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

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http://youtu.be/zDZFcDGpL4U

Media Convergence

Reaching an audience
vs.
Connecting with an audience
Media Convergence

- 65,000 apps in Apple Store in 2009
- 1 million+ 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

Easily accessed information

- Google
- Wikipedia
- PubMed Abstracts

Loss of differentiation (plagiarism)
Equal authority for information

Traditional media: TV, newspapers, magazines, books
Convergence = Loss of central media sources
Emergence of multiple voices


River of Post-Twit Notes Floods Fargo

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

Chapter 2
Educational paradigms

Online Discussion 3.0:
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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

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

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

http://youtu.be/zDZFcDGpL4U
Education 3.0

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

P21: The Partnership for 21st C. Skills

Malcolm Knowles - Andragogy

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

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.”
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?

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

What about Web 3.0?

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

http://2.bp.blogspot.com/-COXUWVRN9zo/UcR7HM40I4I/AAAAAAAAAHo/bRF7EeukI_8/s1600/web3.0.jpg
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!

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

Evolution of online discussion

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

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

Edu 3.0 in Context of Sage vs. Guide

- Classic conditioning:
  - Behaviorism: Pavlov
  - Cognitivism: Piaget

Chapter 3
Designing a world of grey

Online Discussion 3.0:
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Evolution of online discussion

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

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?”

Response Ratio:

<table>
<thead>
<tr>
<th>Positive</th>
<th>Mixed</th>
<th>Negative</th>
</tr>
</thead>
<tbody>
<tr>
<td>8</td>
<td>1</td>
<td>2</td>
</tr>
</tbody>
</table>

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.

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”

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