

## 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 (1<sup>st</sup> 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

What are you hoping to learn from this session (in just a few words)?

You may respond at **PollEv.com** when the presenter pushes this poll  
 Text **354092** and your message to **37607**

learning  
 better  
 learn  
 teaching  
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 presentation  
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 that's  
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 attention  
 next  
 e-learning  
 grabbers  
 excite

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Live Audience Polling

## Chapter I 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 → 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

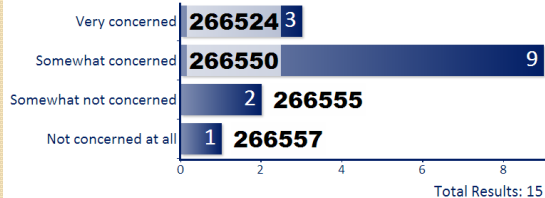


Sources:  
<http://www.gammagamma.com/blog/2012/01/06/10-ways-how-your-classroom-is-revolutionizing.html>  
<http://www.gamut.com/technology/education/tech/2013/01/13/ways-your-classroom-is-revolving-2013/>  
<http://www.courierpress.com/news/digital-distractions-increasingly-common-in-college-classrooms-1005113.html>

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

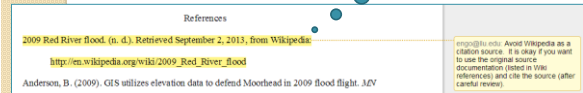
Text a **CODE** to 37607



## Easily accessed information

- Google
- Wikipedia
- PubMed Abstracts

A very common citation source...



## Loss of differentiation (plagiarism)

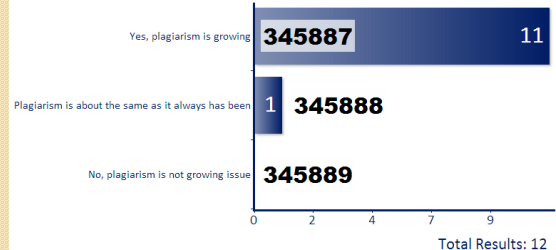
*[The following text is a heavily plagiarized and paraphrased version of the original text, illustrating the loss of differentiation.]*

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.

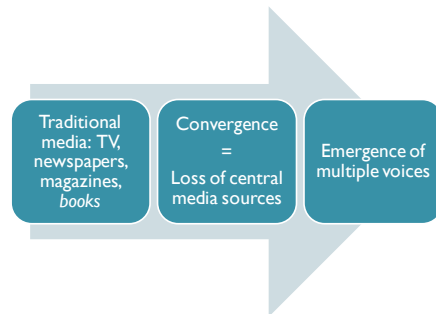
Do you find plagiarism more common now than in the past?

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

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## Equal authority for information



## 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-Twitter 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@u.edu. Check your source on this... Post-Tut 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/>

## Chapter 2

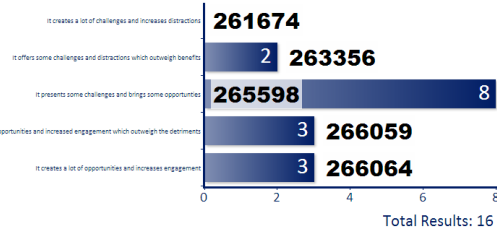
### Educational paradigms

### Online Discussion 3.0: Getting Your Students into the Gray

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

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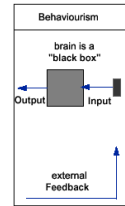
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### Live Audience Polling

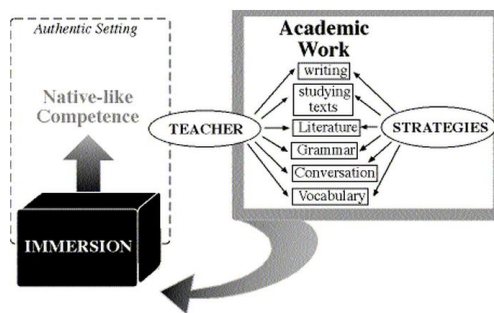
<http://youtu.be/zDZFcDGpL4U>

## The Black Box of Behaviorism

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



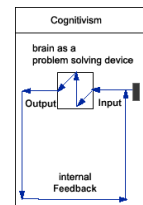
<http://national.is.edu.ro/esta/3th.htm>



<http://www9.georgetown.edu/col/col1/spelmag/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>

