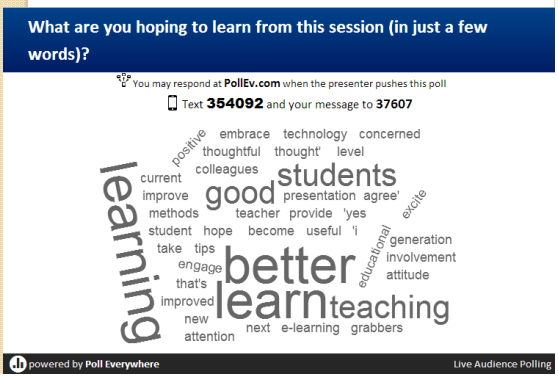
Online Discussion 3.0: Getting Your Students into the Gray

Lindsey Simpson and Ehren Ngo

Audience Participation

- Throughout the session, we will be assessing audience experiences (1st 40)
- Use your cell phone or the website to answer basic questions
- Answers are anonymous
- There is no charge to participate, but text messaging rates may apply per your cell phone service agreement



Chapter 1
State of technology

Online Discussion 3.0:
Getting Your Students into the Gray

Media Convergence

Reaching an audience

vs.

Connecting with an audience

http://youtu.be/zDZFcDGpL4U

Media Convergence

- 65,000 apps in Apple Store in 2009 → 1million+ apps in Apple Store in 2013
- 13 million unique pages in Wikipedia in 2009 → 30.8 million unique pages in Wikipedia in 2014

Exponential growth of available information…

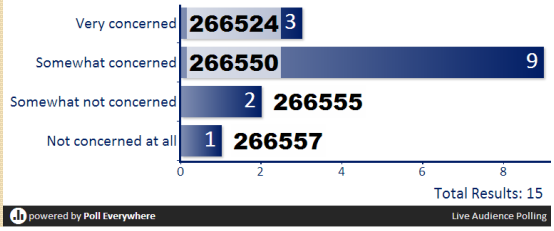
Technology is ever present

Sources:
http://www.pastemagazine.com/blogs/lists/2013/01/our-10-techie-new-years-resolutions.html/
http://www.govexec.com/excellence/executive-coach/2013/01/3-ways-cure-your-smartphone-add/60820/
http://www.consumeraffairs.com/news/digital-distractions-increasingly-common-in-college-classrooms-102513.html

How concerned are you about your students being on their phones and computers during class (unrelated to classwork - e.g., texting, FaceBook, YouTube, surfing the web)?

You may respond at **PollEv.com** when the presenter pushes this poll

Text a **CODE** to **37607**



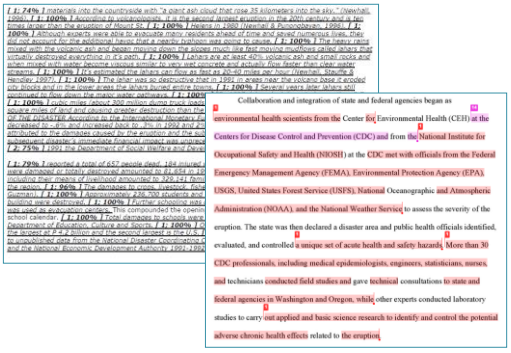
Total Results: 15

powered by **Poll Everywhere** Live Audience Polling

Easily accessed information

- Google
- Wikipedia
- PubMed Abstracts

Loss of differentiation (plagiarism)



Collaboration and integration of state and federal agencies began as environmental health scientists from the Center for Environmental Health (CEH) at the Centers for Disease Control and Prevention (CDC) and from the National Institute for Occupational Safety and Health (NIOSH) at the CDC met with officials from the Federal Emergency Management Agency (FEMA), Environmental Protection Agency (EPA), USGS, United States Forest Service (USFS), National Oceanographic and Atmospheric Administration (NOAA), and the National Weather Service to assess the severity of the eruption. The state was then declared a disaster area and public health officials identified, evaluated, and controlled a unique set of acute health and safety hazards. More than 30 CDC professionals, including medical epidemiologists, engineers, statisticians, nurses, and technicians conducted field studies and gave technical consultations to state and federal agencies in Washington and Oregon, while other experts conducted laboratory studies to carry out applied and basic science research to identify and control the potential adverse chronic health effects related to the eruption.

