

# Crossing The Oceans: Discussion Visualizations in Blackboard Vista Using SNAPP

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E-Learning Conference 2010

Drexel University

# Introductions

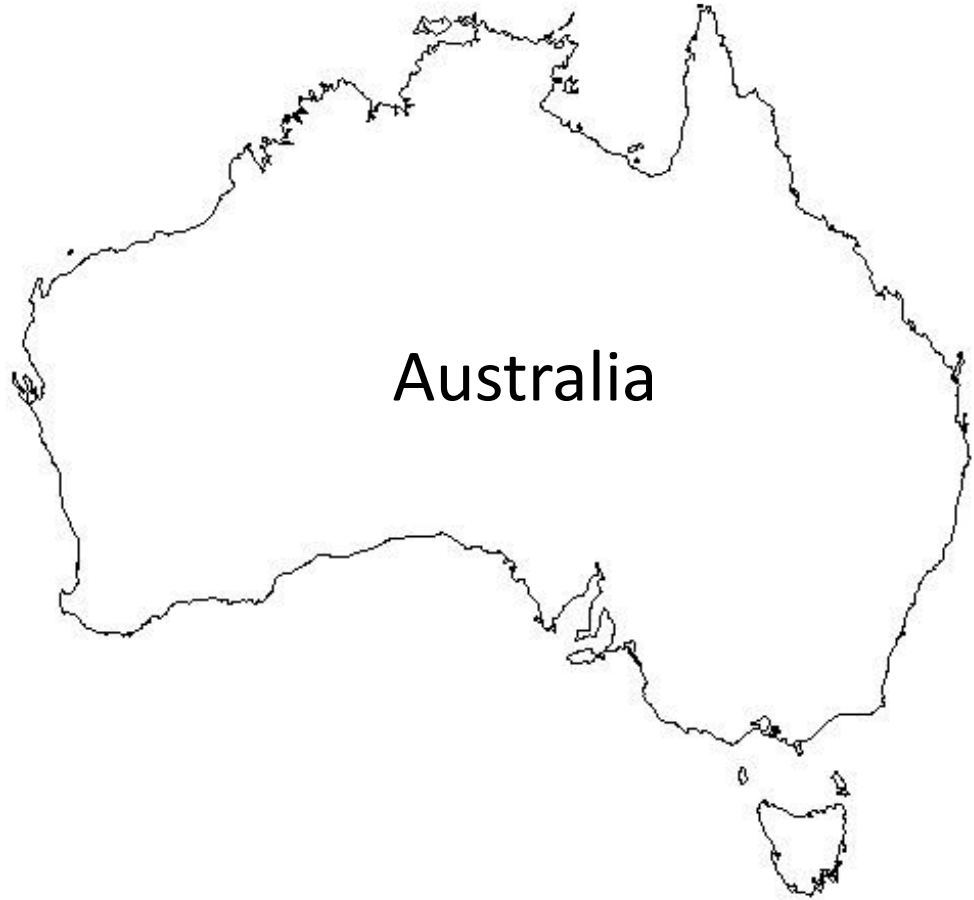
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Associate Director of Freshman Writing Program  
Professor, Department of English and Philosophy
- **Jeffrey Berman, M.S.**  
Senior Applications Administrator, IRT

# Glossary

- SNAPP
  - Social Networks Adapting Pedagogical Practice
  - Discussion Visualization Tool
- Social Network
  - Individuals Connected by Interdependency
- Discussions (In Blackboard Vista)
  - Asynchronous Threaded Communication
- Visualizations
  - Visual Representation of Non-Numerical Information