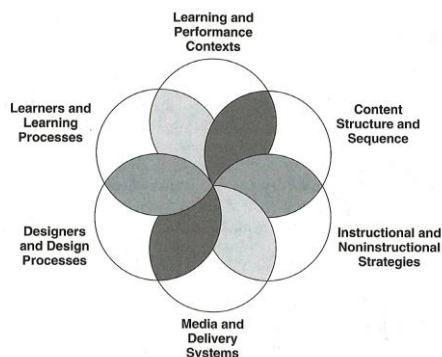
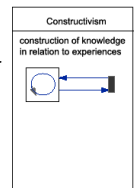


Figure 1.1 The Domains of the Instructional Design Knowledge Base.  
<http://aol.bent.com/aol/Book/InstructionalDesign/>

## Growing Rhizome: Constructivism

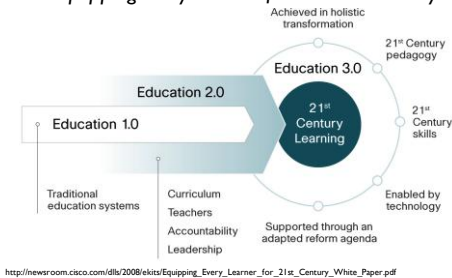
- History is important
  - Personal context foundational for learning
- Building knowledge through *doing*
  - Useful for teaching skills
- Problem based learning
  - Guiding students through poorly defined problems
- Social Constructivism
  - Meaning is derived through group work



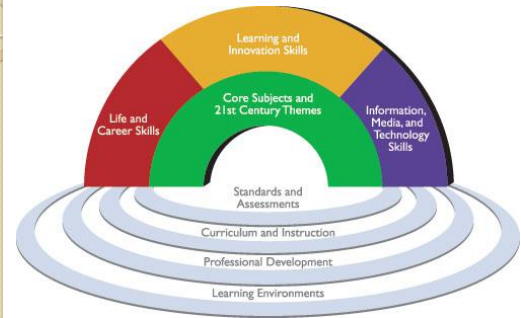
<http://national.is.edu.ro/esta/3th.htm>

## Education 3.0

- The CISCO White Paper:
  - *Equipping Every Learner for the 21<sup>st</sup> Century*



## P21: The Partnership for 21<sup>st</sup> C. Skills



## P21

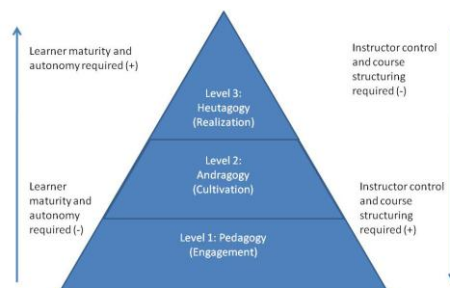
- Problem solving
- Decision making
- Creative/critical thinking
- Collaboration, communication, negotiation
- Intellectual curiosity:
  - “find, select, structure and evaluate information”
- Self-motivated learners who are:
  - Life-long learners, tenacious, practice reflexivity, “self-evaluating, self-correcting”

http://newsroom.cisco.com/dlnr/2008/08/08/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/~staveland/psychology.html>

## Capable People

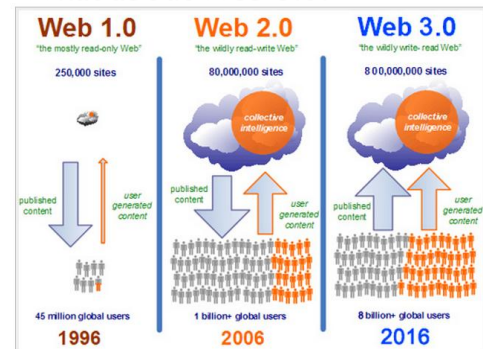
- Capacity for self-efficacy
- Knowing how to learn
- Ability to use competencies
  - In familiar situations
  - In unfamiliar situations
- Work in groups
- Trans-disciplinary care
  - Not just interdisciplinary care
  - Challenging to the medical hierarchy that is perpetuated in medicine's traditional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

<http://www.psy.gla.ac.uk/~staveland/psychology.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://rastanazakijagawoffice.com/content/content.php?mid=2862&id=340&id=8&cid=10380>

	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 purposefully
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/\\_COKUWVRNhoU/UCR-7H4MCOIAAAAAAAAAAAHob87EouId\\_Br/1600web3.0.jpg](http://2.bp.blogspot.com/_COKUWVRNhoU/UCR-7H4MCOIAAAAAAAAAAAHob87EouId_Br/1600web3.0.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 purposefully
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 21<sup>st</sup> 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](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](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