Do you find plagiarism more common now than in the past?

You may respond at **PollEv.com** when the presenter pushes this poll

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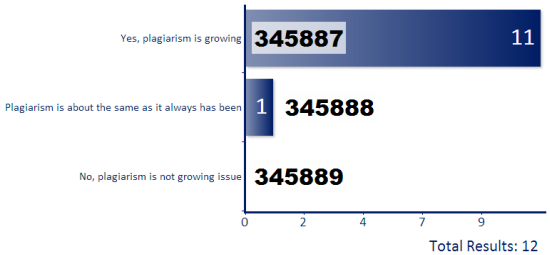

Total Results: 12

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Equal authority for information

Traditional media: TV, newspapers, magazines, *books*

Convergence = Loss of central media sources

Emergence of multiple voices

Emergency Crews Attempt To Rescue Olympic Figure Skater Who Fell Through Ice

SPORTS NEWS IN BRIEF • Sports • Olympics • ISSUE 50•07 • Feb 19, 2014

Source: http://www.theonion.com/articles/emergency-crews-attempt-to-rescue-olympic-figure-s,35313/

River of Post-Twit Notes Floods Fargo

APRIL 1, 2009 BY STEVE WOODRUFF 4 COMMENTS

A veritable yellow-snowstorm of printed 140-character "tweets" dropped from the sky over Fargo, ND yesterday, threatening to overwhelm levees already strained by an ice-clogged river.

An online micro-blogging was unveiled during the flood. This new service Post-Twit took new media communications and fused it with old world style of communications in the form of a yellow 3.5-inch sticky. Hundreds of thousands of notes came pouring into the city. According to Ev Williams, cofounder of Twitter®, "we figured we'd flood them (City of Fargo) with micro-messages on Post-it notes, just to get them acclimated to the many advantages of Twittering in a form they'd understand" (Woodruff, 2009).

engo@liu.edu: Check your source on this... Post-Twit was a April fools joke, to my knowledge.. This is the trouble with Web 2.0 technology -- anyone can be an author and post online! Hard to differentiate fact from fiction sometimes.

Source: http://brandimpact.wordpress.com/2009/04/01/river-of-post-twit-notes-floods-fargo/

How do you view the growing convergence of technology in the classroom?

You may respond at **PollEv.com** when the presenter pushes this poll

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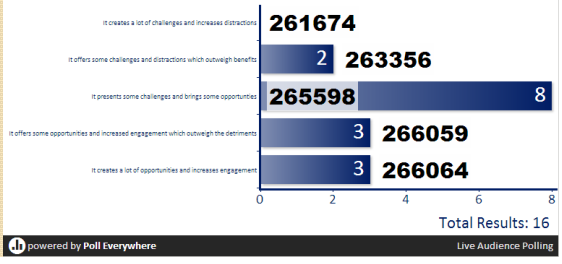


powered by **Poll Everywhere** Live Audience Polling

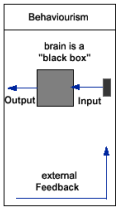
Chapter 2
Educational paradigms

Online Discussion 3.0:
Getting Your Students into the Gray

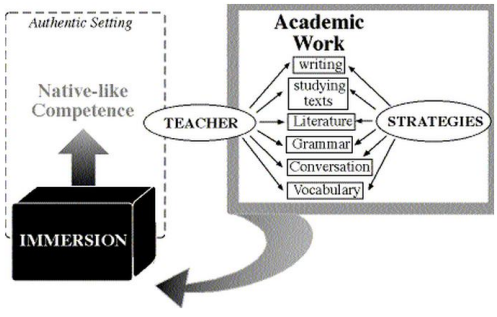
http://youtu.be/zDZFcDGpL4U

The Black Box of Behaviorism

- Measurable
- Input = output
- Drill and practice approach
- Regular, expected responses
- Repetition & Reinforcement
- Routine, mechanical process learning



