Powering up Student Learning with Digital Power Ups

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WHAT IS A HASHTAG?

#FUNNY #JIMMYANDJUSTIN
#CANTSTOPLAUGHING #ALLTHEHASHTAGS

https://www.youtube.com/watch?v=Wsr9YnRehNs
Gaming power-ups for boost

Harness hashtags and powerups for interactivity

Students enjoy intrinsic motivation, self-pacing/motivating, etc

Cool article with the infographic: [http://www.spencerauthor.com/metacognition/](http://www.spencerauthor.com/metacognition/)

Discussion boards allow interaction, but hard to get them motivated or raise the thinking level.

Structure online discussions using Blooms
Students choose architecture they are going to write their post in.
Faculty choose architecture when creating posts.

8 strategies from the book.
Created their own power-ups:

### DIGITAL POWER-UPS

**#REMEMBER**
List or restate something you just read/watched; then, add an opinion in your response.

**#UNDERSTAND**
Ask a question that will help you understand what you read/watched. Allow a peer to respond to your question.

**#APPLY**
Organize what you studied into something new. Include a poem, chart, timeline, diagram, or model in your response.

### DIGITAL POWER-UPS

**#ANALYZE**
Examine a quote and then compare it to a different resource. Explain why you think they're related.

**#EVALUATE**
Critique something that you read/watched in a respectful manner. Cite text-based evidence in your response.

**#CREATE**
Develop a novel response based on what you read/watched using text, video or other supplies to innovate.

### DIGITAL POWER-UPS

**#CONNECT**
Connect to an issue outside of your school. Think globally, and share how you responded in your response (this requires actual action on your part).

**#HELP**
Do you have a specific question you want feedback on? Do you want clarification about a question or response?

Students use hashtags in post to identify the type of response they are posting

### MEANINGFUL DIALOG, THINKING, AND EXPRESSION

**WHAT IS THE GOAL FOR ONLINE DISCUSSION BOARDS?**

Online discussion boards can't be made to be exactly like F2F discussion, visual and interaction not present.
It can be just as meaningful, especially with digital powerups.

EXAMPLES

#analyze: I am personally not very fond of modern popular music. To me it sounds too digital. It doesn't capture my emotions like the songs I grew up listening to. I think we have largely lost the “human” element in music in our strive for perfection.

#remember: I grew up with traditional hymns, old-time country, bluegrass, and 50’s rock and roll. I know that is a broad range of styles, but I like the “real” feel that those songs have. I also mostly heard those songs in a live performance setting, like at church or my grandfather/another playing music together.

#apply: I think music will be quite different in 50 years, just as music from 50 years ago is different from today’s. I think we are going to continue to see a trend in digital music, maybe even a shift to computer generated music/singing.

Inform students to put power up at the beginning of post.

**MUSI 1310 - AMERICAN MUSIC**

- PROMPT: USING TERMINOLOGY AND MUSICAL APPROACHES FROM OUR TEXT, SHARE YOUR THOUGHTS ON POPULAR MUSIC IN 2019 AND HOW YOU ENVISION MUSIC TO PROGRESS IN 50 YEARS.

**MUSI 1310 - AMERICAN MUSIC**

- PROMPT: IN AN EFFORT TO FACILITATE COLLABORATIVE STUDY HABITS, PLEASE SHARE THE LEARNING STRATEGIES YOU EMPLOYED WITH COMPOSERS OF UNIT 12.
Points by power-up or points by number of power-ups
Bonus points to use power-ups
Higher level more points?
Let them know if need one or more power-ups
Require a power-up in the reply as well
CONSISTENT USE OF POWER-UPS across courses!

#STARTSMALL #JUSTTRYIT #WHATDOYOUHAVETOLOSE

- **GIVE STUDENTS CONTENT FOR CONTEXT AND A QUESTION. FOLLOW WITH INSTRUCTIONS:**
- **HOW DID THE ___ ERA IMPACT TODAY’S ___?**
- **WHAT WOULD YOU CLASSIFY ___ AS?**
  - Write a response and make connections to the content this week using 2-3 POWER-UPS. Comment on at least one other post using 1-2 POWER-UPS.

Radical change in how students participate in discussion boards!

Alignment with objectives and using different levels of Bloom's
- Alignment is based on the objective – question
- Same question is answered as before, but student's choose how they answer it

Specific feedback to break a cycle if student is posting only a certain level

**Start here module:**
Prepare for discussions by introducing in the Start Here when welcoming students, and included with discussion prompt

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Discussion Instructions

Discussion with your classmates is a vital part of learning. In this course, you will participate in one class discussion in each chapter. These discussions are a required part of the course.

All online courses will have a “Q&A” discussion which is available for general course discussions (not chapter or subject specific).

In this video, you will learn how to review, reply to, and edit discussion posts.

Discussion Expectations

Discussion topics will be open each week throughout this course. Topics are designed to prompt your critical thinking skills and to help you understand the major chapter topics.

In this class, we will use DigitalPowerUps to frame our posts and replies. Our Digital PowerUps include:

- Remember: List or restate something you just read; then add an opinion in your response. Use #remember
- Understand: Ask a question that will help you understand what you read; then a piece of text to respond to your question. Use #understand
- Apply: Organize what you read into something new. Include a poem, chart, timeline, diagram, or model in your response. Use #apply
- Analyze: Examine a quote you read, and then compare it to a different text. Explain why you think they're related. Use #analyze
- Evaluate: Critique something that you read in a respectful manner. Cite text-based evidence in your response. Use #evaluate
- Create: Develop a new response based on what you read using text, video or other supplies to innovate. Use #create
- Connect: Connect to an issue outside of your school. Think globally, and show how collaborated in your response (this requires actual action on your part). Use #connect

Replying to Other Students’ Posts

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Process encourages interaction – she uses hashtags in her feedback.

#hashtags in all help everyone interact

OTHER RESOURCES – my search:


https://topr.online.ucf.edu/digital-powerups-hashtags-to-empower-higher-order-student-engagement-in-online-discussions/