21st TCC ONLINE CONFERENCE
E-Learning : The More We Get Together

April 19-21, 2016

engage
share information
acquire content knowledge
develop better written communication skills

Challenge to use appropriate tools, design and manage educational experiences for students.

design better online discussions to –

- **promote stronger higher-order thinking skills** (Eryilmaz et al, 2013)

- **support interactivity and collaboration (Mahle, 2011; McCrory, Putnam, & Jansen, 2008)**

Defining the Process

Insights

Contribution

Engagement
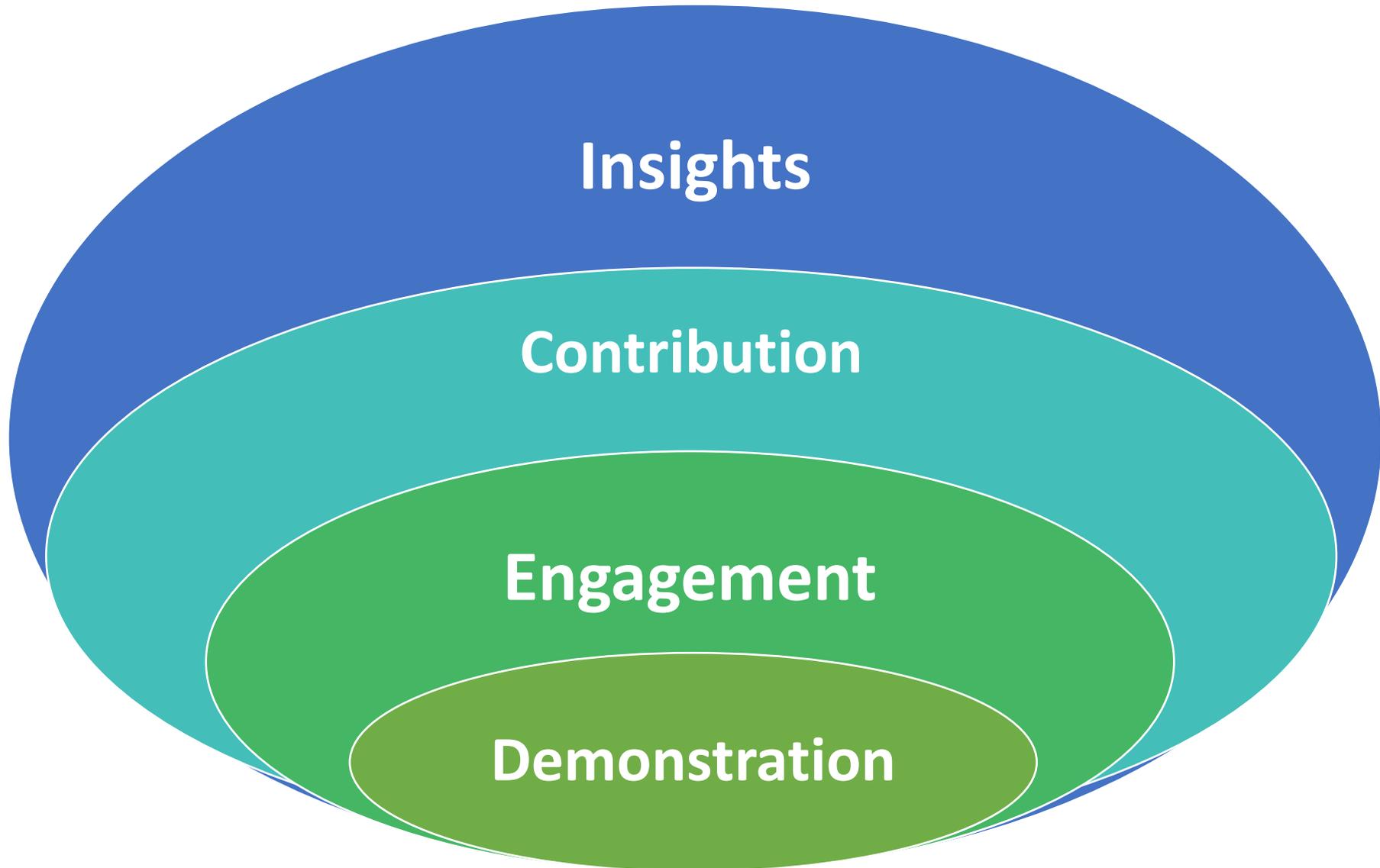
Demonstration

Purpose for the Online Activity

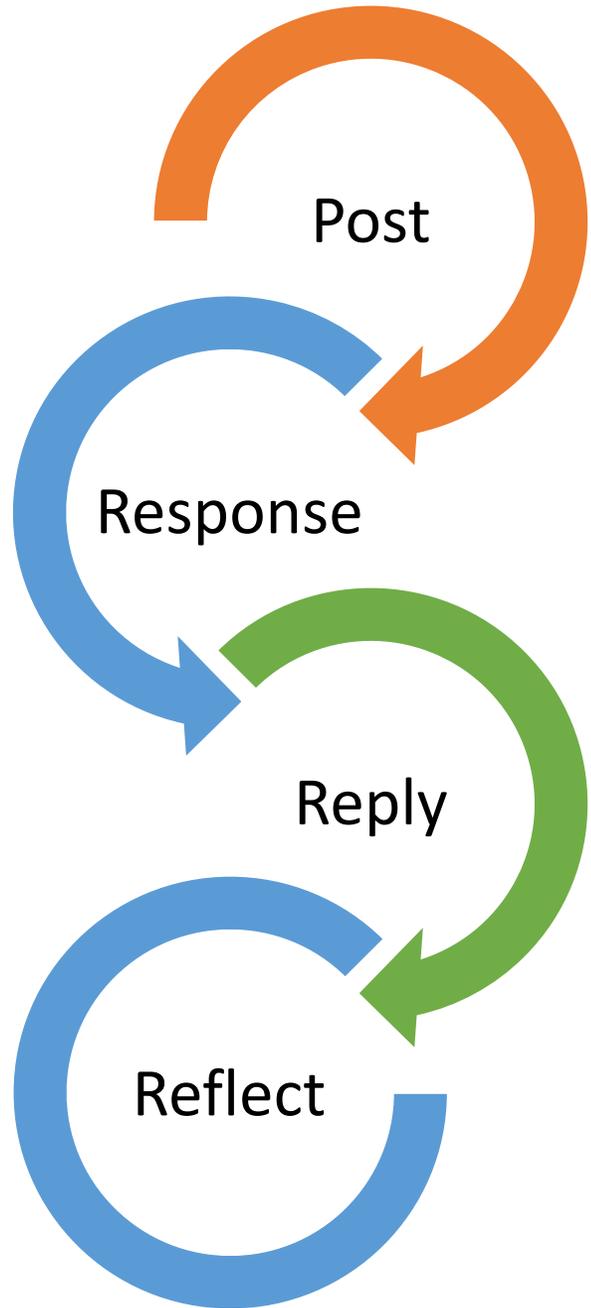**Demonstration** of knowledge

