FeedbackFruits

Discussion Assignment

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

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How online discussions work

Inline feedback on media

Feedback on Feedback

Learning analytics

Data export possibility

Grading (Dotank)

Incentives (Dotank)

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What was built in the consortium for Discussions

Discussion assignment

Didactic challenge:
How to encourage critical and reflective thinking and dialogue between peers?

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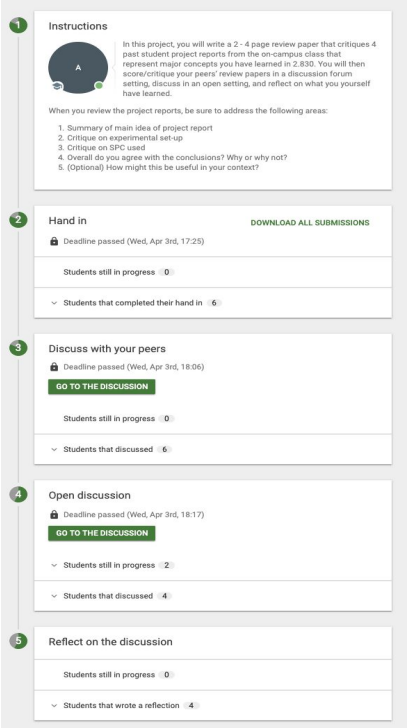
Elements our partners love

Unique discussion flow:

- ➔ Case study analysis
- ➔ Peer Review
- ➔ Open discussion
- ➔ Teacher intervention
- ➔ Reflection



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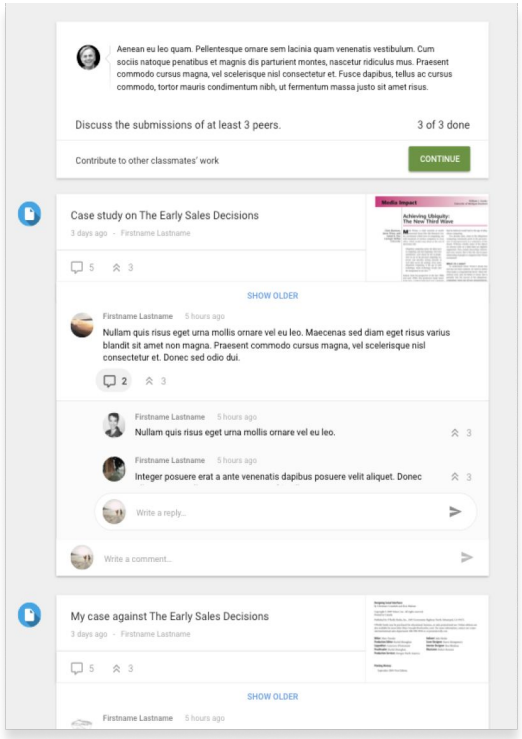
Elements our partners love

Discussion facilitation:

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

Advanced discussions threads:
- ➔ In-depth comments (page annotations)
- ➔ Teacher comments



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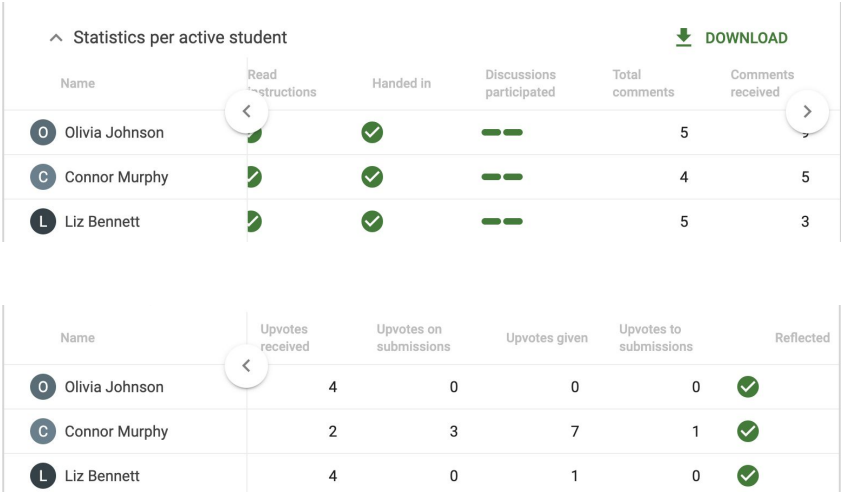
Elements our partners love