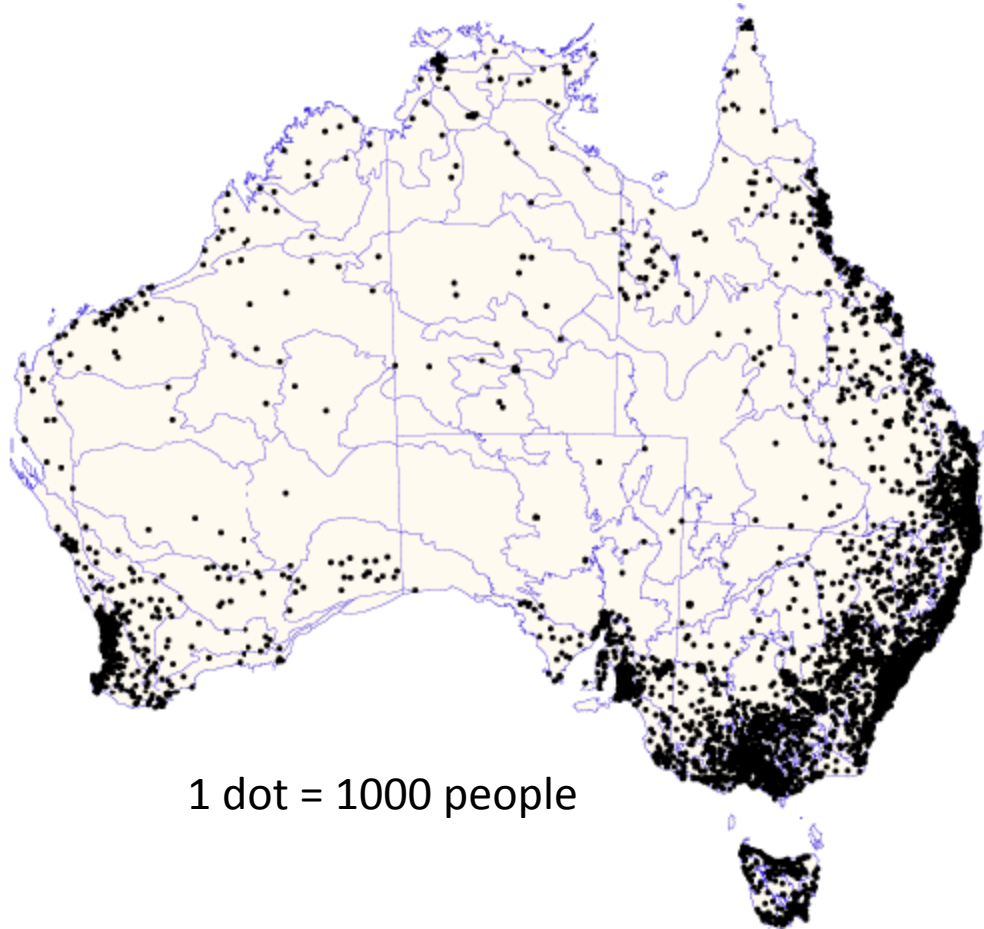
# SNAPP Development by Shane Dawson

- Aim: to develop a student network visualization tool from the extraction of discussion forum activity.



# Population Density

- Innovation  
Born of  
Desperation
- 7.3 people  
per square  
mile



# Improving University Teaching

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*Navigating Innovations in Teaching and Learning*



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New technologies and innovations in learning are being introduced at an accelerated rate around the globe. **Navigating Innovations in Teaching and Learning** will help you determine which trends to adopt and what fads to avoid. Subthemes this year were selected to address some of the most fundamental issues in higher education today:


- **Advancing Active Learning** - What methods increase student engagement in the learning process?
- **Teaching Well with Technology** - Where can technology be integrated into the learning experience in a way that benefits the student and assists with the long-term retention of information?
- **Creating a Community of Learners** - How can we build relationships and interdependence among members of the learning community?
- **Promoting Cultural Attunement** - Moving beyond "tolerance" and "competency," how can we help learners to become more attuned to one another in a global society.



IUT 2009's Photostream  
on Flickr

# Re-Engineering Assessment Practices

<http://www.reap.ac.uk/>

**Re-Engineering Assessment Practices  
in Scottish Higher Education**[www.reap.ac.uk](http://www.reap.ac.uk/)

### Achievements

- nineteen higher education modules were redesigned
- exemplifying innovative formative assessment practices
- with students actively generating their own feedback and scaffolding the development of their peers
- the redesigns show both learning and staff efficiency gains as well as how technology can add value
- the assessment principles developed through REAP have been embedded in institutional strategies
- the models provide blueprints for transformational change and they are transferable to other disciplinary and institutional contexts

### Examples

Technology-supported formative practices have enabled:


- **Mechanical Engineering** to reduce staff time on assessment by 60%, improve retention and maintain the average mark (65%) and pass rate (90%)
- **Psychology** to reduce contact hours with enhanced peer feedback opportunities in online collaborative writing tasks resulting in a 6% gain in the mean exam mark
- **French** to reduce contact hours using multimedia and self-testing but with better quality contact time and enhanced progression and retention.
- **Biology** to save tutor time by managing group-work more efficiently and to build student confidence and motivation in learning

More examples are available from [www.reap.ac.uk](http://www.reap.ac.uk)

### What next

- REAP will continue to be a source of advice on assessment for the HE and FE sectors
- the working models are already being applied in other institutions at local and strategic levels
- and the findings, and all further developments are being archived at [www.reap.ac.uk](http://www.reap.ac.uk)




### International interest in REAP



Dot sizes: ● = 1,000+   ● = 100 - 999   ● = 10 - 99   ● = 1 - 9 visits  
17,585 visits to the REAP website from 03 March 2006 to 14 September 2007

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Contact:  
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# What Can Interaction Lead To?

## Message

[Next Message](#)

**Subject:** Project 2

**Topic:** Group 1

**Author:**  

**Date:** October 29, 2009 9:38 PM

First, let me just say that all of your ideas sound really interesting. I am not 100% sure what my 2nd Project is going to be about but this is what I am thinking about:

I find the profession of dance to be interesting. However, i do believe that there are a lot of men and women who go through high extremes in order to have and maintain a career in dancing, some in which can cause physical and psychological damage as a result of that strive for perfection. So, I would like to research that positive and negative effects that dance can have, and I would like to highlight that fine line that separates dance from being healthy or reasonable, to it being destructive and unreasonable.

I would like to know what you all think. Sounds like something you would want to read?

Reply

Forward

Lock Message

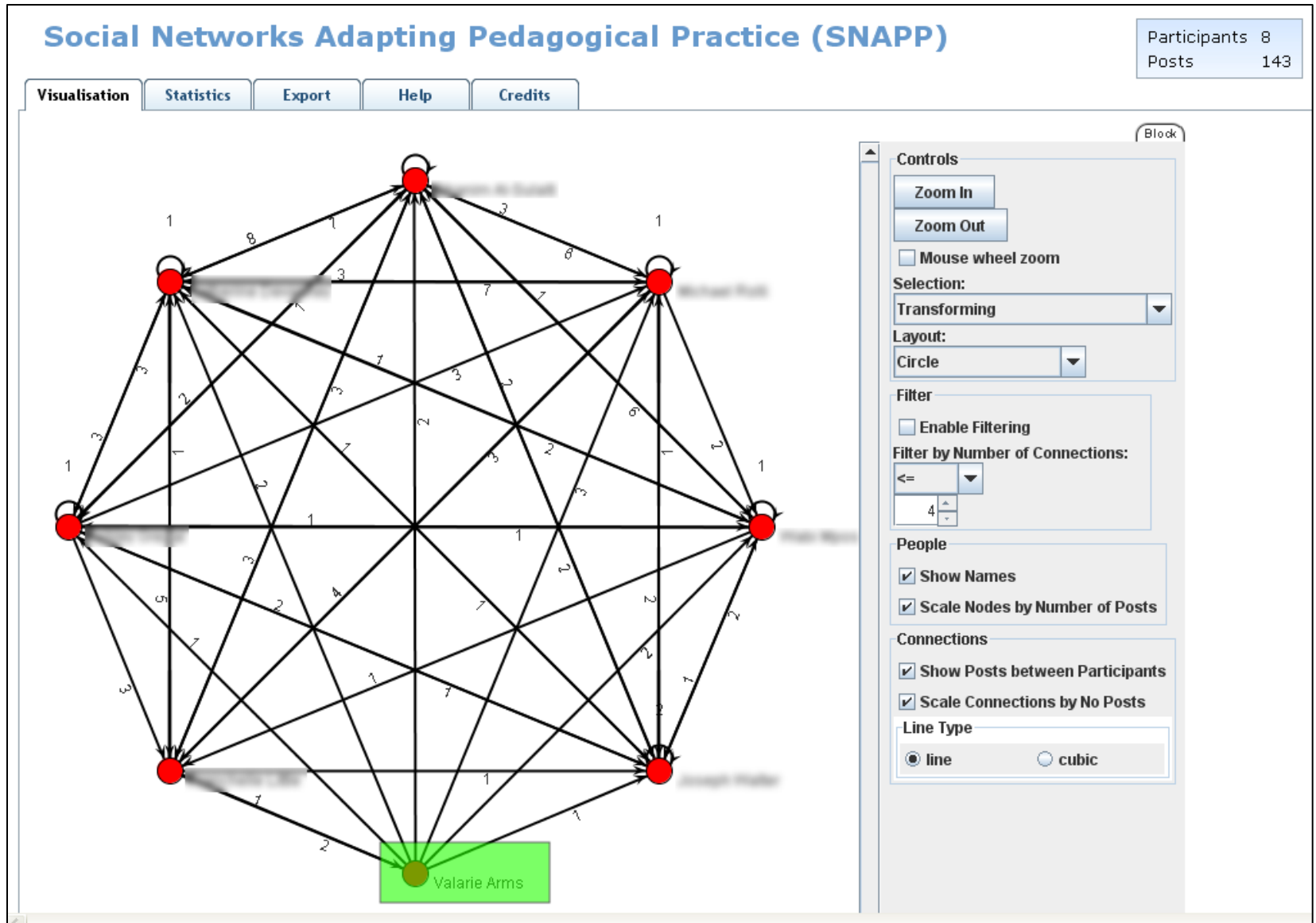
[Next Message](#)



