Rethinking Online Discussion Boards with Video

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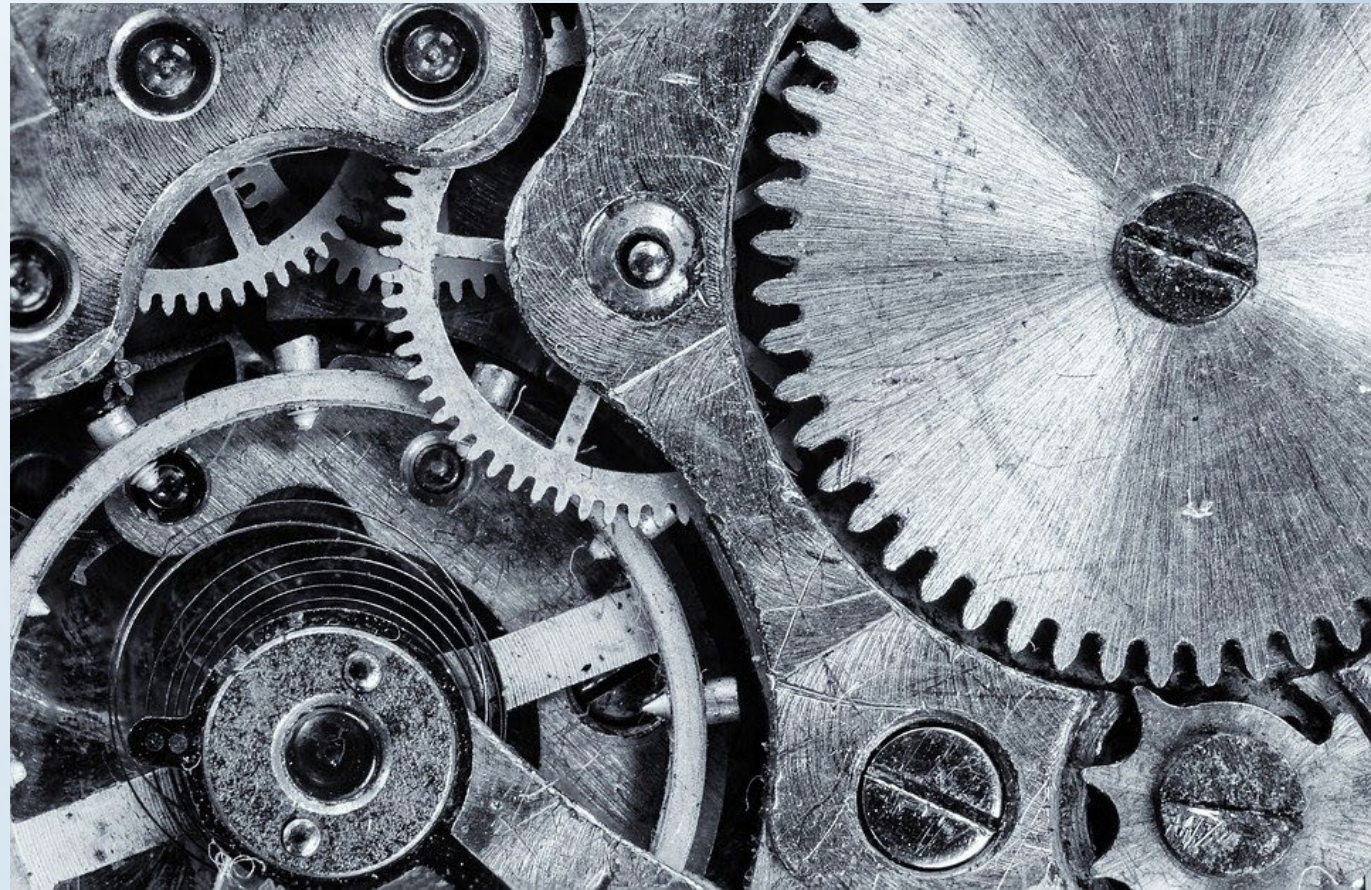simon.ringsmuth@okstate.edu

Agenda

- Methods of student interaction
- LMS discussion boards
- Videos in discussion boards
- Examples/Results
- Student feedback
- Drawbacks

Student Interaction

Michael G. Moore, 1989

- Three main types of course interaction

- Learner-Content

- Learner-Instructor

- Learner-Learner

Learner-Content

- Students engage with material to gain understanding

- Internal didactic conversation (Holmberg, 1986)

