INSTRUCTURECARN 2018

DIGITAL #POWER-UPS

SCAFFOLDS AND HASHTAGS FOR STUDENT ENGAGEMENT IN ONLINE DISCUSSIONS

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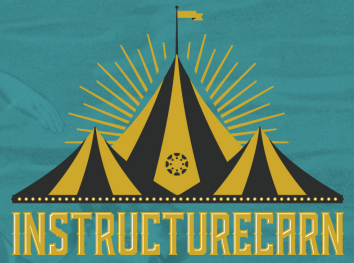

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ARCHITECTURE OF ENGAGEMENT

List 3 words to describe the interactions that would take place in the following environments

1

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ARCHITECTURE OF ENGAGEMENT

List 3 words to describe the interactions that would take place in the following environments

2

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INTERACTIONS

COURSE ENVIRONMENT

"Students know how to interact even in different kinds of physical classrooms, **because the architecture shows them how to interact**...With careful planning, an architecture of engagement can be created with digital architectural elements to help asynchronous online courses **employ active learning strategies** and otherwise be as **rigorous** and **engaging** as those on campus."

(Riggs and Linder, 2016, p. 2)

AUTONOMY-SUPPORT

intentionally plan or design for interaction and higher-order thinking utilizing an **architecture of engagement** to provide support for student learning

(Bradley, et al., 2008; Riggs & Linder, 2016; Fischer & Frey, 2013)

INADAQUECIES

not engaging students in **higher order thinking**
(Hay, Peltier, & Drago, 2004; Andresen, 2009; Gao, et al., 2013)

not allowing **co-construction of knowledge and reflection**
(Liambase, 2010)

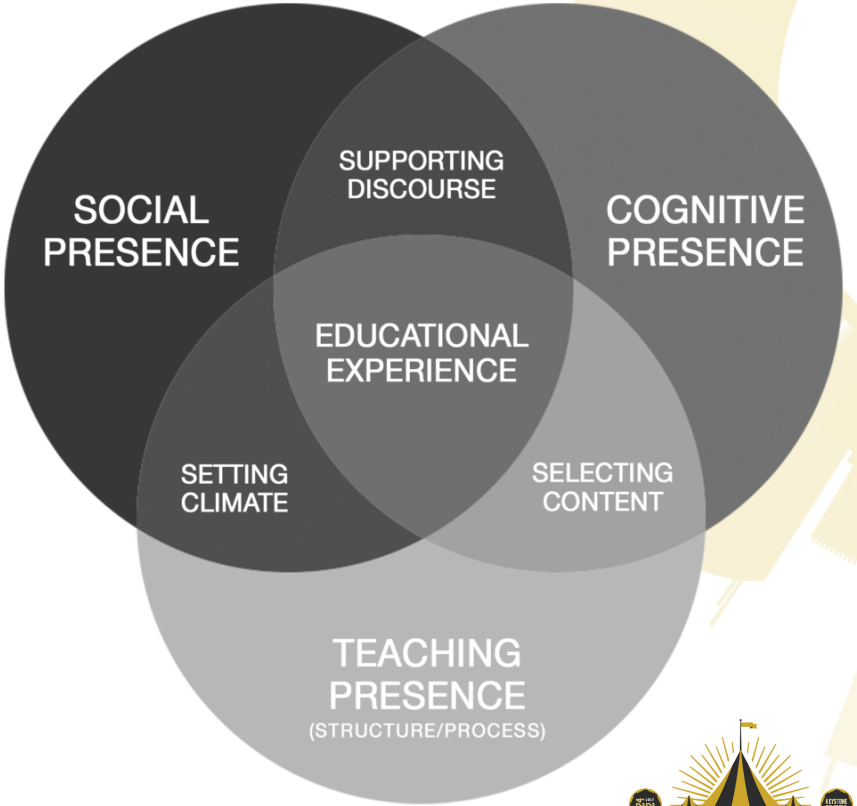
burying pertinent discussion posts as new posts get most attention
(Hewitt, 2003)

ARCHITECTURE OF ENGAGEMENT

allows for "**shared emotional connection** among members develop[ing] from the **frequency and quality of social interactions** as well as experiencing shared events and feeling as if they and others are personally invested in the group."
(Dotson, 2013, p. 145)

THEORETICAL PERSPECTIVE

CoI "is **social constructivist** in nature and is concerned with **deep and meaningful learning**" (Joksimović, et al., 2015, p. 640) centered within a "learning environment [that is] required to create and sustain a **purposeful learning community**" (Garrison, Cleveland-Innes & Fung, 2010, p. 32). CoI incorporates principles of andragogy (Knowles, 1986) by acknowledging that "adults prefer collaborative learning environments… [and] gain[ing] understanding and meaning through **critically reflective dialogue**, and apply[ing] what they learn to solve practical problems" (Lee, 2006, p. 58).