# Unique Messages Read

			Messages Read
armsvm	Arms	Arms	142
armsvm	Valarie	Arms	143
armsvm	Bernadette	Arms	3
armsvm	Bethany	Arms	139
armsvm	Colin	Arms	143
armsvm	Francisella	Arms	136
armsvm	Sharon	Arms	143
armsvm	Jason	Arms	2
armsvm	James	Arms	3
armsvm	Joseph	Arms	142
armsvm	Katherine	Arms	143
armsvm	Megan	Arms	11
armsvm	Michael	Arms	141
armsvm	Michael	Arms	140
armsvm	Michelle	Arms	139
armsvm	Michelle	Arms	140
armsvm	Victoria	Arms	96
armsvm	Wade	Arms	114

# SNAPP




# SNAPP Demonstration

- Instructions:
  - Fill out form on:  
<http://topaz.ad.uow.edu.au/SNAPP/Menu.html>
  - Create a bookmark in your browser with the link available on the page
  - Go to a discussion forum on Blackboard Vista
    - Works for other Learning Management Systems as well
  - Click the Expand All button
  - Click on your saved bookmark
  - Data is available at the bottom of the page

# SNAPP Tour

- <http://topaz.ad.uow.edu.au/SNAPP/Menu.html>

University of Wollongong

## Download SNAPP

To download SNAPP we request that you provide the following information. The data is confidential and will be used to gauge the level and diversity of SNAPP users. If you have any questions or concerns please contact [Dr. Shane Dawson](#).

<b>Institution:</b>	<input type="text"/>
<b>Country:</b>	<input type="text"/>
<b>Would you like to receive information and updates about SNAPP in the future:</b>	<input checked="" type="radio"/> Yes <input type="radio"/> No
<i>If yes, please provide your email address:</i>	<input type="text"/>
<b>Your Learning Management System:</b>	Blackboard <input type="button" value="v"/>

Submit

# SNAPP Tour

- Expand All

Group 1

Description (click to expand)

