

Personal, Digital Engagement For Online Learning

Audio-Visual Feedback, Interactive Content, & Digital Badges

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Engagement & Distance Education

- Value SoTLA research DE – thinking inside class
- Find value in the context of class, with students
- Begin with solid pedagogy and outcomes
- Add interest in student engagement
- Develop materials and assessment with students at the center



Experimental Design @ a Distance

- Planning and development
- Consent forms digital/electronic
- Data Collection
- Analysis
- [Presentation]



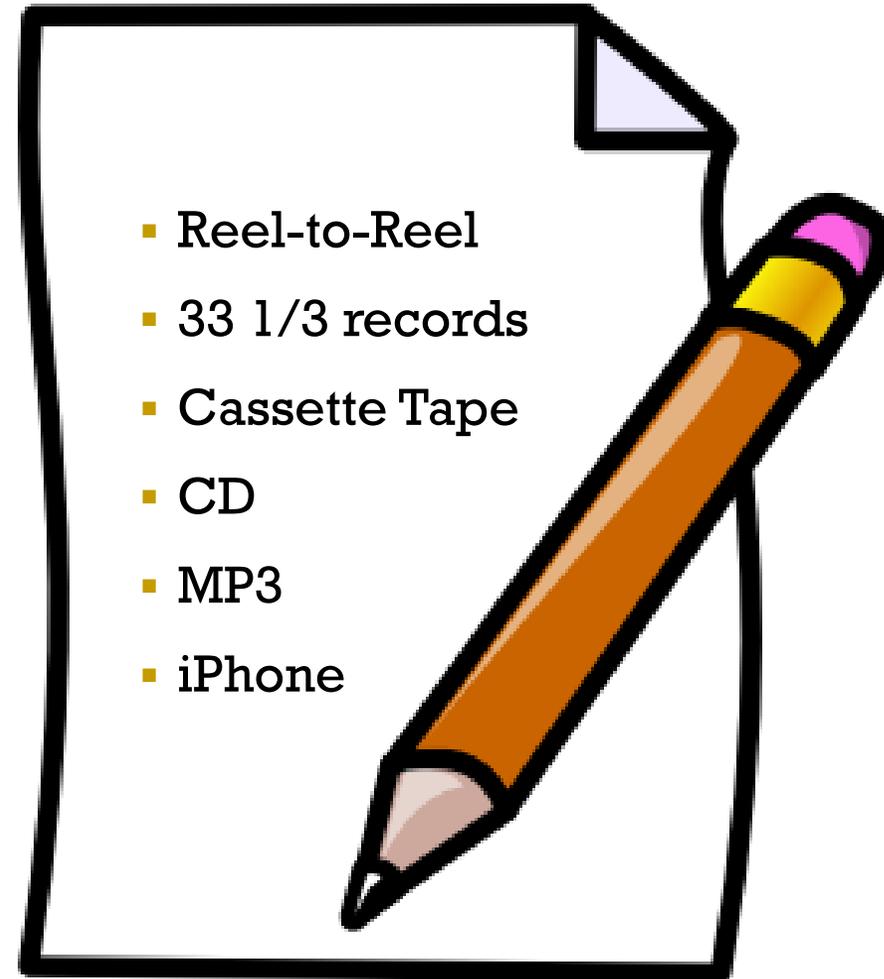


Audio-Visual Feedback



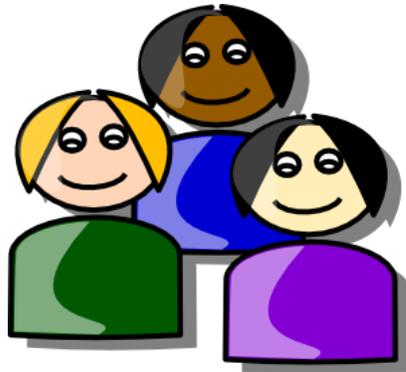
Long History of Audio Feedback

- 60+ years of research
- Personal, natural
- One-on-one, conference feel
- In-depth, comprehensive
- Time saving
- Multiple learning styles



Can Audio-Visual Feedback Help Create Community in an Online Class?

