From “Required" to Dynamic: Innovative Strategies to Transform Discussion Boards

Presenter: Dr. Kristen Betts
May 3, 2018
Dr. Kristen Betts

Professional Background

- Public, Private & For-Profit Institutions
- 20+ years: Senior Administration, Program Director, Faculty, Trustee
- Drexel University: Clinical Professor, Sr. Director eLearning, Director: MS & EdD
- Forbes Education: Chief Academic Officer
- Armstrong State University, University System of Georgia: Director, Online & Blended Learning, USG
- Educational Consultant Active: Journal Reviewer, National Projects

Research Focus:

- Program/Course Design, Faculty Development, Accreditation
- Student/Faculty Recruitment, Engagement, Retention
- Online & Blended Education, Non-Traditional Students
- Neuroeducation, Online Pedagogy, Mind, Brain & Education, Brain Targeted Teaching, Transfer of Learning
Requirements: Student Engagement

US Department of Education, Title IV Funding

Distance Education Definition:

• Education that uses one or more technologies to deliver instruction to students who are separated from the instructor and to support regular and substantive interaction between the students and the instructor synchronously or asynchronously.

Challenge: Read, Post, and Reply
Mind, Brain & Education Science

MBE science is concerned with studying how humans learn best in order to develop more effective teaching methods

Dr. Tracey Tokuhama-Espinosa, 2011

Dr. Tracey Tokuhama-Espinosa, 2006
Grounded Theory Dissertation
Delphi Panel

2017 Delphi Panel
41 experts from 11 countries across the learning sciences

Source: Tracey Tokuhama-Espinosa
Principles of How Humans Learn

Neuroplasticity: “Brain’s ability to change, remodel and reorganize for purpose of better ability to adapt to new situations.” (Puretić & Demarin, 2012)

1. New learning is influenced by prior experiences.

2. There is no new learning without some form of memory and some form of attention (practice, feedback).

3. Feedback is an essential element of learning.

4. Spacing of learning is beneficial to long-term memory.

5. The brain changes constantly with experience.
“Teachers are brain changers.”

~ Glenn Whitman & Ian Kelleher, *Neuro Teach*, 2016

We are all brain changers.
Constructivism

- Learning: active, constructive
- Students: create their own meaning of objective reality
- New information: prior knowledge, experiences, culture

Social Constructivism

- Knowledge: constructed through interactions with environment and other individuals
- Knowledge: cooperative process, Zone of Proximal Development (ZPD)

Transformative Learning

- Instrumental learning: task-oriented problem solving, cause and effect relationships
- Communicative learning: understanding the meaning of what others communicate concerning values, ideals, feelings, etc.
- Perspective transformation: 10 Phases
  1. A Disorientating Dilemma
Paradigm Shift: Discussion Boards

• Active Learning & Mastery (practice, feedback)
• Scaffolding Assignments with Discussion Boards and Spacing
• Discussion Boards – Practice, Transfer of Learning

NEW MINDSET

NEW RESULTS
Courses

• EDUC 815: Writing for Research, Publication, and Funding in Education
• EDUC 802: Using and Integrating Learning Technologies
• EDUC 800: Educational Leadership and Change
• EEDUC 803: Research Design 1
• EDUC 810: Research Design 2
• EDUC 818: Applied Research Study
**EDUC 815: Writing for Research, Publication & Funding in Education: Annotations - “Help Your Peers”**

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<td><strong>Summary and Assessment</strong></td>
<td>This report comprehensively reviews the instructional design field and an instructional designer’s role in various contexts. The authors created a survey that was distributed to several instructional design professional communities. They collected 853 responses. The results showed that most instructional designers who responded to the survey worked for research institutions. Over 67% of respondents were female, and the majority of respondents had master’s degrees. Designing, training, managing, and supporting were four key primary functions that were reported as part of their roles. Most of the respondents worked with faculty, instructional staff, other instructional designers, and subject matter experts. The types of tools they regularly used, their projected career paths, and their preferred professional development sources were also collected. Three barriers to success were cited as well, including “lack of faculty buy-in, time, and resources.” The report cited several calls to action, suggesting that leaders support the integration of instructional designers into appropriate projects, that faculty embrace the integration of instructional designers to support their success, and for technology providers to recognize instructional designers as key stakeholders, users, and trainers of their products. Overall, the survey had a strong sample size and provided a comprehensive overview of the field.</td>
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<td><strong>Reflection</strong></td>
<td>This report provides a comprehensive overview of the field and confirmed many assumptions I held about the instructional design role and the profession. I also was very excited to see several suggestions for further research, one of which intersects closely with my research topic. I will take some time to explore these suggestions further to influence my current research topic and potentially refine a future dissertation</td>
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EDUC 815: Writing for Research, Publication & Funding in Education