Engagement with peers and course content

Contribution to the scholarly exchange

Insights sharing

Critical Thinking

Collaboration/ Cooperation

Mastery of Core Content

Effective Communication

Self-Directed Learning
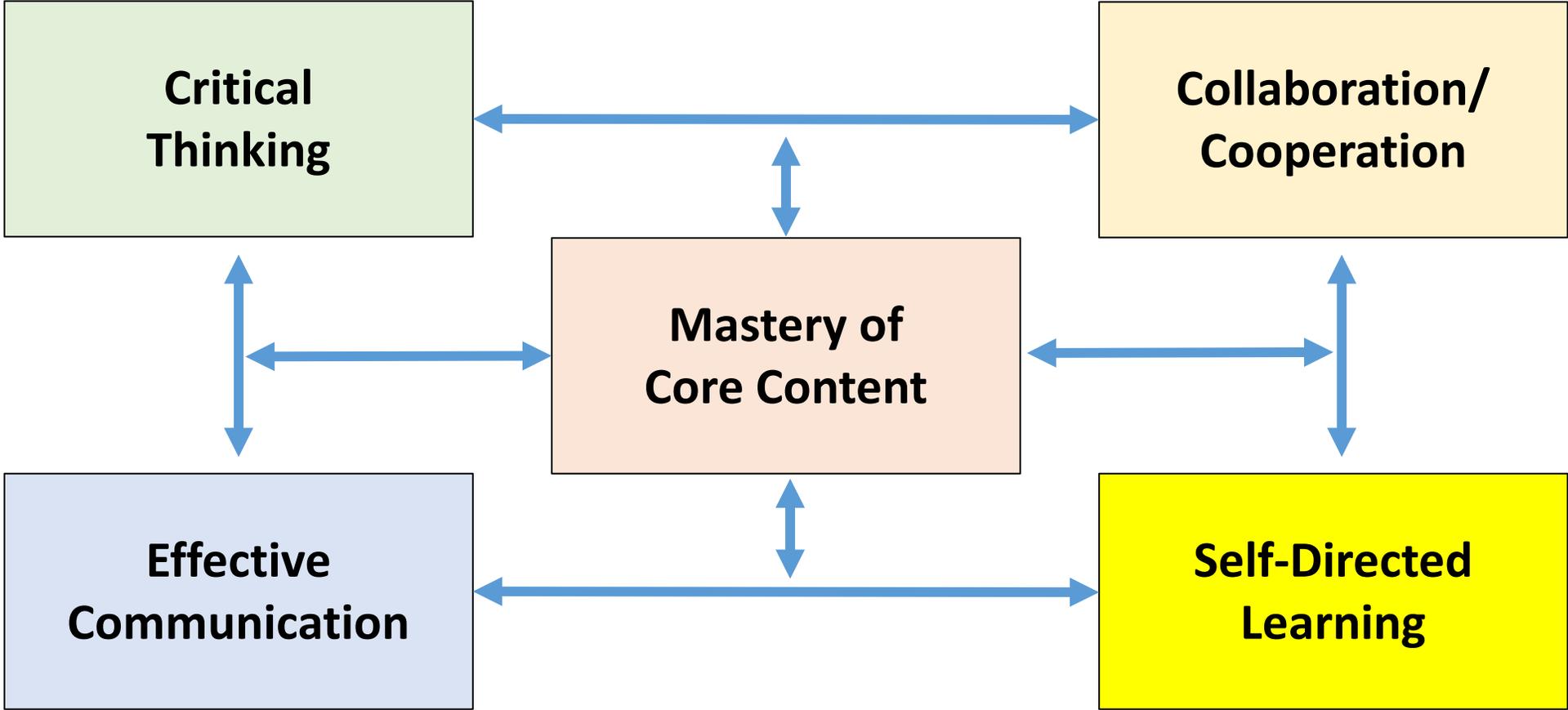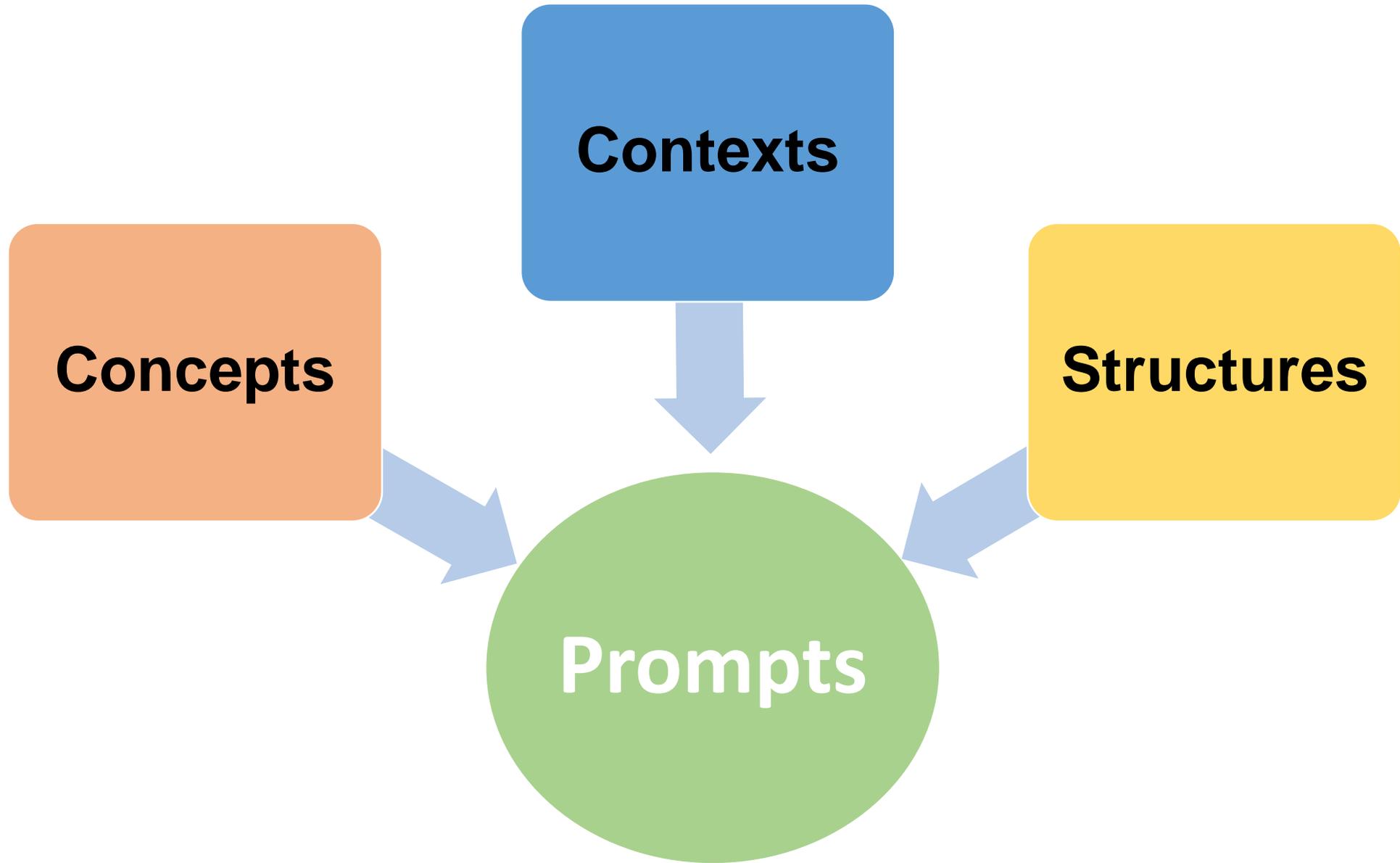
What do you need to do during the Week of Initial Postings of Discussion One?