- Often self-directed
  - Students can choose time, place, method

- Examples
  - Reading chapters
  - Watching videos

Learner-Instructor

- Students engage with instructor for learning and feedback

- Two-way system often initiated by the instructor

- Often directed by the instructor
  - Students learn while watching/listening
  - Instructor sets the agenda, presents content

- Examples:
  - In-class or online lectures
  - Written/audio/video feedback
  - Office Hours

Learner-Learner

- Students engage with each other, without the instructor

- Meet formally or informally

- Explore content, generate understanding, build relationships, engage on multiple levels
  - Instructor can build the framework, set the agenda
  - Can also be informal

- Examples
  - Small group projects
  - Study sessions

Interaction Online

- Learner-Content
  - Read textbook, watch videos, explore supplementary materials
  - Reflect and post on discussion board

- Learner-Instructor
  - Watch lectures, read feedback

- Learner-Learner
  - Read posts on discussion board
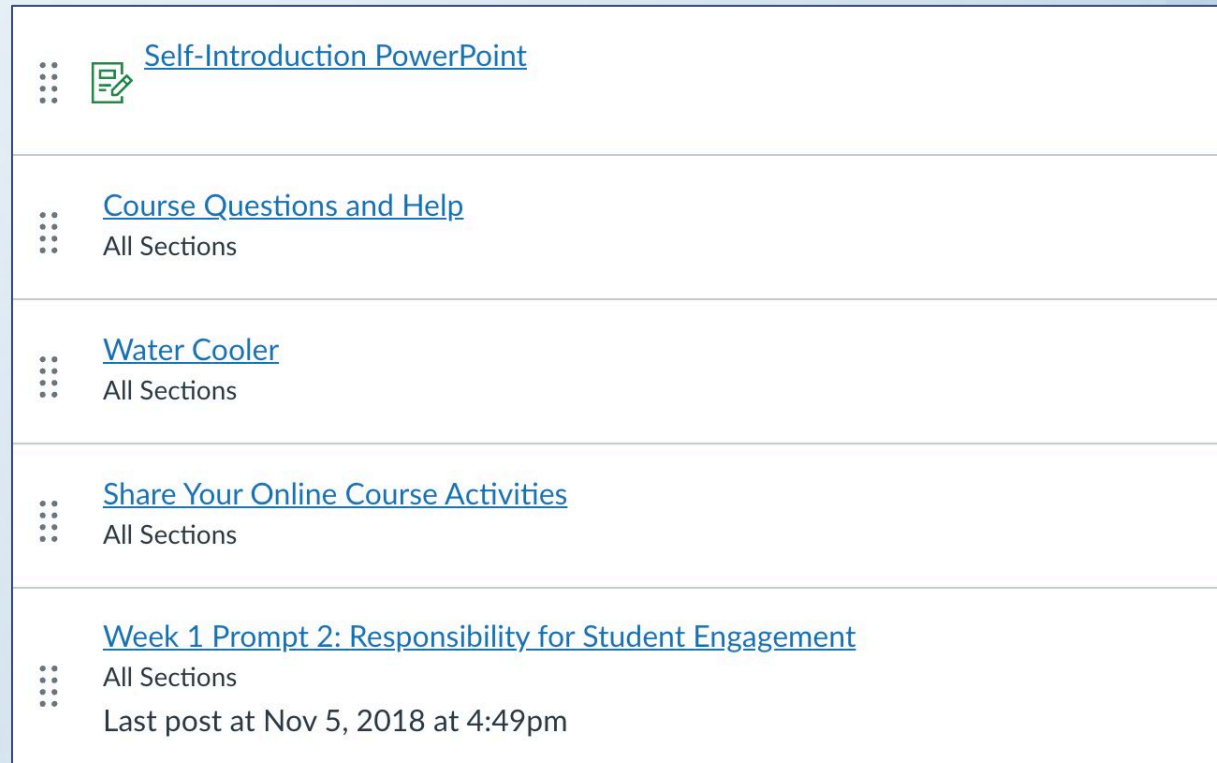 - Respond to other classmates

LMS Discussion Boards

Purpose of Discussion Boards

- Students engage with the content
  - Think about prompts, go through readings/videos/etc.
  - Compose a thoughtful reply

- Students engage with each others
  - Respond to their classmates
  - Work through ideas
  - Construct new meaning

- Students occasionally engage with instructor

LMS Discussion Boards

- Every major LMS has discussion boards

- Read/Respond format
  - Read prompt → Respond to prompt → Respond to others

- Variations
  - Students generate prompt
  - Students facilitate discussion
  - Encourage multimedia

Self-Introduction PowerPoint

Course Questions and Help
All Sections

Water Cooler
All Sections

Share Your Online Course Activities
All Sections

Week 1 Prompt 2: Responsibility for Student Engagement
All Sections
Last post at Nov 5, 2018 at 4:49pm

Barriers to effective discussions

- In your experience, what factors have hindered successful online discussion boards?