Learning analytics on discussion contributions:

- ➔ Real-time progress
- ➔ Extensive insights per student
- ➔ Input for grading (upvote/comment ratio)



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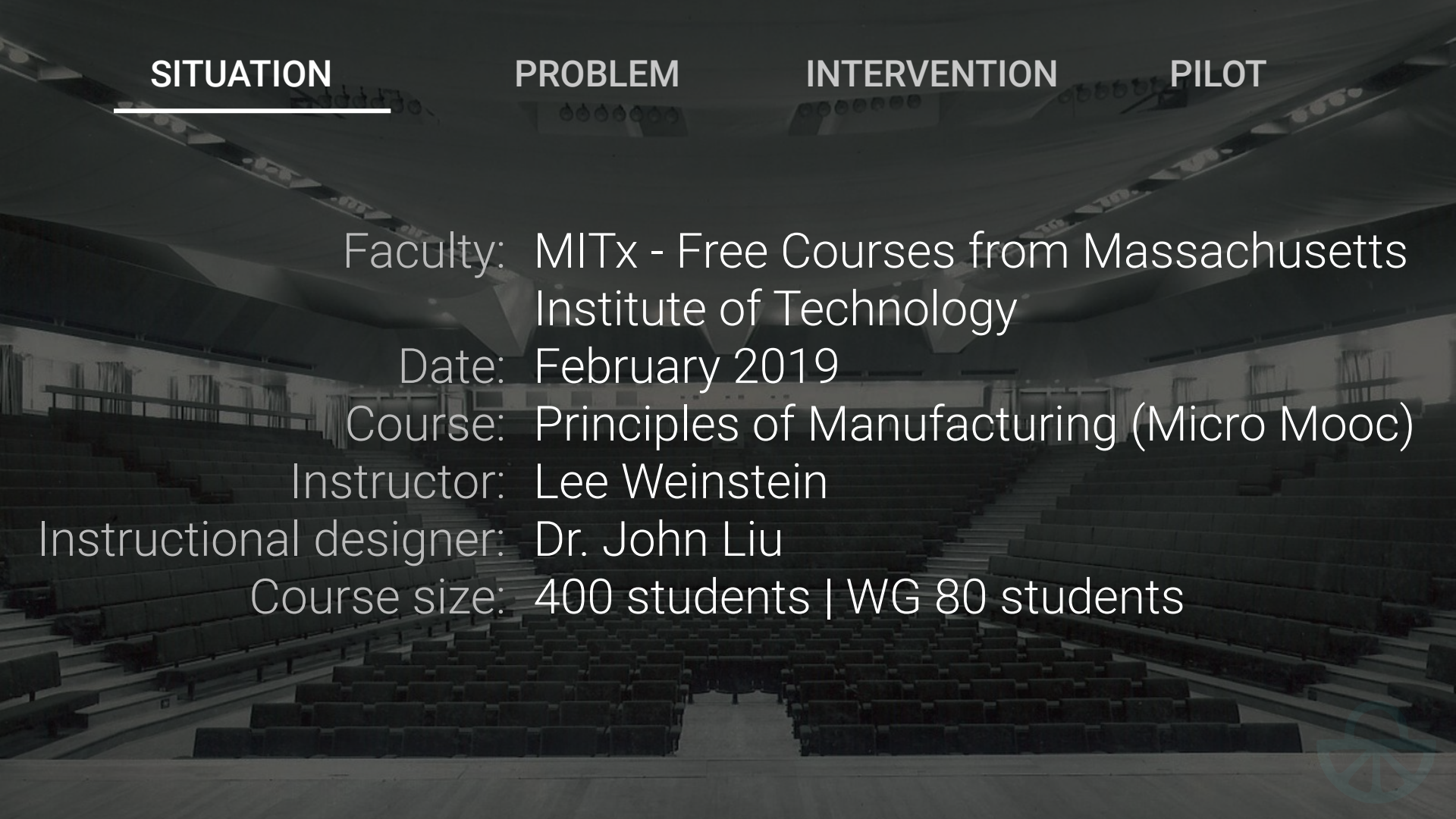
Case study

