Introduction to the Online Interaction Scales

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Outline

- Key considerations
- Conceptualisation / methodology / rationale
- Potential exploitation for teaching and learning

Key considerations

- Since 2001 the role of online modes of interaction has developed exponentially worldwide
- The existing 2001 illustrative scales do not adequately represent multi-modal online interaction and collaboration
- The features and constraints of specific communication technologies and tools become irrelevant over time
- Online interaction can, and does , involve multiple remote social actors who can flexibly remix media and texts to support their message
- Online interaction can be synchronous, asynchronous, spoken and written, and is often a blend these

Key considerations

Needs that are pertinent to mixed synchronous / asynchronous remote online exchanges:

- (often) the need for more redundancy in messages;
- the need to check that the message has been correctly understood;
- ability to reformulate in order to help comprehension, deal with misunderstanding;
- ability to handle emotional reactions
- inter-cultural sensitivity

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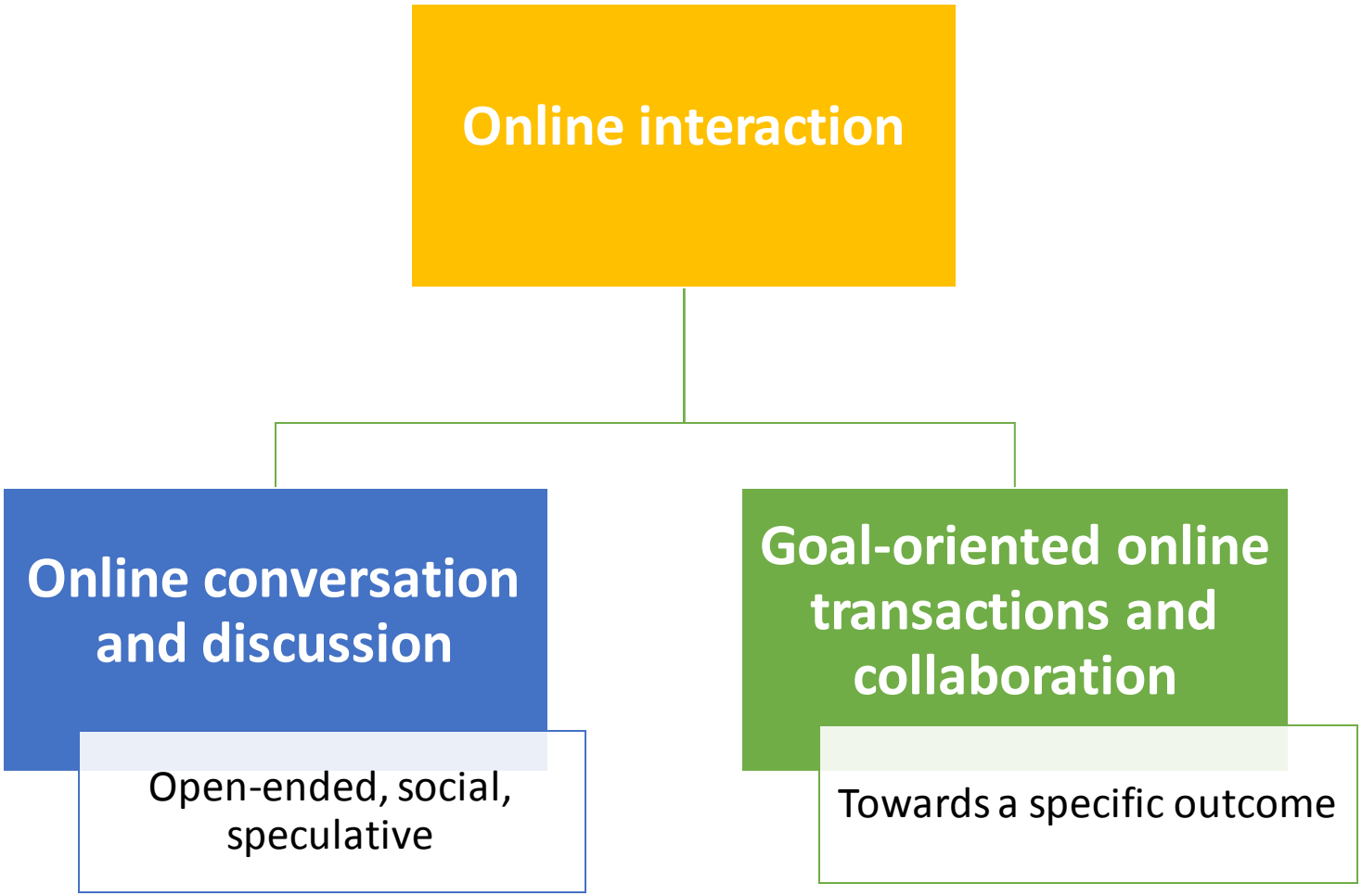
Conceptualisation