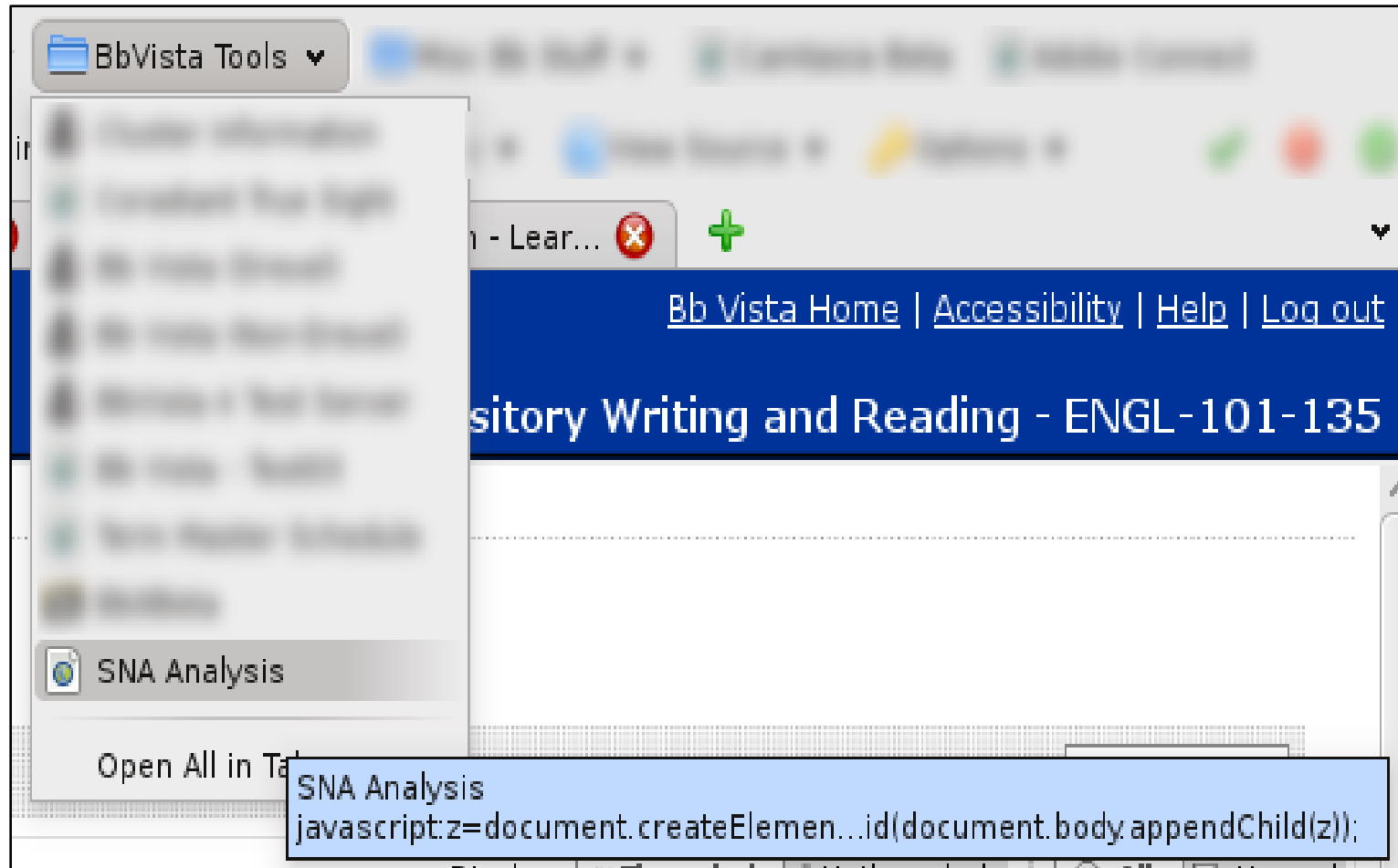
Create Message View Drafts

Expand All Collapse All Display: Threaded Unthreaded All Unread

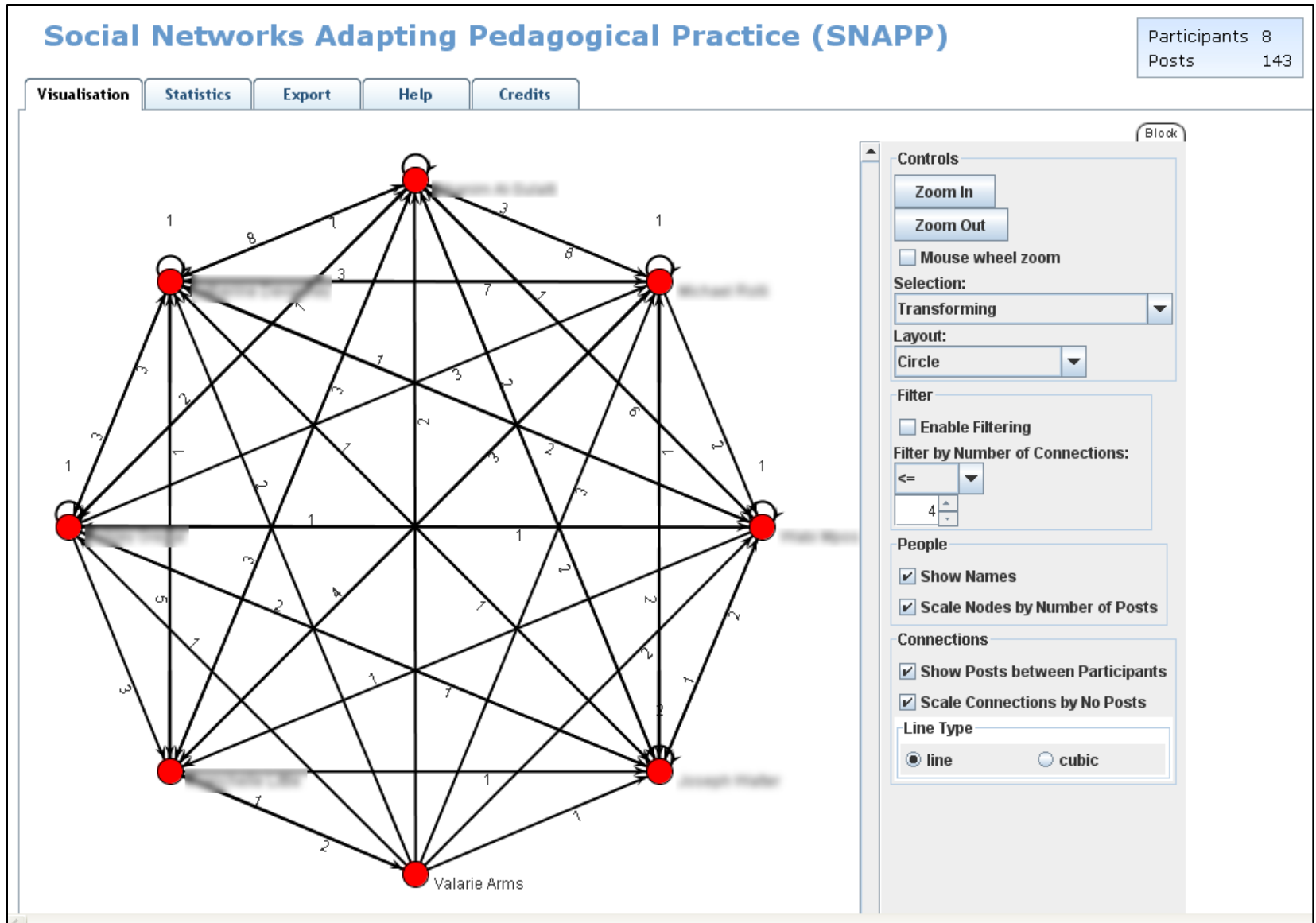
Subject	Messages	Author	Date
<a href="#">Continued</a> (New)			November 6, 2009 12:27 AM
<a href="#">22 Continue(( project 2))</a> (New)			November 5, 2009 9:10 PM
<a href="#">Continuing my process</a> (New)			November 5, 2009 8:52 PM
<a href="#">continue on project 2</a> (New)			November 5, 2009 7:55 PM
<a href="#">project 2</a>			October 29, 2009 11:46 PM
<a href="#">Project 2</a>	2		October 29, 2009 9:38 PM
<a href="#">project 2</a>	3		October 29, 2009 8:58 PM
<a href="#">Project 2</a>	3		October 29, 2009 7:41 PM
<a href="#">Project 2 Idea</a>	4		October 29, 2009 5:35 PM
<a href="#">Week 5 ( respond to The knowledge -Creating company)</a>			October 22, 2009 11:49 PM
<a href="#">Tabula Rasa</a>	2		October 22, 2009 11:28 PM
<a href="#">Week 5 (?) Response</a>	6		October 22, 2009 10:09 PM
<a href="#">Article</a>	2		October 22, 2009 9:54 PM
<a href="#">Article??</a>	3		October 22, 2009 8:21 PM
<a href="#">Project 1 " Ghanim"</a>	2		October 19, 2009 12:53 AM
<a href="#">Ok...comeon</a>	2		October 18, 2009 10:26 PM
<a href="#">Peer Review for Ghanim</a>			October 17, 2009 11:26 PM
<a href="#">Peer Review for Ghanim:</a>			October 17, 2009 11:17 PM
<a href="#">Rough Draft for Peer Editing</a>			October 17, 2009 1:44 PM
<a href="#">With and Against the Grain:</a>	5		October 15, 2009 12:30 AM
<a href="#">Too late</a>	8		October 9, 2009 11:19 AM
<a href="#">&lt;&lt;&lt;&lt;&lt;&lt;</a>			October 8, 2009 7:50 PM
<a href="#">Hello guys</a>	2		October 5, 2009 7:01 PM
<a href="#">Reflection of Chapter 2 of A&amp;B</a>	4		October 1, 2009 7:22 PM