Barriers to effective discussions

- Students reply, but are not engaged
  - Responses drop dramatically after 2 weeks
  - Focus turns to quantity over quality
- Difficult to develop a true community of learners
- Students max out the minimum
- One or two students dominate the discussion
- Difficult to assess, especially in large classes

Video-Based Discussions

Purpose of Discussions (Review)

- Students engage with content

- Students engage with each other

- Students occasionally engage with instructor

Scenario Analysis Expectations

- "Scenario Analysis" and not "Discussion"
  - Discussion board is the tool used to facilitate SA videos
- Analyses must show evidence of thought and preparation
- **Thoughtful** answer, not a **correct** answer
- Post video by Saturday at midnight
- No minimum/maximum time
  - Short videos cannot adequately address the prompt

Scenario Analysis Format

- Students watch prompt created by instructor

- Consider and craft their response

- Write down response as bullet points

- Record video of response in Canvas

- Must share video before being allowed to view others

- Post response by end of week
  - Optional: Watch/respond to classmates
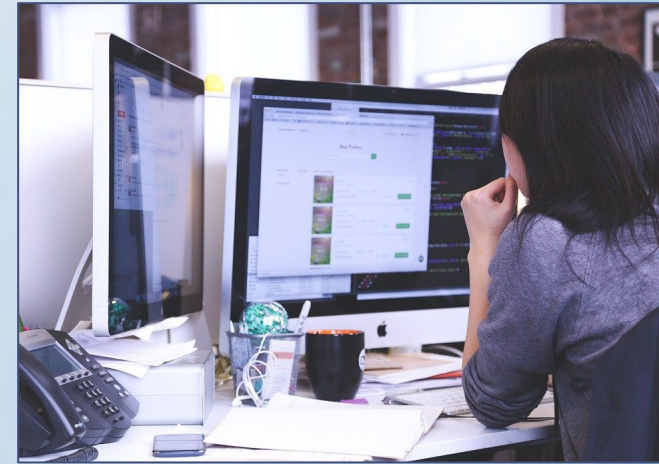
Scenario Analysis Prompt Sampler

MSIS 4033
Information Technology
Project Management

Scenario Analysis:
Municipal Wi-Fi
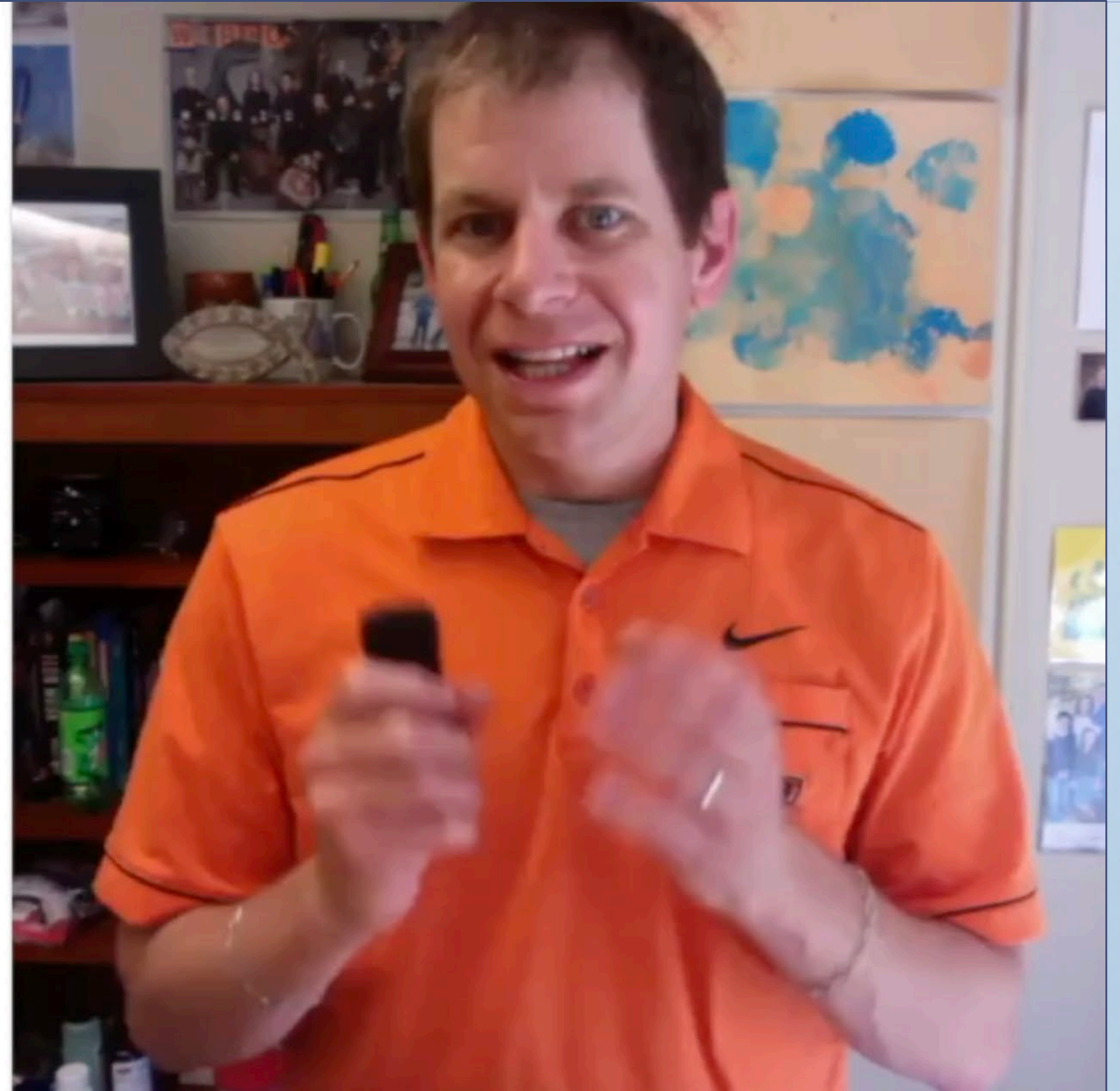
Results