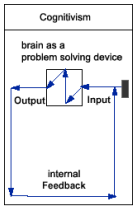
http://national.is.edu.ro/esta/3th.htm



http://www9.georgetown.edu/faculty/spielmag/articles/AAAL98.htm

Student as Computer: Cognitivism

- Vocational education: instructional design
- Chunking and reinforcement
- Modules: objectives, order, process
- Learning is measured through recall of stored information
- Long term learning = storage of information



http://national.is.edu.ro/esta/3th.htm

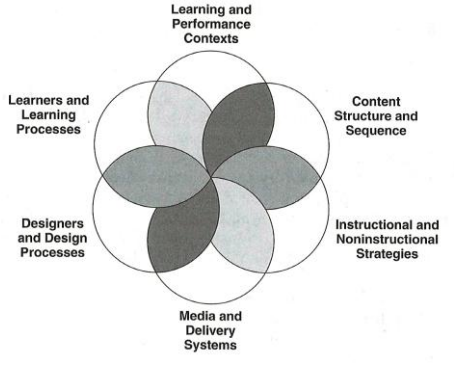
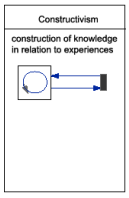


Figure 1.1 The Domains of the Instructional Design Knowledge Base.
http://aoi.bbent.com/aoi/Book/InstructionalDesign/

Growing Rhizome: Constructivism

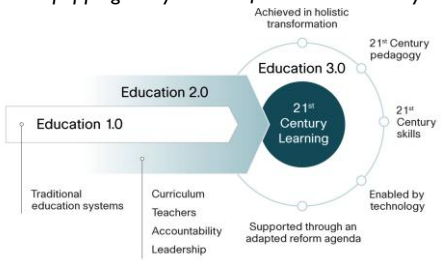
- History is important
  - Personal context foundational for learning
- Building knowledge through *doing*
  - Useful for teaching skills
- Problem based learning
  - Guiding students through poorly defined problems
- Social Constructivism
  - Meaning is derived through group work



http://national.is.edu.ro/esta/3th.htm

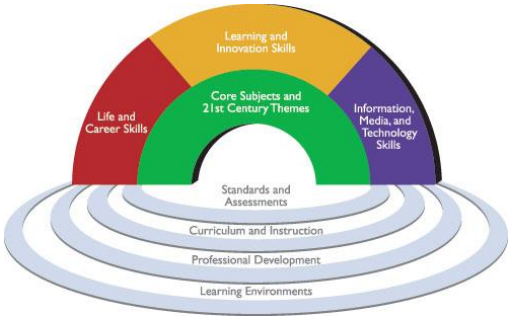
Education 3.0

- The CISCO White Paper:
  - *Equipping Every Learner for the 21st Century*



http://newsroom.cisco.com/dlls/2008/ekits/Equipping_Every_Learner_for_21st_Century_White_Paper.pdf

P21: The Partnership for 21st C. Skills



http://www.p21.org/our-work/p21-framework

P21

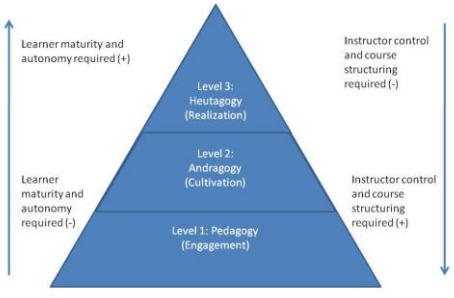
- Problem solving
- Decision making
- Creative/critical thinking
- Collaboration, communication, negotiation
- Intellectual curiosity:
  - "find, select, structure and evaluate information"
- Self-motivated learners who are:
  - Life-long learners, tenacious, practice reflexivity, "self-evaluating, self-correcting"

http://newsroom.cisco.com/dlls/2008/ekits/Equipping_Every_Learner_for_21st_Century_White_Paper.pdf

Malcolm Knowles- Andragogy

- Autonomous/Self-directed
- Life experience/knowledge
- Practical (worth their time)
- Goal oriented objectives
- Relevant information
- Respect (students as peers)