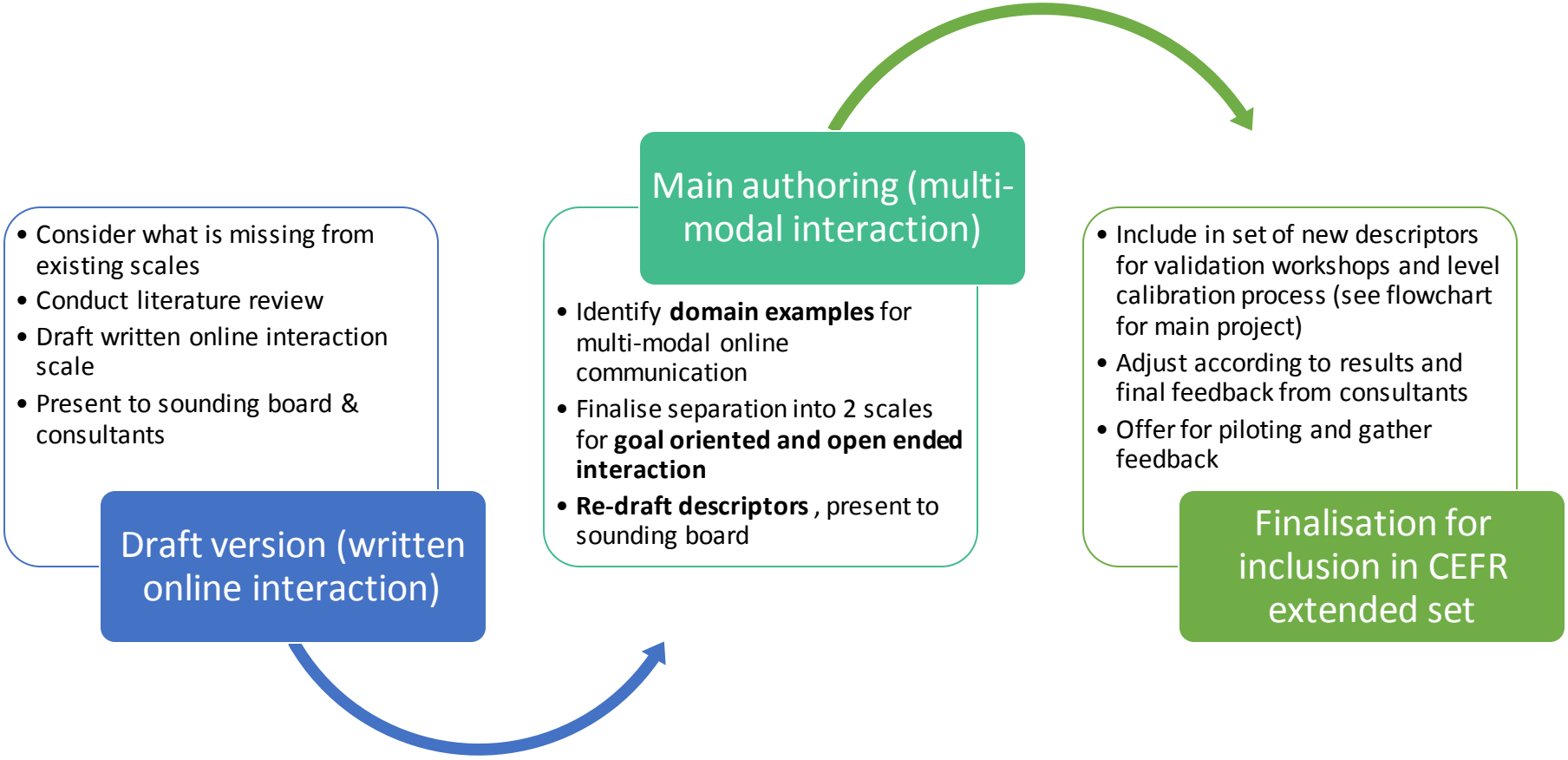
Communicative activities		2001 descriptive scheme	2001 illustrative scales (**levels and descriptors**)	Extended / enriched in new CEFR Companion Volume	Illustrative scales added in new CEFR Companion Volume
Reception	Spoken	√	√	√	
	Written	√	√	√	
	Strategies	√	√	√	
Production	Spoken	√	√	√	
	Written	√	√	√	
	Strategies	√	√	√	
Interaction	Spoken	√	√	√	
	Written	√	√	√	
	Strategies	√	√	√	
	Online				√
Mediation	Spoken	√			√
	Written	√			√
	Strategies	√			√
Other Scales	Literature & Art				√
	Plurilingual / Pluricultural				√