- ~20% of students share videos early
  - Monday/Tuesday
- Most share videos close to deadline
  - Friday/Saturday evening
- Students *can* watch others' videos, but don't need to
- Students *can* leave comments, but don't have to
  - Almost no one does
- Instructor leaves public comments on each video
  - Positive, affirming, not related to grade

Results

- Significantly greater level of learner-content interaction
  - 3-5 minutes per video
  - (~300-600 words per post)

- Students show evidence of preparation

- Post reflect a deep level of analysis
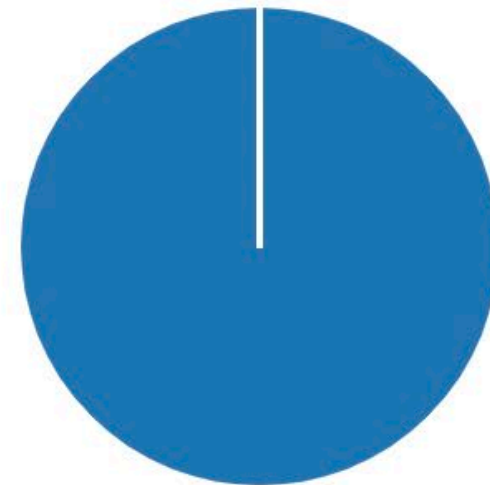
- Students show their personality and surroundings

Student Feedback

3. The weekly Scenario Analysis assignments help me think deeper about principles of Project Management.

More Details

|		
🔵	Agree strongly	5
🟠	Agree somewhat	0
🟢	Neither agree nor disagree	0
🔴	Disagree somewhat	0
🟣	Disagree strongly	0

Fall 2021, n=5 (out of 11)

Student Feedback

3. The weekly Scenario Analysis assignments help me think deeper about principles of Project Management.

More Details

- ● Agree strongly — 5
- ● Agree somewhat — 1
- ● Neither agree nor disagree — 1
- ● Disagree somewhat — 0
- ● Disagree strongly — 0
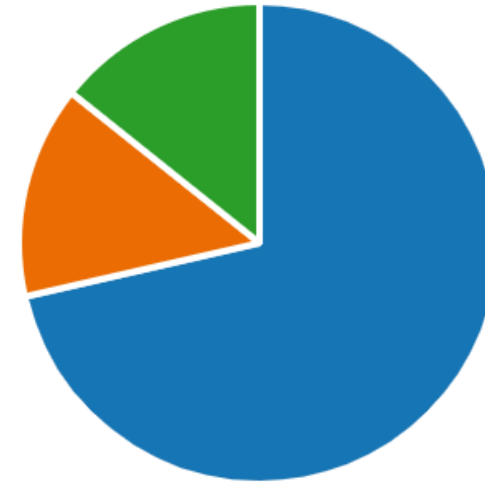
Spring 2022, n=7 (out of 13)

Student Feedback (Fall 2021)

- I enjoyed the Kickstarter project I have always watched and looked at Kickstarter projects and it was like I was preparing for that scenario analysis for years and I finally got to make content about it.