Heutagogy



Heutagogy

- *"…a form of self-determined learning with practices and principles rooted in andragogy, has recently resurfaced as a learning approach after a decade of limited attention. In a heutagogical approach to teaching and learning, learners are highly autonomous and self-determined and emphasis is placed on development of learner capacity and capability with the goal of producing learners who are well-prepared for the complexities of today's workplace."*

http://www.irrodl.org/index.php/irrodl/article/view/1076/2087

Beyond Knowles

- Learning is not always planned
- Novel experiences do and will occur
- Reflection
  - How did event unfold?
  - Why did it occur?
  - What was my role? Others' role?
- Environmental scanning
- Valuing experience and interaction with others
- Beyond problem solving → proactive response/planning

http://www.psy.gla.ac.uk/~steve/pr/Heutagogy.html

Capable People

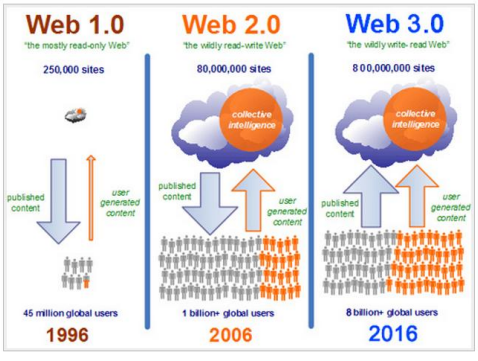
- Capacity for self-efficacy
- Knowing how to learn
- Ability to use competencies
  - In familiar situations
  - In unfamiliar situations
- Work in groups
- Trans-disciplinary care
  - Not just interdisciplinary care
  - Challenging to the medical hierarchy that is perpetuated in medicine's traditional Technical Rationality worldview

http://www.psy.gla.ac.uk/~steve/pr/Heutagogy.html

Technical Rationality

- Mechanistic worldview
- Based in proofs
- Donald Schön *The Reflective Practitioner*
- *"…complexity, uncertainty, instability, uniqueness and value-conflict – which do not fit the model of Technical Rationality"*
- How do we teach the capacity to tolerate and blossom in a stochastic world?

What about Web 3.0?



http://rattanasak.jigsawoffice.com/content/content.php?mid=2862&did=340&id=&catid=103&0

	Web 1.0	Web 2.0	Web 3.0
Meaning is…	Dictated	Socially constructed	Socially constructed & contextually reinvented
Technology is…	Confiscated at the classroom door (digital refugees)	Cautiously adopted (digital immigrants)	Everywhere (digital universe)
Teaching is done…	Teacher to student	Teacher to student & student to student	Teacher to student, student to student, & student to teacher
Schools are located…	In a building	In a building or online	Everywhere & thoroughly infused into society
Parents view schools as…	Daycare	Daycare	A place for them to learn, too
Teachers are…	Licensed professionals	Licensed professionals	Everybody, everywhere
Hardware & software in schools…	Are purchased at great cost and ignored	Are open source and available at lower cost	Are available at low cost and are used purposively
Industry views graduates as…	Assembly line workers	As ill-prepared assembly line workers in a knowledge economy	As co-workers or entrepreneurs

http://2.bp.blogspot.com/-COXUVVRN9zo/UcR-7HM4OI/AAAAAAAAAHo/bRF7EeuId_8/s1600/web3.0.jpg

	Education 1.0	Education 2.0	Education 3.0
Meaning is…	Dictated	Socially constructed	Socially constructed and contextually reinvented
Technology is…	Confiscated at the classroom door (digital refugees)	Cautiously adopted (digital immigrants)	Everywhere (ambient, digital universe)
Teaching is done …	Teacher to student	Teacher to student and student to student (progressivism)	Teacher to student, student to student, student to teacher, people-technology-people (co-constructivism)
Schools are located…	In a building (brick)	In a building or online (brick and click)	Everywhere (thoroughly infused into society: cafes, bowling alleys, bars, workplaces, etc.)
Parents view schools as…	Daycare	Daycare	A place for them to learn, too
Teachers are…	Licensed professionals	Licensed professionals	Everybody, everywhere
Hardware and software in schools…	Are purchased at great cost and ignored	Are open source and available at lower cost	Are available at low cost and are used *purposively*
Industry views graduates as…	Assembly line workers	As ill-prepared assembly line workers in a knowledge economy	As co-workers or entrepreneurs

http://www.teachthought.com/learning/8-characteristics-of-education30/

Definitional Tasks of the 21st C

- Autonomy
  - Mastery of our own lives
- Mastery
  - Desire to be better at something that matters
- Purpose
  - Learning to do what we do in the service of something greater than we are

Motivation must be intrinsic!