1. For this week, you are required to do your first initial postings. First, you to **write about your off-the-cuff reaction to the ideas you read from both the text and the articles**. Also, tell us what chapter you liked the best given your understanding, and the reasons for your choices (DEMONSTRATION).

This is your 1st INITIAL posting. It is strongly recommended that you begin your initial posting by using this format -- "After reading _ (insert chapter title or topic), I ...." Please label your subject heading with your last name plus "Ideas" (Baylen+Ideas).

2. Think about Reeves's ideas as well as those identified in the readings further. Do you see these ideas happening around you? **Can you give an example** (beside the ones provided by Reeves) that you see in your context? How about another example from your experience? How relevant are the articles' contents to what Reeves is saying? **Is there an alignment between the text and the articles?** If yes, what is it? If not, why do you say so? (DEMONSTRATION) Your response to these questions should be your 2nd INITIAL posting. It is strongly recommended that you begin your initial posting by using this format -- "In thinking about Reeves's ideas on (insert specifics), I observe this happening in my _ (insert life/practice) ...." Please label your subject heading with your last name plus "Example" (i.e., Baylen+Example).

During the week, please read the posting and comment to **MORE THAN three initial postings** (ENGAGEMENT). You need to do this by posting a reply to their initial postings. Please provide a brief explanation of your own thinking as you respond to your peers' postings. Please make sure that you identify (underline, italics or bold) your added contribution to the threaded conversation (CONTRIBUTION).
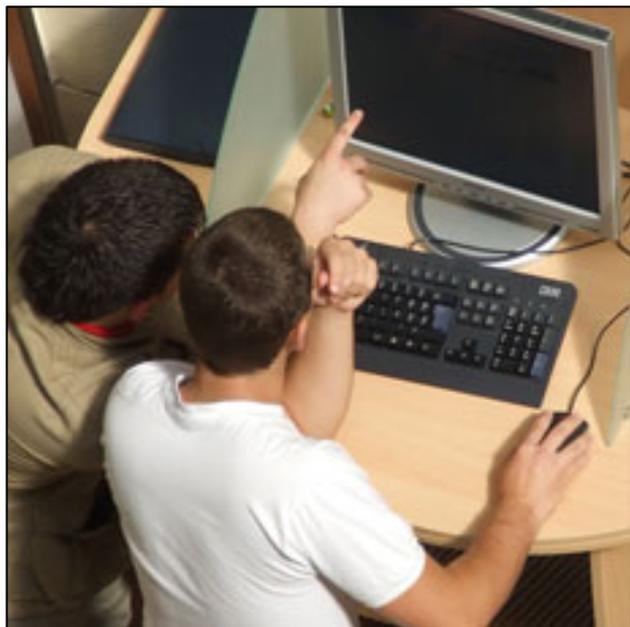
In replying to a posting, please **change the subject heading** -- REPLY to [LAST NAME]. This will alert your peer that you posted a comment on what interest you in his/her posting. Further, please **use your peer's first name when replying to their posting**. In doing this, then your peer knows that it is his/her contribution that you are recognizing and of interest to you. Also, this helps us build a sense of community in our virtual learning environment.

