



Teaching Technologies: Fostering Discussion, Debate, Collaboration and Engagement

Emma McAllister, Queen's University Belfast
Clare Thomson, Ulster University



Describe yourself in 5 emojis

Add to the chat window
<https://emojipedia.org/>

Emma McAllister



Clare Thomson





Discussions & Debates

Emma McAllister

Digital Learning Developer in Arts,
Humanities and Social Sciences Faculty for 8
years.

Key tasks include:

Helping lecturers who are used to teaching
face-to-face become effective online
teachers.

Discussions and Debates

- Tutorial discussions and debates very important for Arts, Humanities & Social Sciences subjects
- Lecturers usually conduct these in small groups, face-to-face
- Prompt students to:
 - Challenge assumptions
 - Understand opposing views
 - Explore topic more deeply



Discussions Online



- Students don't engage
- Difficult to get beyond shallow conversations
- Some students dominate



Why?

I want it to be perfect

I'm worried that someone will steal my ideas

I don't want to be the first person to say something

I'm scared that I'll say the wrong thing

I'm not sure what I'm supposed to do

It's not important, it doesn't count towards my final mark



What are your experiences?

Raise hand if agree



Guidelines for Engaging Students in Online Discussion

- Make expectations explicit
- Model the behaviour you want to see
- Use icebreakers and easier tasks to make students more comfortable

Model good behaviour

- Actively engage in the discussion
- Encourage all contributions
- Share information on what active participation looks like

Table 4. Assessment rubric for forum participation from MSc Learning and Technology, Glyndwr University, Wales.

Not demonstrated	Did not participate in the forum discussions ('lurking' would not count as 'participation')
Inadequately demonstrated	Made a minimum number of posts but did not respond (or barely) to the posts of others
Adequately demonstrated	Made a minimum number of posts and responded to a minimum number of posts from others. Used the discussion forum both for content purposes (assignments, reflections...) and for social purposes ('coffee machine chatter')
Comfortably demonstrated	Made a moderate number of posts, responding to a moderate number of posts from others. Showed regular commitment (as opposed to posting all messages the day before the deadline). Started citing references when writing forum contributions (sharing links/articles/resources)
Well demonstrated	Took a more than active part in the discussions; responded constructively to others' comments as well as making their own contributions. Started using the discussion forums for strategic purposes (e.g. deliberately asking the group for advice when struggling with specific parts of an assignment)
Very well demonstrated	Took an active part in the discussions; responded constructively to others' comments as well as making their own contributions. Demonstrated leadership and contributed beyond that required for the module. Reflected on the discussion forum process as well as content, helped move the group towards joint insight (for instance by summarising or weaving discussion threads)

Scan from:
Sharpe, Rhona, (2016) 53 Interesting Ways to Support Online Learning, The Professional and Higher Partnership, Suffolk



Use icebreakers

- Start off with 'fun' online activities to encourage participation:
 - Pins on a map
 - Emoji chat
 - Share a link
 - Take a photo

Jill Harrison + 13 • 2yr

Youth and Social Justice (18/19)

Add images, videos, quotations, song lyrics or news articles illustrating representations of young people.

Anonymous 2yr

<https://www.theguardian.com/lifeand-dstyle/2009/dec/05/teenagers-behaviour-adolescence>

HURRAY FOR TEENAGERS?

It was the title of this article that caught my eye as I have become increasingly aware of the constant negative connotations of youth. why is there never anything positive about the supposed "best days of your life?"

0

Add comment

Anonymous 2yr

Britain's knife epidemic

Newspaper articles describing knife crime as the biggest threat to young people but also depicting young people as the threat.



Britain's knife epidemic is out of control and we ... KNIFE violence is at a seven-year high and Sajid J... the sun

0

Add comment

Anonymous 2yr

Anonymous 2yr

Wouldn't It Be Nice

Young people yearning to be older and have the freedoms of being an adult, rather than the restrictions of being young.



Beach Boys - Wouldn't It Be Nice
by piandjoe1
YouTube

0

Add comment

Anonymous 2yr

Lawless London

Another newspaper article on knife crime in London. Gives the impression this is an epidemic. The content focuses almost entirely on young people.