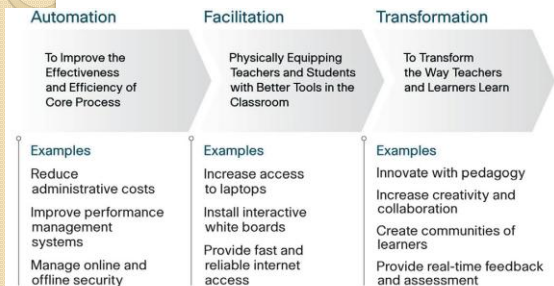
<http://www.psy.gla.ac.uk/~stevelpr/n9euzagogy.html>

## Edu 3.0 in Context of Sage vs. Guide

- Classic conditioning:

*Behaviorism: Pavlov*

*Cognitivism: Piaget*

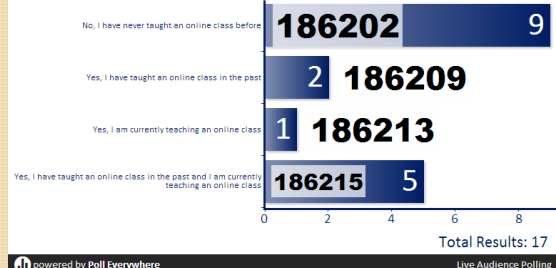


## Chapter 3 Designing a world of grey

Online Discussion 3.0:  
Getting Your Students into the Gray

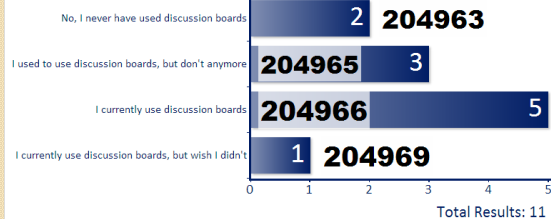
### Do you teach classes online?

You may respond at **PollEv.com** when the presenter pushes this poll  
Text a **CODE** to 37607



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

Text a **CODE** to 37607



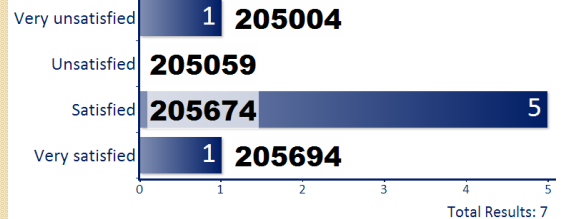
powered by Poll Everywhere

### Live Audience Polling

For those that use online discussion boards, how satisfied are you with the effectiveness of the discussion board?

 You may respond at [PollEv.com](https://www.poll-ev.com) when the presenter pushes this poll

 Text a **CODE** to 37607



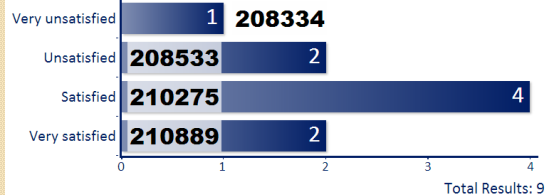
powered by Poll Everywhere

Live Audience Polling

For those that use online discussion boards, how satisfied are you with the amount of time you invest in running the discussion board (e.g., posting information, comments, answering questions)?

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

Text a **CODE** to 37607



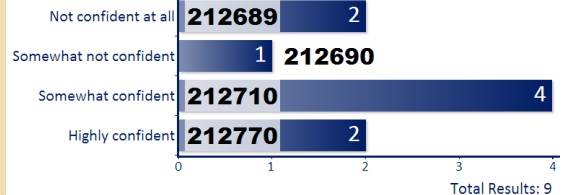
powered by Poll Everywhere

Live Audience Polling

For those that use online discussion boards, how confident are you that your discussion forums are achieving your student learning outcomes

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

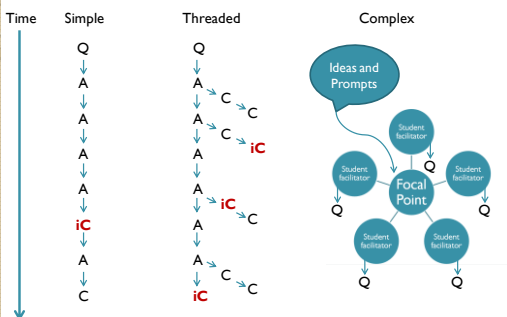
Text a **CODE** to 37607



powered by Poll Everywhere

Live Audience Polling

## 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

## The AHCJ 305 Case Study

This is a graded discussion. 12 points possible

Since this is a group assignment, each group has its own conversation for this topic. Here are the ones you have access to:

- Discussion Group 10
- Discussion Group 1
- Discussion Group 17
- Discussion Group 7
- Discussion Group 4
- Discussion Group 2
- Discussion Group 11
- Discussion Group 28
- Discussion Group 13
- Discussion Group 14
- Discussion Group 18
- Discussion Group 3
- Discussion Group 16
- Discussion Group 12
- Discussion Group 15
- Discussion Group 9
- Discussion Group 6
- Discussion Group 19

Assignment 2.3 - Group Discussion Forum

Due 24, 2012 at 11:00am

In Module 2 we learned about the basic components and function of the immune system. In most cases, the immune system is highly responsive to foreign pathogens and quickly works to resolve an infection.