For this week designated for reflection, you need to make a final INITIAL posting with a subject heading label -- Last name plus "Reflections" (i.e., Baylen+Reflections). It would be helpful if you begin your initial posting by using this format -- "After this online discussion experience, I learned (or believe) that _ ...." This final posting will **capture what you learned from the readings and discussions this past week** (INSIGHTS). Remember to use appropriate APA citation(s) to support your submission.

Do not forget to review the rubric for assessing your performance in this activity. Remember that all online discussion board activity in CourseDen closes at 11:55 p.m. at the end of the week.

You are expected to actively participate in this discussion. You are encouraged to do more than what is stated above as minimum expectations for initial postings and replies (ENGAGEMENT).

Assessing Participation & Performance

Contribution

Count

Protocol

Clarification

Critique
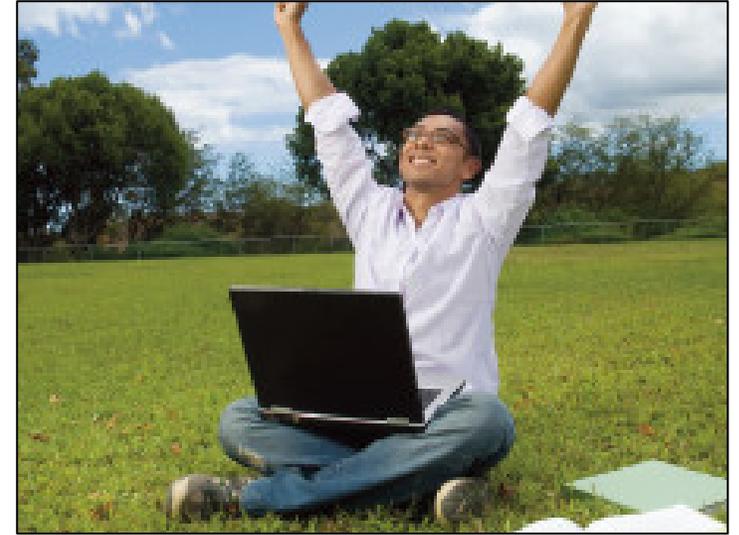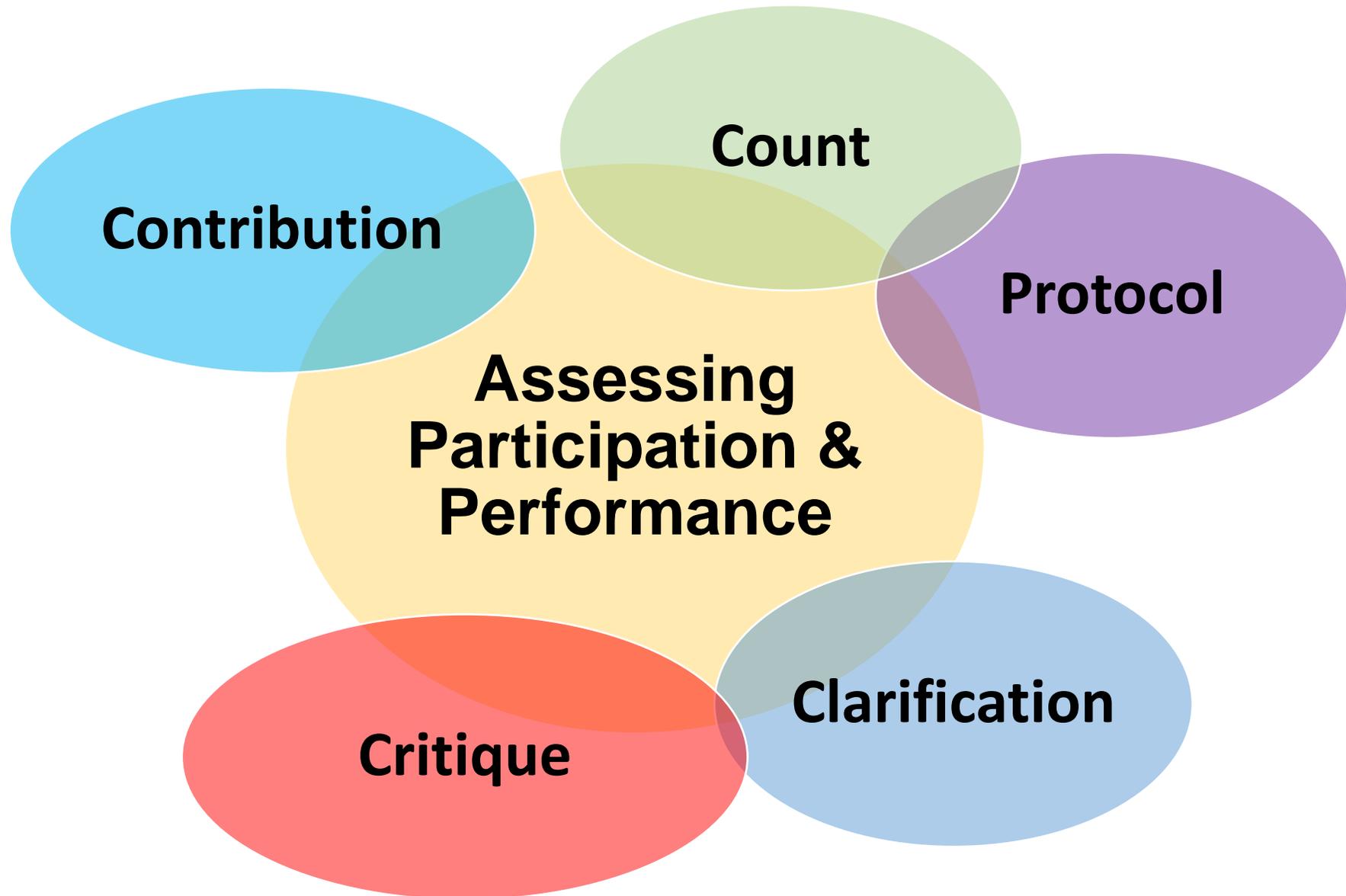
- Answered the question or responded to the prompt with accuracy, clarity and substance.