Concept Maps – Research Streams

Research Focus: Written Expression Instruction in Middle School Full Time Emotional Support Classrooms

Written Expression In Middle School Classrooms
- Common Core, PA Core & District Curriculum
- Content and Skills for Written Expression Instruction
- Vertical and Horizontal Curriculum Maps

Students with Disabilities
- Disability Identification
- Processing Variances
- Common Gaps in Written Expression Performance

Pedagogy
- Evidenced-Based Practices
- Strategy Based Instruction
- Curriculum Materials
- Professional Development Activities
EDUC 815: Writing for Research, Publication & Funding in Education

VoiceThread

Dissertation Reviews - “Literature Review”

Cecil Whitley

Novak Dissertation Review

Kyper Dissertation Discussion

Nicole Danker - ProQuest Activity

Stuart Hirstein ProQuest Review

Nancy Young ProQuest Activity
EDUC 815: Writing for Research, Publication & Funding in Education

VoiceThread

Key Sections - “Literature Review” (E-Poster)

Research Topic Description
Researchers and Human Resource Managers have acknowledged the need to learn and understand the values of the Millennial employee. The Millennial generation is defined as those born between 1979 to 1994. The workplace is changing greatly due to the presence of the Millennial and many of the Baby Boomers in or close to retirement. Research shows that comparing the Millennial worker to other generations in the workplace, they have very different values and expect more from their employers. Although the Millennial generation is quite unique, employers must acknowledge the difference within this group.

Today, many women still face hitting a “glass ceiling” in their careers which affects women from all generations. While graduation rates for women of color have increased significantly, they still face many roadblocks in striving for career advancement when compared to their male counterparts. The literature review will examine the relationship between Millennials and employers in the workplace.

Self-Introduction and Overview of Research
Drexel University Ed.D Student
http://vocaroo.com/s/0lpSEQtb17v

Definition of Terms
Millennial persons born between 1979 and 1994
Wage and Gender Gap: a statistical indicator often used as an index of the status of women's earnings relative to men
Women of Color: women not of European descent
Professional Development: wide variety of specialized training, formal education, or advanced professional learning intended to help administrators, teachers, and other educators improve their professional knowledge, competence, skill, and effectiveness.
Mentoring: to advise or train someone
Reverse Mentoring: an inverted type of mentoring relationship whereby new junior employees are paired up with more experienced managers or employees to help the experienced worker acquire new learning

Significance of Research
Employers today realize that the Millennial employees are much different than their Baby Boomer parents. They also acknowledge that the Millennial is a key element to their company’s success. By 2020, Millennials will make up 50% of the global workforce. As a result, employers must understand and acknowledge the needs of the Millennial women in workplace and how they can provide them with professional development opportunities to ensure they are equipped with the leadership skills.

Purpose of Research
The purpose of this research is to define the role of leadership and how that impacts Women of Color in advancing to mid-level and senior-level positions within organizations. Identifying what barriers hold Women of Color back from advancing in the workplace and how Human Resource Management departments can create programs that can develop and retain this population in the workplace.

Research Questions
1. What role does professional development opportunities such as mentoring programs and leadership training programs, have on career advancement for Millennial Women of Color?
2. What role does self-advancement play?
EDUC 802: Using and Integrating Learning Technologies

Week 1: Infographic Resumes

INFOGRAPHIC

Sh necia L. Walker
Lead Human Resources Specialist
Department of Defense Education Activity

Andrea McDonough
Artist Educator

Education

1998
St. Anne's College, Oxford University
Coursework in Elizabethan Literature and History

2000
Sweet Briar College
Bachelor of Art (BA) in Literature/Theatre

2002
Harvard University
Master of Education (EdM) in Higher Education Administration

2006
Columbia University
Coursework in American Studies

In progress
Drexel University
Doctor of Education (EdD) in Educational Leadership and Management

Experience

1. Illinois College
   Admissions Counselor 2000-2001

2. Simmons College
   Resident Director/Assistant Director of Residence Life

3. Columbia University
   Assistant Director of Residential Programs 2004-2006

4. Occidental College
   Assistant Director of Residence Life 2006-2008

5. Semester at Sea
   Resident Director spring 2008

6. University of Southern California
   Assistant Director of Student Programs 2006-2012

7. University of Pennsylvania
   House Dean 2012-present
EDUC 802: Using and Integrating Learning Technologies:
24-Hours Technology
EDUC 802: 24-Hours Technology

MY DIGITAL DAY
JESS QUINTER
EDUC 802: JANUARY 25, 2016

STARTING MY DAY
Before work, I check my calendar and our substitute system on my iPhone.