Dan Pink, on learning http://www.ted.com/talks/lang/en/dan_pink_on_motivation.html

R.O.W.E

- Results
- Only
- Work
- Environment

- No schedule, just get work done
- Productivity studies at Google, Wikipedia
  - The carrot/stick or 20% time

Dan Pink, on learning http://www.ted.com/talks/lang/en/dan_pink_on_motivation.html

Evolution of online discussion

- Asynchronous
- Technology based
- Learner Centric
- Self-defined

- On a larger scale: identifying and grappling with economic rationalism/corporate ideology

http://www.psy.gla.ac.uk/~steve/pr/Heutagogy.html

Edu 3.0 in Context of Sage vs. Guide

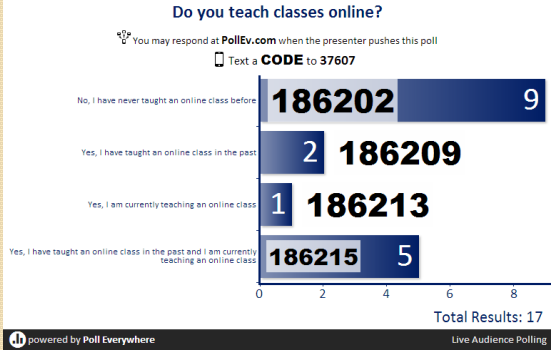
- Classic conditioning:

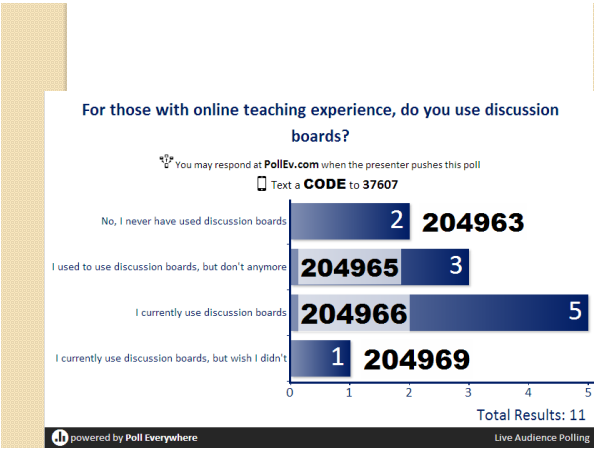
Behavorism: Pavlov *Cognitivism*: Piaget

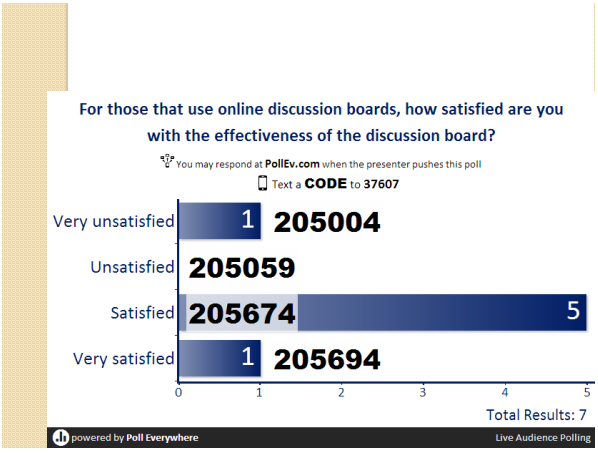
Automation	Facilitation	Transformation
To Improve the Effectiveness and Efficiency of Core Process	Physically Equipping Teachers and Students with Better Tools in the Classroom	To Transform the Way Teachers and Learners Learn
Examples	Examples	Examples
Reduce administrative costs	Increase access to laptops	Innovate with pedagogy
Improve performance management systems	Install interactive white boards	Increase creativity and collaboration
Manage online and offline security	Provide fast and reliable internet access	Create communities of learners
		Provide real-time feedback and assessment