- Use in-text citations based on relevant literature to support points or arguments made in the posting.

- Applied accurate APA formatting in giving credits to citation sources.

- Embedded personal or professional experiences that support the content of his/her initial postings.

- Met expectations of this discussion by following instructions including protocols (file naming, subject heading)

- Posted more than three responses to peers' postings.

- Replied to a peer's response to his/her own initial posting.

- Identified specific content from the peer's posting that made a connection to him/her in a reply to a post.

- Embedded personal or professional experiences that support the content of his/her replies to peers' postings.

- Met expectations of engagement by posting all required number of replies before the last day of the discussion.

- Made at least three initial postings including a final reflective post at the end of the discussion.

- Summarized two to three related postings as part of his/her posting on a reply.

- Identified at least one key idea from the literature and shared it in the discussion using accurate APA citation format.

- Contributed personal or professional anecdotes to facilitate better understanding of the ideas discussed.

- Met expectations of contributions by posting his/her final reflection within the last two days of the discussion.

"nsights"

- Identified content from his/her peer's posting that is helpful or useful to the discussion accompanied by brief explanations.

- Used in-text citations based on relevant literature to support insights gained from the online discussion.

- Applied accurate APA formatting in giving credits to citation sources.

- Contributed personal or professional anecdotes to the summary of the online discussion.

- Met expectations of insights acquired by making a final post on or before the last day of the discussion.
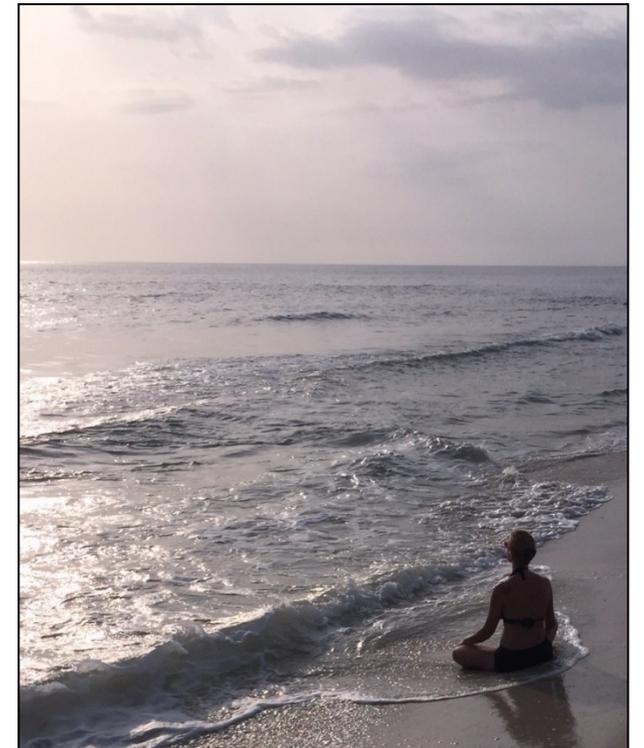
- Participants were enrolled in fully-online graduate courses from an American public institution of higher education.