Conceptualisation



Development methodology

An iterative development process



Development methodology

An iterative development process

- Consider what is missing from existing scales
- Conduct literature review
- Draft written online interaction scale
- Present to sounding board & consultants

Draft version (written online interaction)

Main a
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- Identify **domain**
  multi-modal onl
  communication
- Finalise separati
  for **goal oriente**
  interaction
- **Re-draft descrip**
  sounding board

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Development methodology

An interactive development process

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Main authoring (multi-modal interaction)

- Identify **domain examples** for multi-modal online communication
- Finalise separation into 2 scales for **goal oriented and open ended interaction**
- **Re-draft descriptors** , present to sounding board

- Include
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- Adjust a
  final fee
- Offer fo
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Development methodology

An iterative development process

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- Include in set of new descriptors for **validation workshops and level calibration** process (see flowchart for main project)
- Adjust according to results and final feedback from consultants
- Offer for **piloting** and gather feedback

Finalisation for inclusion in CEFR extended set

Scale rationales

Online conversation and discussion focuses on conversation and discussion online as a multi-modal phenomenon

- instances of **simultaneous (real time) and consecutive interaction**, the latter giving time to prepare a draft and/or consult aids;
- **participation in sustained interaction** with one or more interlocutors;
- composing **posts and contributions** for others to respond to;
- **comments (e.g. evaluative)** on posts, comments and contributions of others;
- **reactions to embedded media**;
- the ability to include **symbols, images, and other codes** for making the message convey tone,
- stress and prosody, but also the **affective/emotional** side, irony etc.

Scale rationales

Goal-oriented online transactions and collaboration: This scale focuses on the potentially collaborative nature of online interaction and transactions that have specific goals, as a regular feature of contemporary life.

- **purchasing goods and services** online;
- engaging in transactions requiring **negotiation of conditions**, in a service as well as client role;
- participation in **collaborative project work**;
- **dealing with communication problems**.

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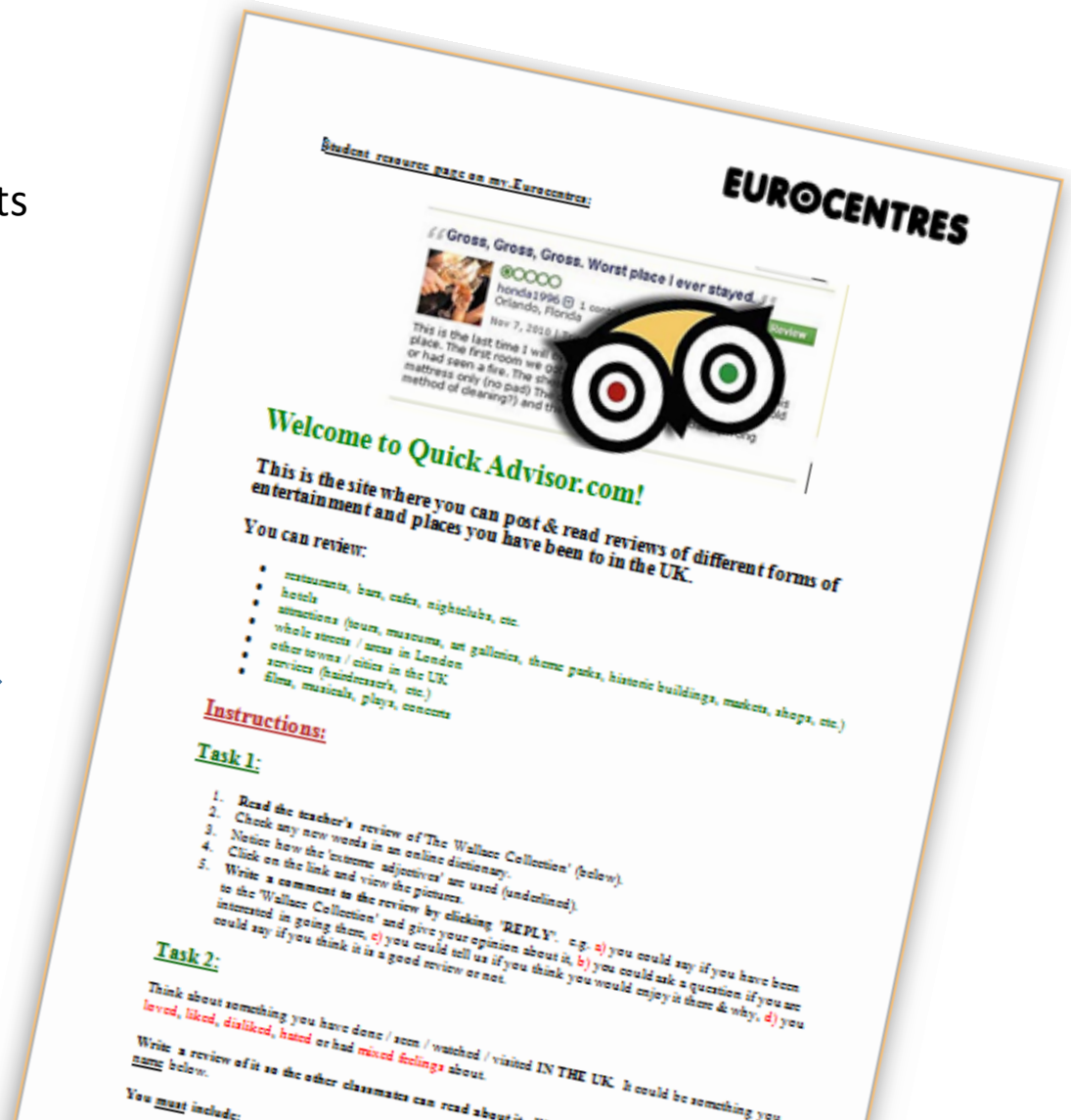
Examples