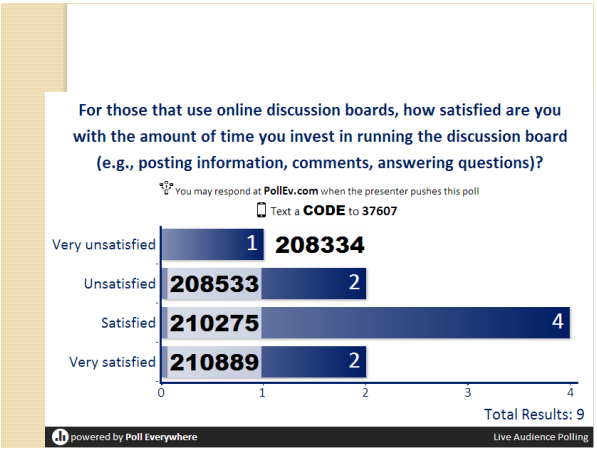
Chapter 3
Designing a world of grey

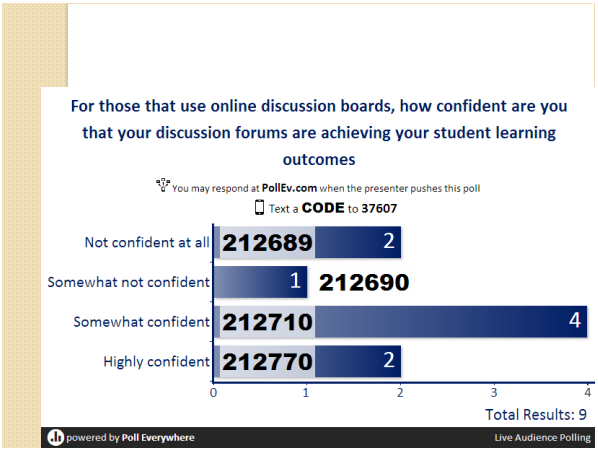
Online Discussion 3.0:
Getting Your Students into the Gray

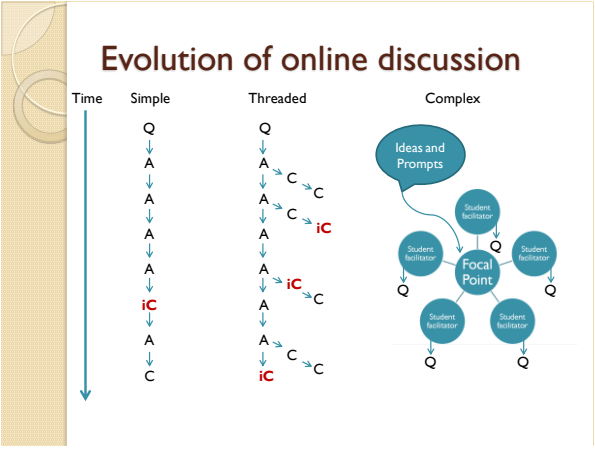












O&P Class, Geriatrics Class

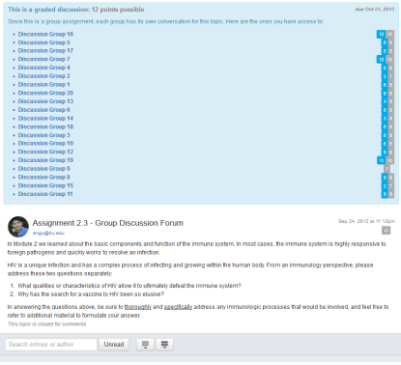
- Blended Classroom
- Discussion Boards
- Self-directed learning
  - Papers
  - Group projects