OFF TO WORK
On the way to work, I listen to my favorite songs on my iPod.

ALWAYS AVAILABLE
Whether using my phone, walkie talkie, or laptop, I am constantly connected with others throughout my day.

WHAT WOULD I DO WITHOUT IT?
At school, I rely on my laptop to access GoogleDocs, Teachscape, Skyward, and other programs.

TIME TOGETHER
In the evening, we use our wireless speaker to listen to the news or music while making dinner.

TIME FOR ME
I do yoga using the website yogawithme. I usually stream it on my iPad.

TIME TO UNWIND
Time to logoff and gear up for another day!

WORKING FROM HOME
I am often online in the evening, doing banking or browsing for something to buy from Amazon. I also access Blackboard and check emails.

* I created this in eazel.ly. It was easy to use and has additional options for purchase. Keyboard shortcuts, such as cut and paste, were able to be used in this application, and the guidelines and grid were helpful in aligning the text boxes and objects.
EDUC 802: Using and Integrating Learning Technologies

Learning Theories Table

Learning Theories Concept Map: Collaborating with Others

Connecting the theories: learning happens individually and collaboratively in real life, in real time, in the real world.

- **Associative Learning Theory (Beetham & Sharpe, 2013, Appendix 1)**
  - Theorists: Skinner and Gagné
  - View of Knowledge
  - Learners build knowledge in step-by-step ways
  - While knowledge can be represented internally, learners must show observable evidence of their knowledge in external media.

- **Constructive (Individual) Learning Theory (Beetham & Sharpe, 2013, Appendix 1)**
  - Theorists: Biggs, Plagett, Pappert, and Kolb
  - View of Knowledge
  - Learners build knowledge by active discovery
  - Understanding how a learner internalizes knowledge and skills is central to this theory. Kolb’s Cycle, below, illustrates this process.

- **Constructive (Social) Learning Theory (Beetham & Sharpe, 2013, Appendix 1)**
  - Theorists: Laurillard, Pask, and Vygotsky
  - View of Knowledge
  - Learners build knowledge by dialoguing and collaborating
  - How learners engage with their social environment is foundational to how learners assimilate new knowledge. Vygotsky’s Zone of Proximal Development (ZPD), below, illustrates what learners can do without and with help. The people in the learners’ social environment are critical to learning.

- **Situative Learning Theory (Beetham & Sharpe, 2013, Appendix 1)**
  - Theorists: Lave & Wenger; Cole, Engstrom, & Wertsch
  - View of Knowledge
  - Learners build knowledge by developing practice in a given community
  - Knowledge is related to a particular and specific community.

- **Self-Determination/Maslow’s Hierarchy of Needs**
  - Theorist: Maslow
  - View of Knowledge
  - Learners build knowledge by progressing sequentially from one level of pyramid to the next
  - Learners need to identify where they are in the hierarchy for knowledge to be absorbed and assimilated.

- **Figure 1: Maslow’s Hierarchy of Needs**
  - View of Learning
  - Learns if and when basic needs are met
  - Learners can attempt to understand a new concept, but if they are preoccupied with other needs that are more immediate to them, learning and assimilation may not occur.

  - **Learn through Operant Conditioning**
    - Individuals learn by association
    - Basic stimulus-response (S-R)
    - Learning is reinforced by anything that strengthens desired response
    - Need routines of organized activity

  - **Learn through Actively Exploring**
    - Individuals learn by actively exploring, feedback sharing, and making conclusions based on their experiences
    - Learners integrate new concepts/skills into their existing schemas & frameworks

  - **Learn through Discussing & Collaborating**
    - Individuals learn participating in a group that has a specific purpose and practices a specific skill
    - Through engagement with this community, learners progress from
EDUC 802: Learning Theories Table
EDUC 802: E-Flip Book
Professional Portfolio: Annual Review, Promotion, Transition
EDUC 802: E-Flip Book

**Professional Portfolio**: Annual Review, Promotion, Transition

- Reviews
- Resumes
- Cover Letters

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Nicole Lynn Malinoski
Ed. D Leadership and Management – Drexel University
E-Portfolio Book
EDUC 802 – Summer 2017

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Performing in American Sign Language has the power to tell a story in more dimensions than spoken language.