- Most were practicing K-12 teachers and primarily females.

- Teaching experiences range from a year to more than twenty years

- Courses are required for graduation from a master's or specialist's degree programs.

- Typical course requires the completion of 4-5 project, 5 online discussions, and 10 exercises.

- The online course delivery was supported by a learning management system.
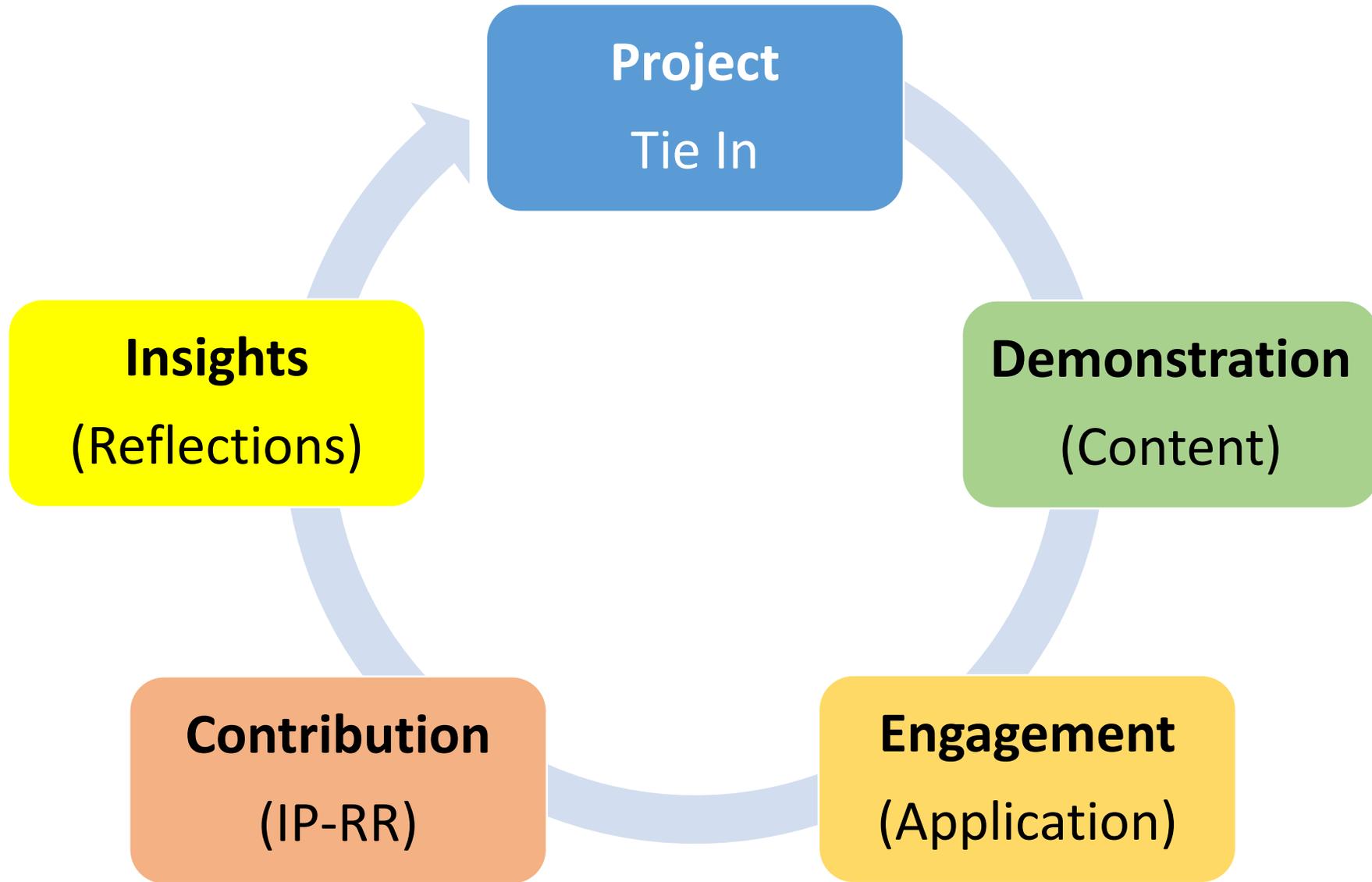
	Criteria	A N = 21		B N = 21		C N = 17		Overall N = 59	
		Y	N	Y	N	Y	N	Y	N
D	Used in-text citations based on relevant literature to support points or arguments made in the posting.	8	13	6	15	4	13	18	41
	Applied accurate APA formatting in giving credits to citation sources.	3	18	11	10	4	13	18	41
E	Replied to a peer's response to his/her own initial posting.	10	11	11	10	7	10	28	31
C	Identified at least one key idea from the literature and shared it in the discussion using accurate APA citation format.	8	13	6	15	5	12	19	40
I	Used in-text citations based on relevant literature to support insights gained from the online discussion.	2	19	4	17	4	13	10	49
	Applied accurate APA formatting in giving credits to citation sources.	1	20	8	13	3	14	12	47