- Audio-Visual Commentary
- Rough Drafts
- WRT 205 – Research Writing
- Spring 2016 – Spring 2018
- 2 sections per semester
- Formative feedback
- 3 writing projects
- Screencast via TechSmith's Jing®
- 3½ -5 min video commentary
- Video link and highlighted paper
- 104 responses





Miller 1

Lexi Miller
Dr. Mrkich
LIT 165

Paper #1

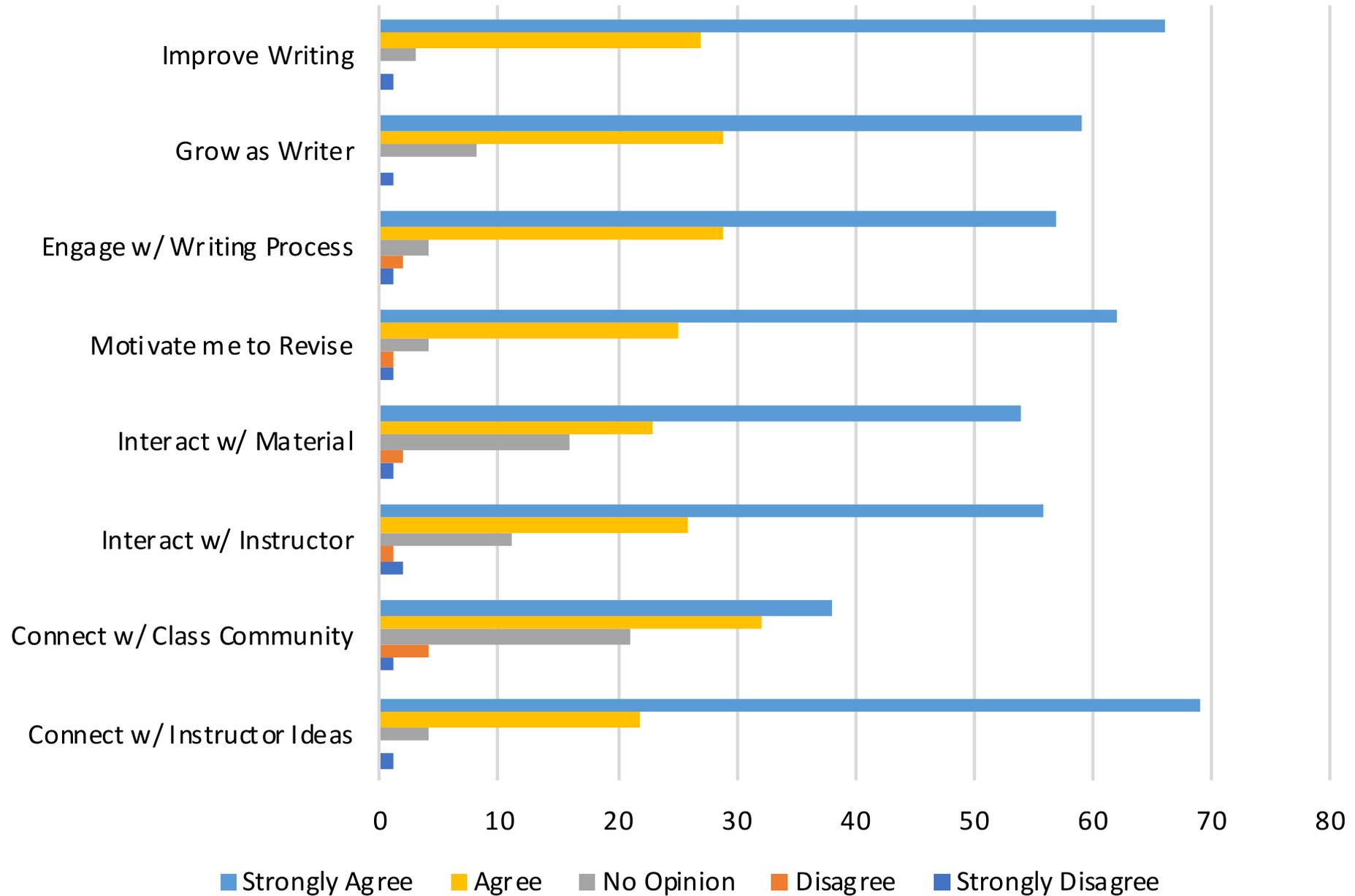
I have chosen to change the point of view for "A Rose For Emily" by William Faulkner because it was a story that I felt had endless opportunities for creative writing as well as numerous questions. I chose to write my brief story from Emily's first person perspective for a multitude of reasons, the main reason being that I wanted to give readers a more in depth look into the psyche of someone many people would deem mentally unstable. By giving readers inner dialogue from Emily herself, I hoped to better explain a possible cause for Emily's inner unrest. It was important to me that Emily was able to tell her own story and to show her readers she was not malicious and deranged but rather she was a very lonely woman who was damaged by her