- TAMI SANTIMYER

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DREXEL UNIVERSITY
School of Education
EDUC 800: Educational Leadership and Change
Reflection Readings & Key Points

Change in the midst of uncertainty:
My synthesis of the readings...
Buck Jones

Fullan
Ready, Aim Fire!

Passion: Keep focus on what really matters.
Practice... Get moving toward solutions

Learn as you go... learn from your mistakes!

So, what travels across organizations and global contexts?
* Change is inevitable, embrace it!
  * Step back and look for larger patterns.
  * Engage yourself and others in the process... you cannot do this alone!
  * Learn from others... hear their voices.
  * Don’t fear mistakes, but get moving with solutions, learn from mistakes.

Everyone has a stake in adaptive leadership
Get multiple perspectives... and challenge your own assumptions!
Plan and Practice... leadership is an experimental art!
Live in disequilibrium

Change occurs through listening to multiple voices: big and small
Diverse paths are encouraged...
Lifelong learning... an iterative process

It’s ok to make mistakes...

Ackoff and Greenberg: Turning learning right side up
Sudbury Valley School “Every voice counts!”
CONTRIBUTOR OF LEADERSHIP, SYSTEMS THINKING RECIPES

HABITS
- Habit is the most important force or ingredient to success.
- Habits build businesses.

(Senge)

MEASURE ACCORDINGLY

There should be a balance of short and long term goals.
(Senge)

REFLECTION

In this week’s video, Senge says systems are like families. Systems are influenced by cultural and social norms. Habits (both good and bad) are formed by these influences and are passed on. Some great innovative ideas have been passed on to generations along with some not so great ideas and systems.

This made me think of a family cookbook. There are recipes we love, ones we try to master and ones that we don’t appreciate. This recipe is like the advice we receive from our families. This padlet is a collection of innovation recipes and tips.

TEST YOUR RECIPES FOR CHANGE

- Share your aspirations for change with team members often.
- Build awareness of the situation and your role in it.
- Be honest about what (ingredient) worked and what didn’t.

(Senge, 2008)

THINGS TO AVOID

- Obsolete systems
- Reluctance to change
- Innovation fatigue

SPRINKLES OF IMAGINATIONS

LEARN SOMETHING NEW

“Curiosity keeps the individual in motion, always seeking change and innovation.”
(Ackoff, 2008)
EDUC 800: Educational Leadership and Change

Reflection Readings & Key Points

The Adaptive challenge
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<th><strong>EDUC 810: Research Design II</strong></th>
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<td>• Realistic Ethnography</td>
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<td>• Case Study</td>
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<td>• Critical Ethnography</td>
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<td><strong>Definition from Creswell Textbook:</strong></td>
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<tr>
<td>Ethnography “Writing about groups” (Creswell, 2015, p. 465)</td>
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<td>• Realistic Ethnography “In objective account of the situation, typically written in third person point of view, reporting objectively on the information learned from participants and field site” (Creswell, 2015, p. 468).</td>
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<td>• Case Study “may focus on the program, event, or activity involving individuals rather than group” and “searches for the shared patterns that developed as a group and tracks over time” (Creswell, 2015, p. 468).</td>
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<td><strong>Articles</strong></td>
<td><strong>For each Research Design, provide one or two articles with the URL(s) that reflect the paradigm.</strong></td>
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## EDUC 803 & EDUC 810: Research Design 1 & 2

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EDUC 818: Applied Research Study

Reflections
Comments

• This course was very well designed and every assignment was relevant, well articulated, and tied into the final deliverable in a meaningful and efficient manner.

• The collaboration with peers to create learning experiences that was phenomenal as well as the usual robust feedback from the instructor.

• Submitting the VoiceThread assignment for peer feedback a week before submitting Assignment 4 was very helpful. I really enjoy when courses are structured in such a way that forces us to submit a small portion or outline prior to the final product. It really helps to keep me on track and reduces a lot of stress at the end of the quarter.
Comments

• Interacting with students in the general forums and the teams (matrix project and final group project) provided meaningful and purposeful opportunities to learn from each other.

• This is the best class I have ever taken. The professor kept us well organized by requiring us to submit our assignment in manageable sections. She provided very useful feedback, and introduced us to a variety of instructional strategies and applications.

• This course pushed me out of my comfort zone and I am better for it.

• It provided the foundation for future research and provided guidance for future courses.
Transfer of Learning: Real-World Contexts

- Constructivism
- Social Constructivism
- Transformative Learning

(Galoyan, Betts & Shewokis, 2017)
Tetrahedral Model of Dynamic Transfer for Onsite, Online, and Blended Learning

(Galoyan, Betts & Shewokis, 2017)
Questions?

Contact: kbetts@drexel.edu