- It's more work than a simple discussion board, but I feel like I'm learning more.

- I enjoy it because it helps me to apply what we're learning to the real world

- I like how the Scenario analysis gives you a more real world example to analyze. I feel like this is where I learn more and am able to apply what I have learned from the videos and book readings. I like how they are different each week and allow you to think deeper on how to handle a certain situation.

Student Feedback (Spring 2022)

- They are definitely a first for me, never had to record a video for submission.

- I feel that these analysis are important in helping to put the material into practice and make you think, not just answer a few questions on a discussion board.

- I hate recording my analysis on camera. I feel like it takes way longer than it should because I think I keep messing up, and since I am a perfectionist, I mess up a lot. But, that being said, it is really forcing me out of my comfort zone and I am becoming more tolerant of it. The experience will really help once I am in my career. Please don't take it away from future classes.

- You're putting theory into practice, of course these help reinforce the material.

- I don't gain much by making the video, but I do get some out of watching others.

Student Feedback

10. I prefer the Scenario Analysis discussion board format over traditional text-based discussion board assignments.

More Details

- ● Agree strongly — 1
- ● Agree somewhat — 2
- ● Neither agree nor disagree — 2
- ● Disagree somewhat — 0
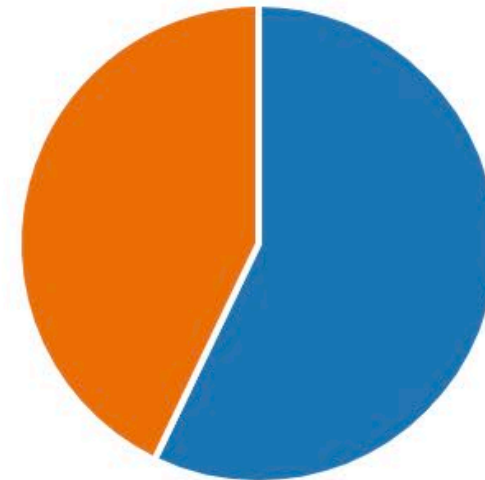- ● Disagree strongly — 0

Fall 2021, n=5 (out of 11)

Student Feedback

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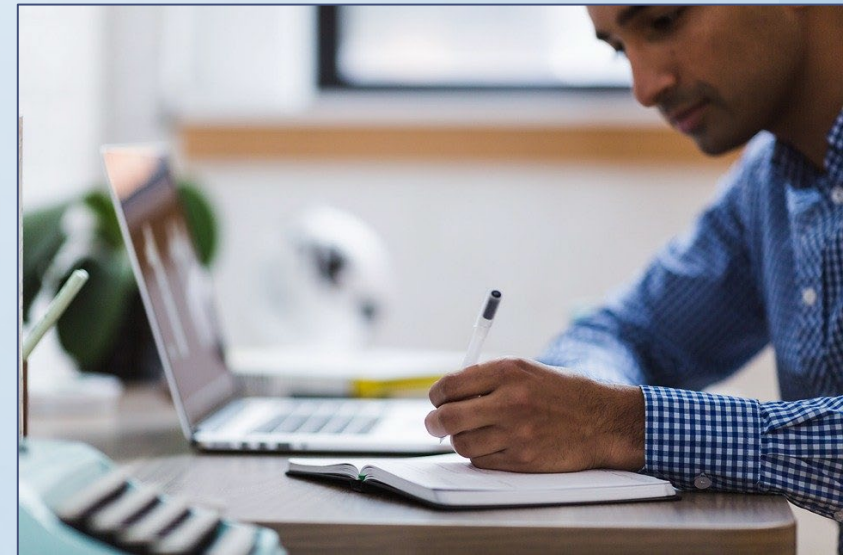
More Details

🔵	Agree strongly	4
🟠	Agree somewhat	3
🟢	Neither agree nor disagree	0
🔴	Disagree somewhat	0
🟣	Disagree strongly	0

Spring 2022, n=7 (out of 13)

Student Interaction

- Learner-Learner
  - Weekly project group meetings
  - Final project presentations

- Learner-Instructor
  - Instructor responses to Scenario Analysis videos
  - Synchronous online class meetings

Drawbacks

- Watching student videos takes time

- Responding to student videos is not always practical
  - ~2 hours on Monday morning
  - Would be better if videos were posted throughout the week

- Unlike text, videos are not easy to skim and scan

- Extra steps required for captions and other accessibility considerations

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