ONLINE CONVERSATION AND DISCUSSION (B1)

Can make personal online postings about experiences, feelings and events and respond individually to the comments of others in some detail, though lexical limitations sometimes cause repetition and inappropriate formulation.



Student resource page on my Eurocentres:

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"Gross, Gross, Gross. Worst place I ever stayed..."

Welcome to Quick Advisor.com!

This is the site where you can post & read reviews of different forms of entertainment and places you have been to in the UK.

You can review:

- restaurants, bars, cafes, nightclubs, etc.
- hotels
- attractions (tours, museums, art galleries, theme parks, historic buildings, markets, shops, etc.)
- whole streets / areas in London
- other towns / cities in the UK
- services (hairdressers, etc.)
- films, musicals, plays, concerts

Instructions:

Task 1:

1. Read the teacher's review of 'The Wallace Collection' (below).
2. Check any new words in an online dictionary.
3. Notice how the 'extreme adjectives' are used (underlined).
4. Click on the link and view the pictures.
5. Write a comment to the review by clicking 'REPLY'. e.g. a) you could say if you have been to the 'Wallace Collection' and give your opinion about it, b) you could ask a question if you are interested in going there, c) you could tell us if you think you would enjoy it there & why, d) you could say if you think it is a good review or not.

Task 2:

Think about something you have done / seen / watched / visited IN THE UK. It could be something you loved, liked, disliked, hated or had mixed feelings about.

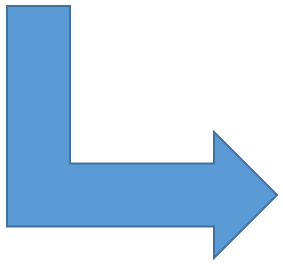
Write a review of it so the other classmates can read about it. Name below.

You must include:

Examples

GOAL-ORIENTED ONLINE TRANSACTIONS AND COLLABORATION (B1)

Can engage in online collaborative or transactional exchanges that require simple clarification or explanation of relevant details, such as registering for a course, tour, event or applying for membership.



Round-up:

- Before the lesson draws to a close, get feedback on how many students managed to arrange a successful house swap.

EUROCENTRES

Student resource page on my Eurocentres:

House Swap Holiday

Cheap holidays around the world. Just find someone to swap your house, room, or apartment with!

You have joined this site because you would like to go on holiday but do not want to pay too much for a hotel. However, in order to visit another city / country, you must exchange your home with that of someone else.

1) See the publication below as an example of what you need to do. First publish a description of your house / flat / room in your country. Remember to add some photos and to also describe the local area, the sights and attractions, etc.

2) Read through the other publications on the webpage and decide which two or three homes most appeal to you.

3) Contact the hosts by replying to their publications. Ask them any questions about things you would like more information about and state your interest in swapping homes. Are they interested in your home? If not, you need to keep [illegible]

Piloting feedback

Tertiary B1:

*'Most of the students wrote in the questionnaire that it was nice to work online, but a small group said that it was a little bit too difficult... **The exercises based on the chat worked surprisingly well**.'*

Tertiary/YL teaching prac. B2

*'The descriptors …**helped students focus on the task** … They serve for both students and the professor alike.'*

Primary: A1/A2

'a CLIL project about earthquakes...through a platform (eTwinning) where students can meet each other (chat, forum, live events), share materials (presentations on padlet)'

Impact on T&L : '***More focused on development of competences***'

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47 MEMBER STATES
47 ÉTATS MEMBRES

merci grazie gracias tesçekkurler
danke faleminderit obrigado
thank you efcharisto