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DISCUSSION AS TEACHING METHODOLOGY

provide “assisted freedom of **choice**”
(Flowerday & Schraw, 2000; Fischer & Frey, 2013; Radenski, 2009)

provide **rationale**, or why this matters
(Lee et al., 2015; Ryan & Deci, 2000; Reeve & Jang, 2006)

provide opportunities for **personalization**
(Knowles, 1986; Patall, Cooper & Wynn, 2010; Jang, Reeve & Deci, 2010)

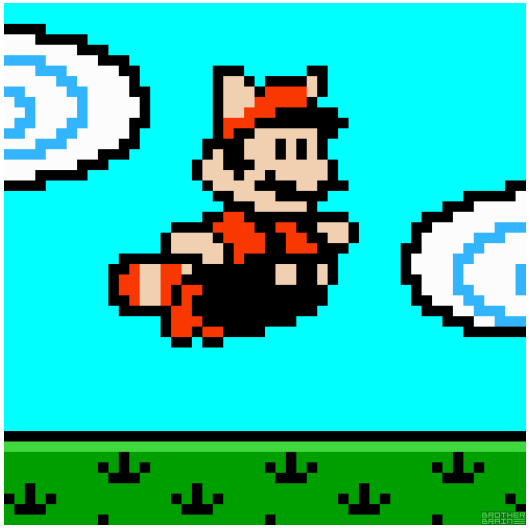
DIGITAL #POWER-UPS

Utilizing Bloom's taxonomy as a **scaffold** for enhancing student engagement and **deeper-learning** in discussion forums aligns with other research in online learning.

(Christopher, et al., 2004; Gilbert & Dabbah, 2005; Darabi, et al., 2011; Valcke, et al., 2009; Whiteley, 2014; Yang, et al., 2010)

Gustafson (2014) frames digital power-ups as a tool to empower students with both **"choice and voice"** which has been identified as an effective strategy to engage students in course activities

(Reeve & Jang, 2006; Lee et al., 2015)



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Power-ups

- *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. Allow a peer 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 novel 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 share how collaborated in your response (this requires actual action on your part). Use **#connect**.

(Gustafson, 2016, p. 115)

LIKING POSTS

Consider the "likes" as a type of **currency**, because each week the post with the most likes will earn extra credit points (so be stingy with giving out your likes)

Make quality posts that your peers will **deem worthy** of their “like”

This process allows students to engage in **curating** quality posts in the discussion forum

SET STUDENT EXPECTATIONS

Housekeeping for the ID & instructor includes preparing students for a new experience in online discussions that will **encourage interaction**, **promote connectedness**, and **emphasize personalization**.

Improve discussion by setting performance expectations using **rubrics** and an **introduction** to discussions in the syllabus or ‘start here’ module.
(Herman & Nilson, 2018)

BUILD THE DISCUSSIONS

Power-ups utilize the following Canvas features:

-Group Discussions

-Like and Sort by Like

-Rubrics for Grading

STUDENT FEEDBACK

“They add **focus and intent**. [Power-ups] help eliminate most cheap, content-poor responses.”

“They've helped me feel modern in the work; sometimes education can feel tired and stodgy, but this helps keep them **cutting edge**.”

“In some ways the power-ups help me to **engage more specifically** with the content rather than just making vague references or going on my "gut" feelings or personal experiences.”

“They allow me to make **connections** that are **important** to me, and **relevant** to me.”

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STUDENT ENGAGEMENT

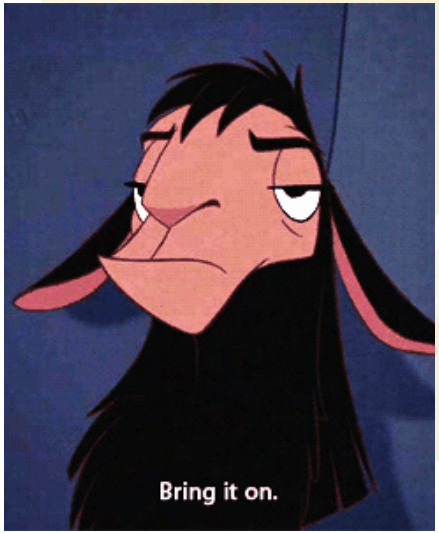
-Students can use writing, video, deliverables, etc.

-Most used power-up were #remember & #create

-Least used were #apply, #analyze and #evaluate

-Students were more likely to earn a “like” from their peers if using the #create power-up, and less likely if they used the #remember power-up

-More options for personalization led to more overall student participation



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Thank you

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