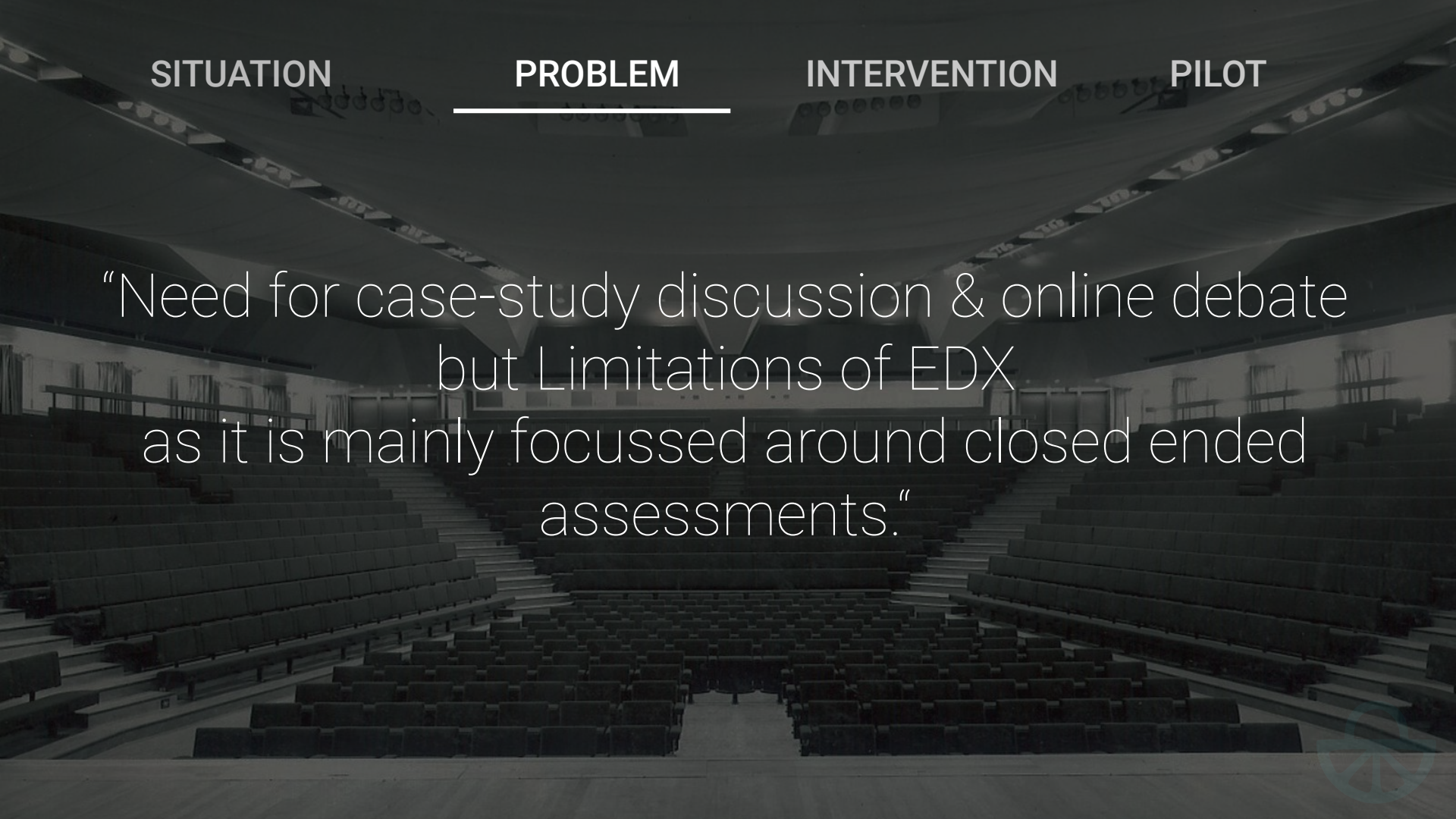
MITx

United States

February 2019



Faculty:	MITx - Free Courses from Massachusetts Institute of Technology
Date:	February 2019
Course:	Principles of Manufacturing (Micro Mooc)
Instructor:	Lee Weinstein
Instructional designer:	Dr. John Liu
Course size:	400 students | WG 80 students



"Need for case-study discussion & online debate
but Limitations of EDX
as it is mainly focussed around closed ended
assessments."

SITUATION PROBLEM **INTERVENTION** PILOT

John
Educational consultant

1. Approached FeedbackFruits to co-created 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

Edtech Dotank

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)