London stabbings 2018 - latest knife crime stati...
As violent attacks spread from cities to the Hom...
the sun

0

Add comment

Anonymous 2yr

Britain's youth at risk of being 'lost generation'

This article looks at the economic challenges youth in Britain face in terms of employment and drops in pay.



Britain's youth at risk of being 'lost generation', w...
Equality and Human Rights Commission says un...
the guardian

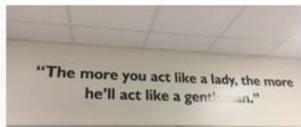
0

Add comment

Anonymous 2yr

Middle school wall sign in Texas, USA (since removed)

This sign was up on show for over 5 years at a Middle School in Texas, USA. It was in the hallway of which young people, males and females, passed on a daily basis. This sign encourages girls and boys to act according to their 'gender roles' and it reinforces sexist and harmful gender expectations that exist within everyday society.



Anonymous 2yr

Why look at us then?

This article looks at the fall in young people drinking, querying what else they may be doing instead. So the young people cut down on the binge drinking problem but are queried WHY, when at the end of the article states that middle age men are the ones who drink the most.



What's wrong with young people today? They don...
There are lots of theories to explain falling alcoh...
the guardian

0

Add comment

Anonymous 2yr

The 'rape' excuse.

This picture represents the idea of alcohol and sexual relations. It highlights the assumption alcohol influences females actions but not males.



Anonymous 2yr

I'm 17...

'What do you know, you're only a teenager'. A great TEDx Talk on the power of young voices and the difference they make when taken seriously



I'm 17 | Kate Simonds | TEDxBoise
by TEDx Talks
YouTube

0

Add comment

Anonymous 2yr

Teenage Dirtbag - Wheatus

A well-known song released in 2000 released by a popular, American rock 'n' roll band depicting the identity of teenage guys - obsessed with girls and competing with other guys.



Wheatius - Teenage Dirtbag
by WheatiusVEVO
YouTube

Anonymous 2yr

Gen Z Entering the Workforce

This article from The Wall Street Journal explains a variety of changes to workplace environments associated with Generation Z in comparison to previous generations.



Gen Z is Coming to Your Office. Get Ready to Ad...
The generation now entering the workforce is so...
waj

0

Add comment

Anonymous 2yr

Bad Neighbours

Released in 2014, the film 'Bad Neighbours' depicts the striking contrast between the classic American college student and a new parent. The college students are represented as irresponsible, selfish, wild and unable to perceive consequences of their actions. The film suggests how the transition between adolescent and adult has lengthened and opened the new concept of the 'eternal adolescent'.

0

Add comment

Anonymous 2yr



Other platforms for discussion

- Padlet.com
- Twitter:
 - start a Tweepchat
 - Follow an existing Tweepchat #LTHEChat



Managing large group discussions

- Split into smaller discussion groups, ask each group to feedback a summary of their discussion
- Nominate a few 'featured' contributors for each discussion (rotate through the class)
- Create 'sub' discussion threads – students choose which question or thread they want to participate in.



What are the hurdles for online discussions?

Technical, Personal, Social,

Go to <https://padlet.com/ahsselearning/u57pl6qasi8wevae>

Share your experiences, thoughts, links to useful websites, articles, etc.



Summary

- Be clear about expectations
- Be an active participant
- Welcome all contributions
- Help learners feel 'safe' by starting off with easier tasks



Non-disposable assignments: engaging students

Clare Thomson

Digital Education and Enhancement
Consultant

Key tasks include:

Considering different methods for
engagement and assessment



Assignments

Non disposable

Usually go in drawer and never seen again

Rethink and encourage student to contribute something that will have value outside of the course and give one afterwards.

A Conceptual Framework for Non-Disposable Assignments: Inspiring Implementation, Innovation, and Research

Sally B. Seraphin, J. Alex Grizzell, Anastasia Kerr-German, ...