Jing



Audio/Visual Feedback Helps



STUDENT RESPONSES

- I was surprised how I was **motivated** to make substantial differences in my draft because of an emphasis in Dr. Mrkich's review.
- It helped me interact with the course material because **i often referred back to the rubric** and **it encouraged me to ask the professor** when i did not understand her comment.
- The audio/visual feedback really helped me to **connect to my peers and my teacher**, which I thought would not be able to happen or be very difficult. **We are all on our own and behind our own computer screens, but this definitely helped feel more connected and like one class.**

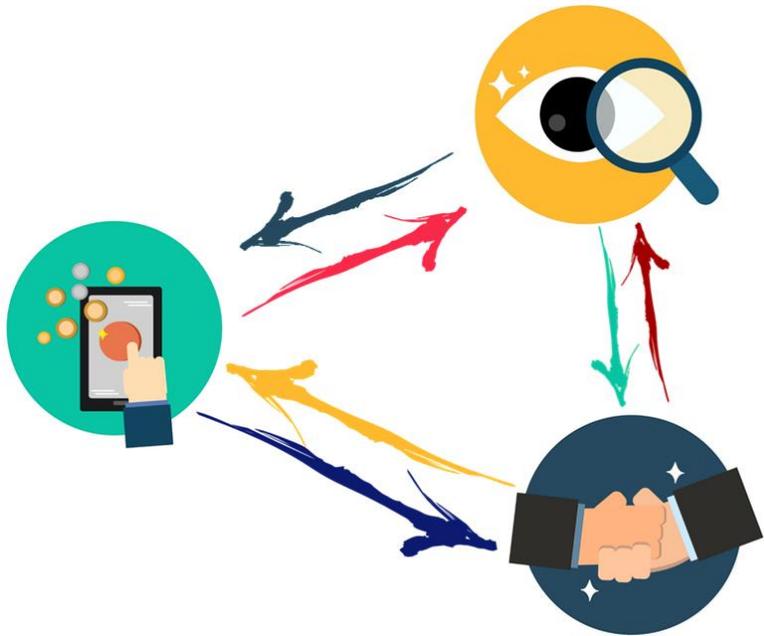




Interactive Content



How We Define Interactive Content



- Requires students to make additional choices about the **order** in which they interact with learning materials
- Requires specific student actions, such as additional mouse clicks, to access the materials.

All learning has some form of interaction occurring, but we are interested in more specific interactional options with content.



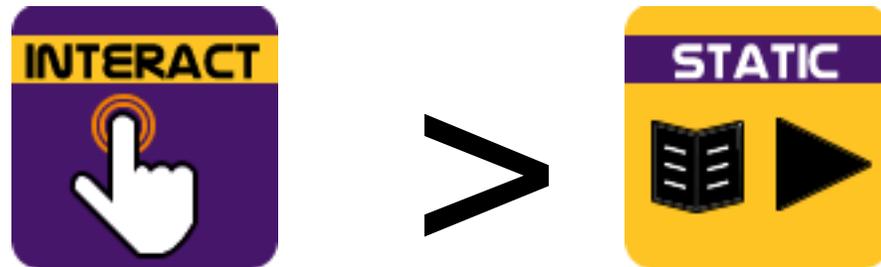
Does Engaging Content Affect Student Learning Outcomes?