# SNAPP Tour

- Select Saved Bookmark



# SNAPP Tour



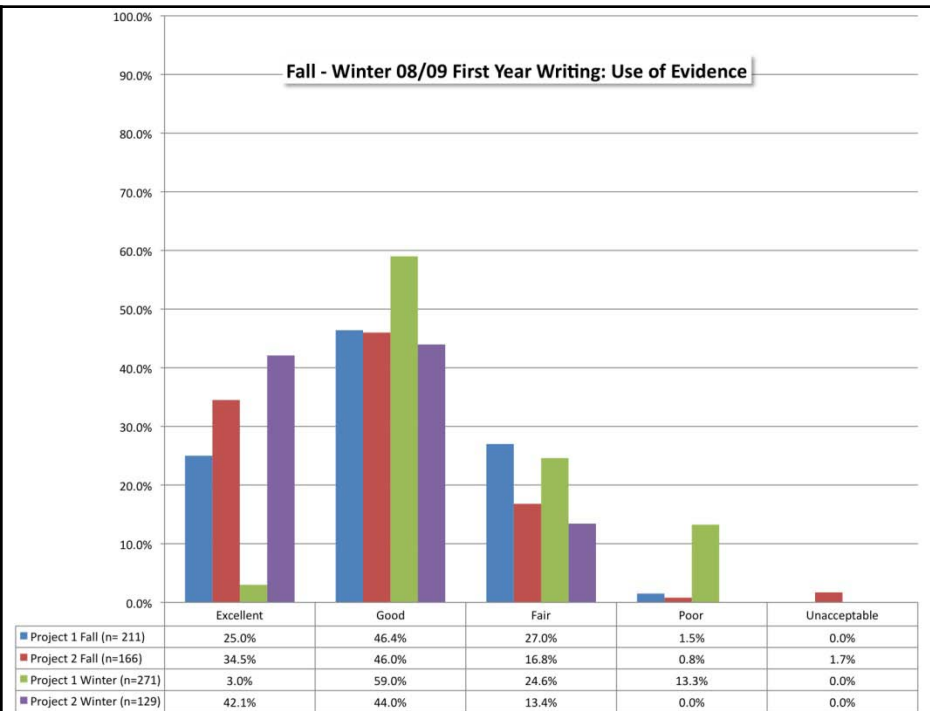
# Multiple Assessment Tools

## SNAPP

### Focus Groups



### Waypoint





# Technology Enhancing Learning = Drexel Mission



# Resources

- Ashburn, Elizabeth and Robert E. Floden, eds. *Meaningful Learning Using Technology: What Educators Need to Know and Do*, 2006.
- Bakharia, A., & Dawson, S. (2009). Social Network Adapting Pedagogical Practice (SNAPP) (Version 1.5) [Bookmarklet]. Brisbane, Australia.  
<http://research.uow.edu.au/learningnetworks/seeing/about/index.html>
- Gouge, Catherine. "Conversation at a Crucial Moment: Hybrid Courses and the Future of Writing Programs," *College English*. Mar. 2009:71,4.
- Nicol, David ([www.reap.ac.uk](http://www.reap.ac.uk))
- Waypoint: [www.gowaypoint.com](http://www.gowaypoint.com)
- Yelland, Nicola. *Shift to the Future: Rethinking Learning with New Technologies in Education*, 2006.