DIGITAL #POWER-UPS

SCAFFOLDS AND HASHTAGS FOR STUDENT ENGAGEMENT IN ONLINE DISCUSSIONS

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ARCHITECTURE OF ENGAGEMENT

List 3 words to describe the interactions that would take place in the following environments
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INTERACTIONS
“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)
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).
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)
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)
# 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
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
“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.”
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
Thank you