- Collaborative experiment
- Only in same “space” when we present findings
- Shannon:
 - Does Interactivity engage students with the material?
 - Does engagement increase student learning outcomes?
- Tom:
 - Are the outcomes worth the time and effort to create Interactive content?

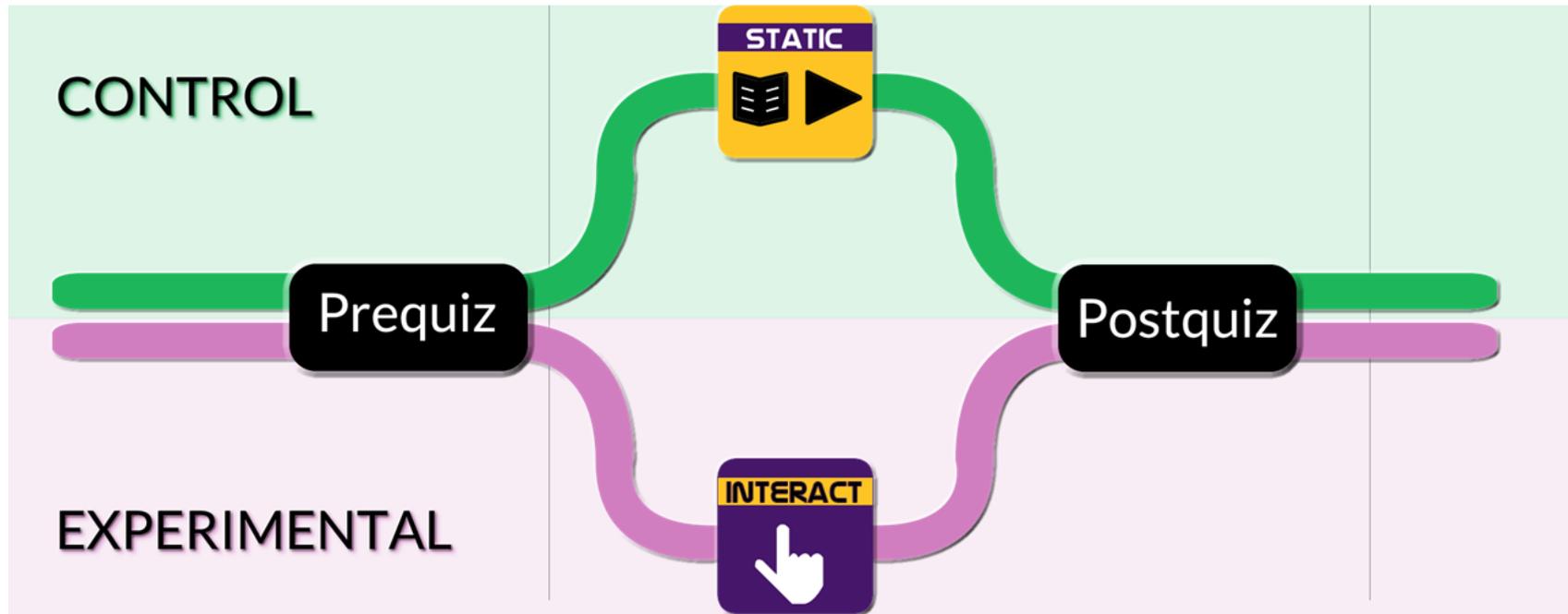


Hypothesis

- Students who encounter the learning content through the interactive information delivery method will demonstrate greater learning gains than students who encounter the learning content through static text and video.