- ***Self-report from end of course papers***. Participants reported that the learning experience was valuable with the use of the discussion structure based on the DECI framework. The data suggest that the vast majority of the participants find the framework successful in providing structure to the discussion.

- ***APA formatting challenges***. More than 65% of the participants did not follow instructions on accurate formatting of discussion postings. This was due to incorrect APA formatting of in-text citations and references.

- ***Missing replies in relation to one's initial posting***. Data from the discussion assessment (rubric) seems to indicate the lack of attention by participants to the responses made on their own initial postings. This behavior could be attributed to lack of time and limited perception of importance by the participants.

- ***Sharing literature nuggets***. One of the sub-areas under the contribution component indicated that less than half of the participated met this expectation, i.e., identifying a key idea from the literature and sharing it in the discussion using accurate APA citation format.

- This exploratory study supported the idea that one could have a scholarly exchange in an online environment.

- The spontaneity and quality of the online conversation could be achieved with the use of guidelines, such as the DECI framework.

- The importance of having a process that everyone follows – initial posting, response and reply, and finally, reflections.

- Writing a good prompt requires some practice.

- More inquiries involving collection and analysis of data from the use of the DECI framework need to be carried out in order to better understand its power in promoting active learning and developing higher-order thinking skills among diverse learners -- by gender, age, background among others.

Eryilmaz, E., van der Pol, J., Ryan, T., Clark, P., & Mary, J. (2013). Enhancing student knowledge acquisition from online learning conversations. *International Journal of Computer-Supported Collaborative Learning. 8*(1), 113-144.

Gilbert, P. K., & Dabbagh, N. (2005). How to structure online discussions for meaningful discourse: A case study. *British Journal of Educational Technology*, 36(1), 5-18.

Hazari, S. (2004). Strategy for assessment of online course discussions. *Journal of Information Systems Education. 15*(4), 349-355.

Hung, D., Seng, C. T., & Der-Thanq, C. (2005). How the Internet facilitates learning as dialog: Design considerations for online discussions. *International Journal of Instructional Media, 32*(1), 37-46.

Mahle, M. (2011). Effects of interactivity on student achievement and motivation in distance education. *Quarterly Review of Distance Education. 12*(3), 207-215.

McCrory, R., Putnam, R., & Jansen, A. (2008). Interaction in online courses for teacher education: Subject matter and pedagogy. *Journal of Technology and Teacher Education. 16*(2), 155-180.

McLoughlin, D., & Mynard, J. (2009). An analysis of higher order thinking in online discussions. *Innovations in Education and Teaching International. 46*(2), 147-160.

Ng, K., & Murphy, D. (2005). Evaluating interactivity and learning in computer conferencing using content analysis techniques. *Distance Education. 26*(1), 89-109.

Sims, R. (2003). Promises of interactivity: Aligning learner perceptions and expectations with strategies for flexible and online learning. *Distance Education. 24*(1), 87-103.

Sorensen, C. K., & Baylen, D. M. (2004). Patterns of communicative and interactive behavior online: Case studies in higher education. *Quarterly Review of Distance Education*, *5*(2), 117-126.