The AHCJ 305 Case Study

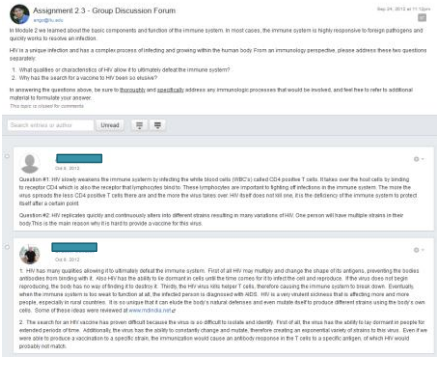
Infectious Disease and the Health Provider

- Online since Fall 2006
- Conjoint class taught to nearly every student in Allied Health
- Large class cohorts – typically 150-250
- Majority of content delivered through "interactive" SoftChalk modules that combine text and "quiz me questions"
- Majority of interaction answering five sets of discussion questions and submitting comments

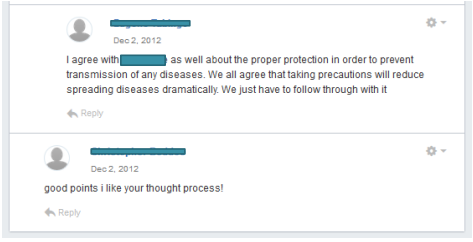
The AHCJ 305 Case Study



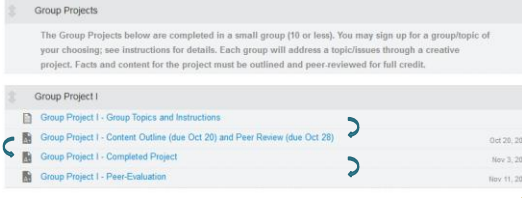
The AHCJ 305 Case Study



The AHCJ 305 Case Study



The AHCJ 305 Case Study



At the conclusion of each project, students were asked:
"Comment on the usefulness of interacting as a group to complete the group project. Did the group process have a positive effect on your learning?"

	Positive	Mixed	Negative
Response Ratio:	8	1	2

The AHCJ 305 Case Study

The good:

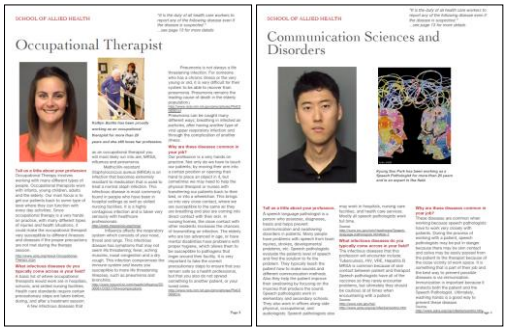
- Working in groups is more often than not good for learning. It is especially helpful in a project because work can be distributed and we can collaborate and compromise with each other. In this project we expressed ideas and concerns but in the end agreed upon a project we were all happy to do and had a part to contribute. Even when problems or difficulties arise, working in groups teaches me how to adjust and work with others that are not always in agreement with me or think like me. This project in particular has shown me how important communication is and if one doesn't understand something or needs help, one should ask the group.

The AHCJ 305 Case Study

The bad:

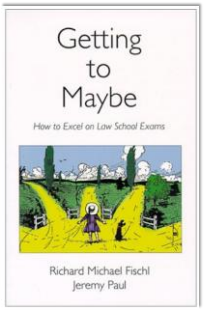
- To me, the group process did not have a positive effect on my learning. I feel as if I do a better job on my own when I don't really have to worry about other people's work.
- It was very difficult to communicate with others for a group project for an online class.

AHCJ 305 Case Study



Chapter 4
Making online discussion 3.0 work

Online Discussion 3.0: Getting Your Students into the Gray



Cultivating an appreciation of Ambiguity

Fostering curiosity through learning

Enabling Capability

- Facilitating vs forcing learning
- Sharing information
- Developing capacity for learning just as important as "embedding discipline based skills and knowledge"

http://www.psy.gla.ac.uk/~steve/pr/Heutagogy.html

Heutogogical Approaches

- Worth of self
- Individual and group capability
- Identifying system-environment interface
- Learning while teaching
- *Human adaptation*

http://www.psy.gla.ac.uk/~steve/pr/Heutagogy.html

Action Learning and Research

- Tacit learning
- E-delivery increases learner-teacher-learner interaction