Research Design

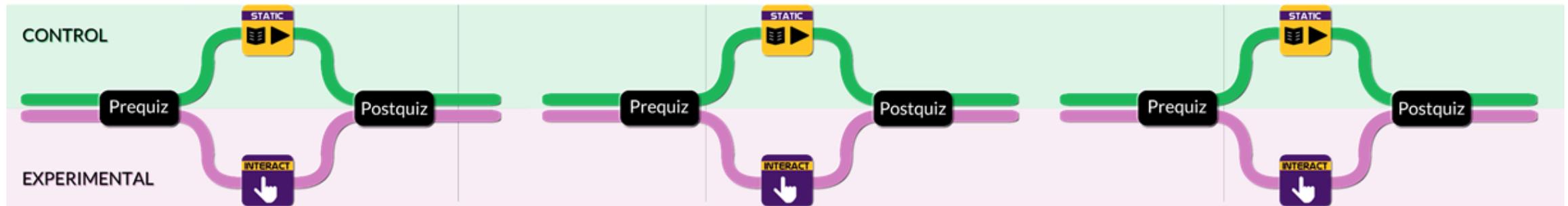


Research Design

Week 2-3

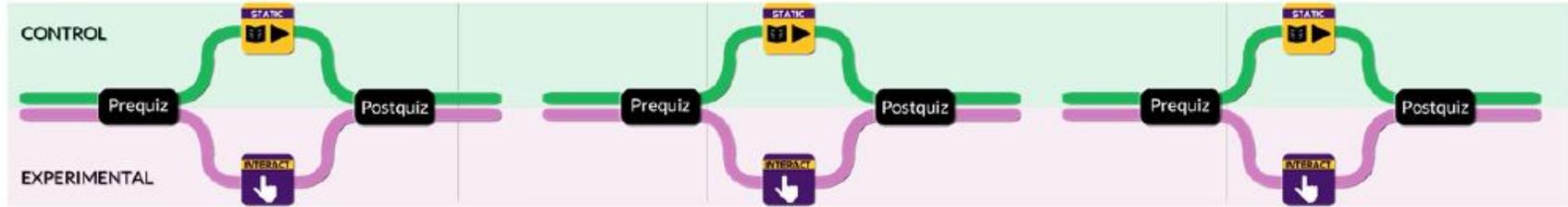
Week 4-5

Week 8-9

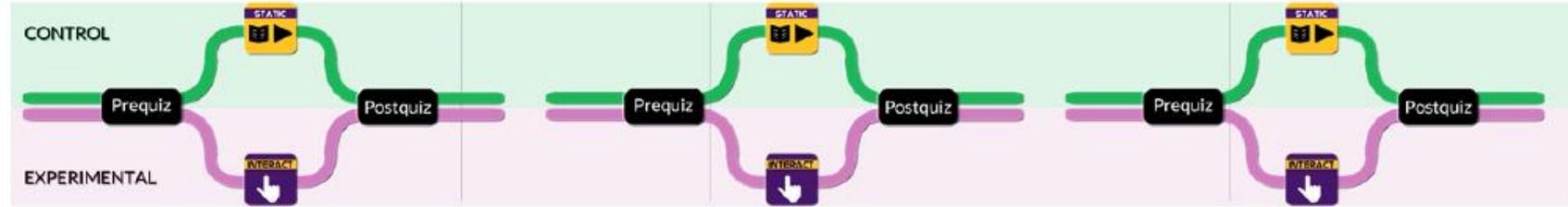


Research Design

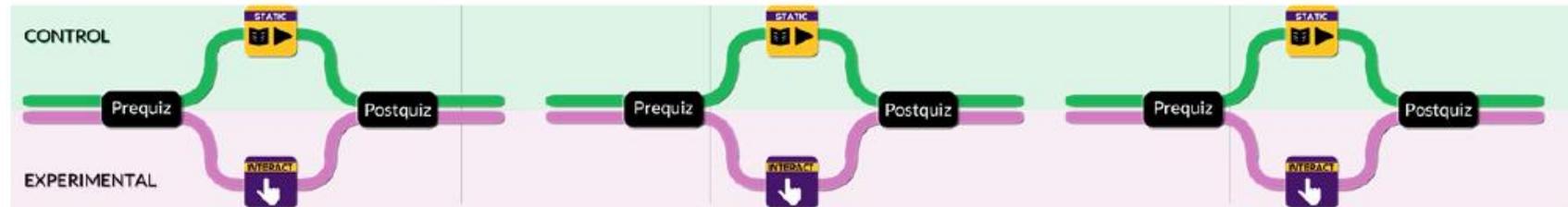
Fall 2016



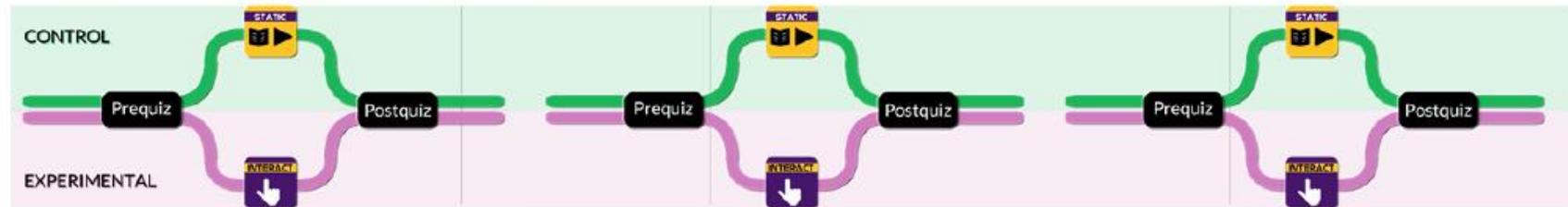
Spring 2017



Fall 2017



Spring 2018



Interaction vs Document



Four Factors of Fair Use

Are you planning to use copyrighted material? Fair Use allows you to use copyrighted material without permission, as long as you are addressing these four factors.

Purpose



Is the use of copyrighted material for education, parody, and/ or news reporting? Does the use transform the original in some way? If you answered yes to both of these questions you have a stronger fair use case.

Amount



The more of a copyrighted resource you use the less likely the use will be considered fair because of how it impacts the copyright holder's potential economic gain. If you use 1 chapter out of 20 chapters, is that fair use?

It depends on how much you use and what is in the portion you use. For example, using the chapter that outlines the key argument of a book, even if it is only 1 chapter out of 20 might not be considered fair use. You have to look at amount and substance together.

Impact



Look carefully at how your use will impact the market for the copyrighted work. Is the material used currently available for purchase? If you are providing a scanned chapter from a book that students can buy, that is less likely to be considered fair use than if the book is out of print.

