Why organise online discussion?

For students (didactic)
- Discussion improves forming of knowledge & assessing of students’ understanding
- Debates & interaction within class stimulate reflection
- Cultivate communication & analytical skills of students

For teachers (pragmatic)
- Leveraging classroom interactions at scale (online)
- Create a self-policing community of students (avoid plagiarism)
- Effective method for both STEM & Business Management courses
How online discussions work

- Inline feedback on media
- Feedback on media
- Learning analytics
- Data export possibility
- Grading (Dotank)
- Incentives (Dotank)
What was built in the consortium for Discussions

Discussion assignment

Didactic challenge: How to encourage critical and reflective thinking and dialogue between peers?
Elements our partners love

Unique discussion flow:

➔ Case study analysis
➔ Peer Review
➔ Open discussion
➔ Teacher intervention
➔ Reflection
Elements our partners love

Discussion facilitation:

Mandatory and Open discussion:
→ Automated peer allocation
→ Submissions open for review

Advanced discussions threads:
→ In-depth comments (page annotations)
→ Teacher comments
Elements our partners love

Learning analytics on discussion contributions:

→ Real-time progress
→ Extensive insights per student
→ Input for grading (upvote/comment ratio)
<table>
<thead>
<tr>
<th>SITUATION</th>
<th>PROBLEM</th>
<th>INTERVENTION</th>
<th>PILOT</th>
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<tbody>
<tr>
<td><strong>Faculty:</strong></td>
<td>MITx - Free Courses from Massachusetts Institute of Technology</td>
<td><strong>Date:</strong></td>
<td>February 2019</td>
</tr>
<tr>
<td><strong>Course:</strong></td>
<td>Principles of Manufacturing (Micro Mooc)</td>
<td><strong>Instructor:</strong></td>
<td>Lee Weinstein</td>
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<td><strong>Instructional designer:</strong></td>
<td>Dr. John Liu</td>
<td><strong>Course size:</strong></td>
<td>400 students</td>
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“Need for case-study discussion & online debate but Limitations of EDX as it is mainly focussed around closed ended assessments.”
1. Approached FeedbackFruits to co-create a new educational tool
2. Designed a tool to leverage classroom interaction & facilitate case-study discussion at scale
3. Included peer-review & open discussion in the MVP prototype
4. Set up a pilot in the area of open-ended and project-based assessment
The learning activity results...

- 97.5% of students (n=80) were positive about the learning activity
  - They had either corrected their work, broadened their understanding or raised their confidence level
- The open discussion became a self-policing community (no plagiarism)
  - As it implied that every student could review all submissions and comments
- After multiple runs, student input was constructive at all times
  - No trolling or extreme positive comments (social acceptable behaviour)
INSIGHTS ON LEARNER EXPERIENCE FROM REFLECTION (1)

- I learned from the comments given by the peers that there are design flaws in my design of experiment and they offered advice on how to improve the proposal for better result.
- This participation made me to understand others views on my project proposal which really motivated me that I am going in right path. It also raised my confidence level.
- I learned that my project needs a part of optimization in order to be completed. I see many comments suggesting to test a quadratic model and furthermore all the projects, I have the opportunity to read, include this part in their studies.
- Unfortunately no in-depth discussions emerged.
  - corrected
  - added / broadened / contrasted / deepened
  - confirmed / reinforced
  - complaint / weakness / shortcoming

INSIGHTS ON LEARNER EXPERIENCE FROM REFLECTION (2)

- Corrected
- Added / broadened / contrasted / deepened
- Confirmed / reinforced
- Complaints