<https://doi.org/10.1177/1475725718811711>

1. Wikipedia





Wikipedia

Use to:

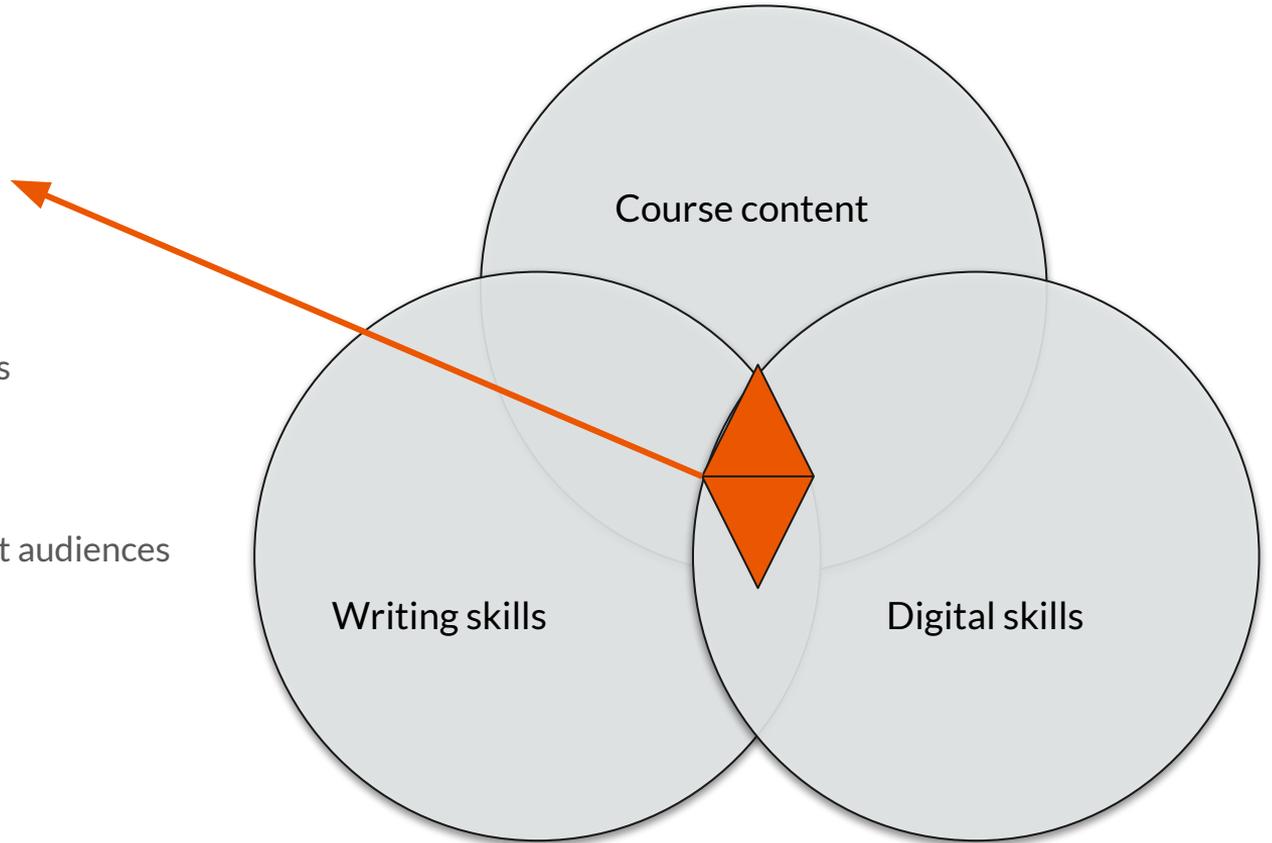
Strengthen course outcomes

Work on critical analysis

Develop writing for different audiences

Augment digital skills

Contribute to community





Possible ways to integrate into course

Discuss perceptions of Wikipedia and its use in education

Critique an article

Translate an article

Edit an article eg add reliable citations (use Citation Hunt: <https://tools.wmflabs.org/citationhunt/en?id=a6fee65d>)