Are you using the material over and over again? The number of times you use the material is also a factor. Using materials once has less economic impact than repeated uses. Thus using materials over and over again without permission is less likely to be considered fair use.

The more you can "transform" the original, the more likely it will be considered fair use.

Nature



Is the work unpublished rather than published? Is the work primarily artistic rather than factual? Is the work still in print? If the work is published, factual, and out of print (all no answers) you would have the strongest fair use case. Fair use is harder to justify for unpublished works and works that are artistic in their nature.



Research Results

Week		n	Pre Quiz Avg.	Post Quiz Avg.	Change
3	Control	23	7.87	8.78	.91
	Experimental	26	8.19	9.00	.81
6	Control	23	4.26	5.35	1.09
	Experimental	25	5.24	6.00	.76
9	Control	23	5.74	6.74	1
	Experimental	24	6.21	6.79	.58





Digital Badging



What Is a Digital Badge?

- Acknowledgment of skill set or achievement
 - recognizable and quantifiable
- Shows achievement, mastery, or knowledge



What Do We Know About Digital Badges?

- External rewards are bad motivators for student learning
- Skill badges reveal a connection to internal motivation
- Goal is to develop badges that motivate and showcase learning
 - assessment with feedback



Reward
+
Assessment
&
Feedback



ON-GOING RESEARCH

- In use:
 - Developmental Writing (WRT 120/ENG 150)
 - Navigating Digital Learning
- Plan for wider University implementation:
 - Writing Across the Curriculum
 - Transcript Notation



Navigating Digital Learning





CONTACT US!

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