

# Investigating Interactive Features of Online Instruction: Meta-Analysis with Qualitative Probing

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Online classes are a mode of education that is rapidly gaining popularity due to its flexibility in terms of both time and place for studying. According to Allen and Seaman (2013), 32% of the students take one or more of online courses during their studies. The trend appears to continue with slight variations. This presentation provides meta-analysis of research literature related to implementation of online programs. It includes qualitative probing within an innovative graduate program related to use of different features of BlackBoard™ Learning Management Systems like discussion board, Collaborate and Instant Messenger as well as the forms of feedback and student-instructor and student-student interactions. Findings illustrate the need for additional support/training about using the existing tools prior to taking disciplines-based online courses. Furthermore, results illustrate various levels of tensions, categorized based on use of different multimedia modes for student – instructor interactions as well as delivery of lectures and resources.