the instructor. In the online (virtual) setting, students preferred interaction to have immediacy, that is, a rapid response rate. Convincingly, interaction in both face to face and virtual learning settings is desired for effective learning. In the face to face learning setting interaction among students was deemed of special value; and, in the online learning setting, immediacy of response rate was deemed of special value...albeit student or instructor.

5. References

- [1] Anderson, L.E. and J.S. Cartafalsa (1996). Reshaping faculty interaction: peer-mentoring groups. *Journal of Staff, Program, and Organization Development*. 14(2), 71-77.
- [2] Anderson, L.E. and J.S. Cartafalsa. (2002). Factors that make faculty and student relationships effective, *The College Teacher*, 50(4):134-8.
- [3] Beihler, R.F. and J. Snowman (11th Ed.) (2006). *Psychology Application to Teaching*. Boston: Houghton-Mifflin Co.
- [4] Garcia, Paul and Jingjing Qin. 2007. *Identifying the generation gap in higher education: where do the differences lie?* Innovate: 3 (4).
- [5] Roper Alan R. *How students develop online learning skills: Good ideas*.
<http://www.educause.edu/EDUCAUSE+Quarterly/EDUCAUSEQuarterlyMagazineVolum/HowStudentsDevelopOnlineLearn/157435>.
- [6] Woods, Jr., Robert H. and Jason D. Baker. *Interaction and Immediacy in Online Learning*. International Review of Research in Open and Distance Learning 5(2): August, 2004