HIV is a unique infection and has a complex process of infecting and growing within the human body. From an immunology perspective, please address these two questions, separately:

1. What qualities or characteristics of HIV allow it to ultimately defeat the immune system?
2. Why has the search for a vaccine to HIV been so elusive?

In answering the questions above, be sure to thoroughly and specifically address any immunologic processes that would be involved, and that these refer to additional material to formulate your answer.

This topic is closed for comments.

Search within or author Unread

## The AHCJ 305 Case Study

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Due 24, 2012 at 11:00am

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In answering the questions above, be sure to thoroughly and specifically address any immunologic processes that would be involved, and that these refer to additional material to formulate your answer.

This topic is closed for comments.

Search within or author Unread

Dec 2, 2012

Question #1: HIV slowly weakens the immune system by infecting the white blood cells (WBCs) called CD4 positive T cells. It enters via the host cells, by binding to receptor CD4 which is on the receptor that recognizes the virus. There are antibodies against the binding of antibodies in the immune system. The more the virus spreads the less CD4 positive T cells there are and the more the virus takes over, HIV itself does not kill one, it's the deficiency of the immune system to protect itself after a certain point.

Question #2: HIV replicates quickly and continuously alters into different strains resulting in many variations of HIV. One person will have multiple strains in their body. This is the main reason why it's hard to provide a vaccine for this virus.

Dec 2, 2012

1. HIV has many qualities allowing it to ultimately defeat the immune system. First of all, HIV has many multiple and change the shape of its antigens, preventing the bodies antibodies from binding with it. Also, HIV has the ability to be dormant in cells until the time comes for it to replicate and reproduce. HIV also does not target, reproducing the body has no way of finding it to destroy it. Finally, the HIV virus kills helper T cells, therefore causing the immune system to break down. Essentially, when the immune system is too weak to function at all, the infected person is diagnosed with AIDS. HIV is a very related sickness that is affecting more and more people, especially in most countries. It is so unique that it can cause the body's natural defense and even make itself to produce different strains using the body's own cells. Some of these strains were released at some point in time.

Dec 2, 2012

2. The search for an HIV vaccine has proven difficult because the virus is so difficult to isolate and identify. First of all, the virus has the ability to be dormant in people for extended periods of time. Additionally, the virus has the ability to constantly change and mutate, therefore creating an exponential number of strains to the virus. Given that we were able to produce a vaccination to a specific strain, the immunization would cause an antibody response in the T cells to a specific antigen, of which HIV would possibly not match.

## The AHCJ 305 Case Study

Dec 2, 2012

I agree with [redacted] as well about the proper protection in order to prevent transmission of any diseases. We all agree that taking precautions will reduce spreading diseases dramatically. We just have to follow through with it

Reply

Dec 2, 2012

good points i like your thought process!

Reply

## The AHCJ 305 Case Study

Group Projects

The Group Projects below are completed in a small group (10 or less). You may sign up for a group/topic of your choosing; see instructions for details. Each group will develop a topic/issues through a creative project. Facts and content for the project must be outlined and peer-reviewed for full credit.

Group Project 1

- Group Project 1 - Group Topics and Instructions
- Group Project 1 - Content Outline (due Oct 20) and Peer Review (due Oct 28)
- Group Project 1 - Completed Project
- Group Project 1 - Peer-Evaluation

Oct 26, 2011  
Nov 3, 2011  
Nov 11, 2011

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:

Positive	Mixed	Negative
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:

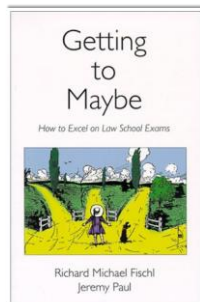
- To me, the group process did not have a positive effect on my learning. I feel as if I do a better job on my own when I don't really have to worry about other people's work.
- It was very difficult to communicate with others for a group project for an online class.

## 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/prHeutagogy.html>

## Heutogological Approaches

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

<http://www.psy.gla.ac.uk/~steve/prHeutagogy.html>



## Action Learning and Research

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