Discussion Forum Redesign: Student and Faculty Experience

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The Role of Discussions in Online Education

- The appeal of online education
- Student engagement linked to course satisfaction
- Effective discussion engagement
Traditional Discussion Model

Week 2 - Discussion 1

Your initial discussion thread is due on Day 3 (Thursday) and you have until Day 7 (Monday) to respond to your classmates. Your grade will reflect both the quality of your initial post and the depth of your responses. Refer to the Discussion Forum Grading Rubric under the Settings icon above for guidance on how your discussion will be evaluated.

Theoretical Perspective Reflection

In Chapter 3, you were presented with four language acquisition theories: behaviorist, active construction of a grammar, connectionist, and social interaction theories. For this discussion, you will first select one of the theories and explain its main components in a graphic organizer. The recommended website, Holt Interactive Graphic Organizers, offers digital graphic organizers to help you with the creation of your graphic organizer, or you can use the graphs/charts feature in Microsoft Word. You will then compare and contrast your chosen theory with the other theories listed above, highlighting the major similarities and differences.

Week 2 - Discussion 2

Your initial discussion thread is due on Day 3 (Thursday) and you have until Day 7 (Monday) to respond to your classmates. Your grade will reflect both the quality of your initial post and the depth of your responses. Refer to the Discussion Forum Grading Rubric under the Settings icon above for guidance on how your discussion will be evaluated.

Supporting Second Language Learning

Our classrooms are filled with students who come from diverse backgrounds. When we get to know our students and their families, we strengthen the home-school connection, which research has reported leads to increased student achievement. Using information gained from the textbook readings and the required article, Can Preschool Children be Taught a Second Language?, explain strategies that effectively support students who are learning a second language. You can use the textbook and the recommended article, Responding to Linguistic and Cultural Diversity, to support your discussion.
Redesigned Discussion Model

Language Interactions Case Study [WLO: 2] [CLOs: 1, 2]

An important part of supporting language development is being able to identify the different ways children engage in language experiences. In this discussion forum, you will have the opportunity to watch a video and share what you observed.

To prepare for this discussion,

- Read Chapter 7 of the course text.
- Read the article Language Development in the Early School Years: The Importance of Close Relationships With Teachers.

In your 250 to 300 word initial post, due by Day 3 (Thursday),

- Describe three specific teacher interactions shown in the video that support language acquisition.
- Describe two physical environments shown in the video that may support language acquisition.
- Discuss one experience or interaction that needs refinement.

Guided Response Due by Day 7 (Monday): Review at least three of your classmates’ posts. Give one specific compliment and then offer something that you noticed regarding the environment and interactions in the video. Lastly, ask one follow-up question (50 to 100 words each).

Final Response Due by Day 7 (Monday): Compose a final response to your original post, replying to any comments or questions others have given you. Summarize your overall thoughts for the week, including information you learned from reading peer postings. Remember that continuously engaging with peers and the instructor will further the conversation and provide opportunities to develop relationships within the classroom community (100 to 200 words).
Faculty Survey - Outcome Attainment

To what extent do you think the new course design helps students:

- Engage more deeply in the discussion topics

- Much more
- Somewhat more
- Neutral
- Somewhat less
- Much less so
Faculty Survey – Faculty Workload

Compared to a traditionally formatted course, how was the faculty workload in terms of:

- Grading the newly formatted discussion
  - Much easier
  - Somewhat easier
  - Neutral
  - Somewhat more difficult
  - Much more difficult
Why did you prefer the discussion model of ECE 315? Pick all that apply.

- I felt that students learned more with the new model.
- I liked interacting with one in-depth learning topic each week.
- Grading one discussion post takes less time than the traditional two posts per week.
- Allowed for more in-depth conversation on one topic.
Student Survey – Student Preference

Student Preference

- Traditional discussion
- ECE 315 format

Bar chart:
- Allowed for more in-depth discussion on one topic: 40.00%
- I preferred responding to three peers in one discussion over two peers in two separate discussions: 35.00%
- The final summary post furthered my learning: 30.00%

Comments:
- Allowed for more in-depth discussion on one topic:
- I preferred responding to three peers in one discussion over two peers in two separate discussions:
- The final summary post furthered my learning:
Student Survey – Outcome Attainment

To what extent do you think the new course design helped you with the following?

- Engaging more deeply in the discussion topic for the week
- Understanding the course content

**Helped a lot**

**Slightly more helpful**

**No impact**

**Slightly more difficult**

**Negatively impacted**
## Student Survey

**What was the most difficult part of adjusting to this model?**

(Select one.)

<table>
<thead>
<tr>
<th>Option</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nothing. I did not find the adjustment difficult.</td>
<td>51</td>
</tr>
<tr>
<td>Completing my final summary post.</td>
<td>37</td>
</tr>
<tr>
<td>Remembering to post three peer responses.</td>
<td>9</td>
</tr>
</tbody>
</table>
Summary

Research questions and findings

Conclusions

Further research
Questions and Contact Information

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