Create a diagram for an article

Add an image to an article from Wikicommons - maybe even take one

Write a new article



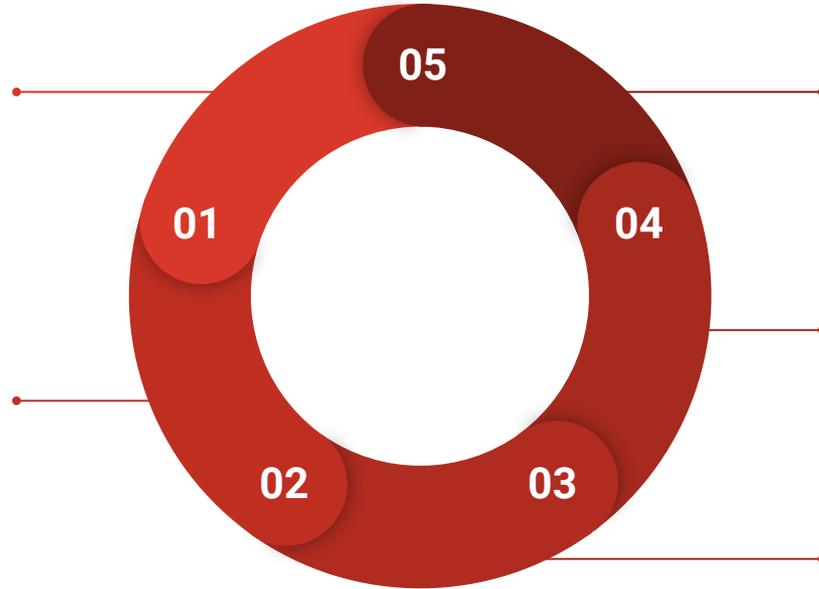
Start small

Critique

Discuss articles, concept of Wikipedia, bias, myths etc.

Add citations

Research, add citations, use Citation Hunt



Create a page

Look for red links, check out Women In Red project

Translate a page

No need to create new content

Edit an article

Fix proofreading issues, add images or photos from Wikicommons

Citation Hunt tool

Change language

[Customize](#) [Leaderboard](#) English

Citation Hunt

The Wikipedia snippet below is not backed by a [reliable source](#). Can you find one?
Click **I got this!** to go to Wikipedia and [fix the snippet](#), or **Next!** to see another one. Good luck!

In page [History of the Central African Republic](#):

In the aftermath of the failed coup, militias loyal to Patassé sought revenge against rebels in many neighborhoods of the capital, Bangui, and incited unrest which resulted in the destruction of many homes as well as the torture and murder of many opponents. Eventually, Patassé came to suspect that General François Bozizé was involved in another coup attempt against him, which led Bozizé to flee with loyal troops to Chad. In March 2003, Bozizé launched a surprise attack against Patassé, who was out of the country. Libyan troops and some 1,000 soldiers of Bamba's Congolese rebel organization failed to stop the rebels, who took control of the country and thus succeeded in overthrowing Patassé. ^[*citation needed*]

I got this! **Next!**

Search for a topic.

5 citations added today!

~
[Hey! My source is on GitHub!](#)
Citation Hunt is made by volunteers, hosted on [Tools Labs](#) and translated via [translatewiki.net](#).

<https://tools.wmflabs.org/citationhunt/en?id=a6fee65d>



Real world feedback and experiences

Pages deleted

Pages redirected

Pages subsumed into other pages

Content on page - moved, deleted, reworded

Page flagged as too technical

Draft page not approved



Medical students: Articles created Jan 2019

2,356 views https://en.wikipedia.org/wiki/Whiteabbey_Hospital

5,479 views https://en.wikipedia.org/wiki/Psychological_stress_and_sleep

2,771 views https://en.wikipedia.org/wiki/Tertiary_peritonitis

953 views https://en.wikipedia.org/wiki/Organ_donation_in_Ireland

1,085 views https://en.wikipedia.org/wiki/Braid_Valley_Care_Complex

4,288 views https://en.wikipedia.org/wiki/Holywell_Hospital



WIKIPEDIA
The Free Encyclopedia

- Main page
- Contents
- Featured content
- Current events
- Random article
- Donate to Wikipedia
- Wikipedia store

Interaction

- Help
- About Wikipedia
- Community portal
- Recent changes
- Contact page

Tools

- What links here
- Related changes
- Upload file
- Special pages
- Permanent link
- Page information
- Wikidata item
- Cite this page

In other projects

Meta-Wiki

Slowtech2000 🔔 📄 [Talk](#) [Sandbox](#) [Preferences](#) [Beta](#) [Watchlist](#) [Contributions](#) [Log out](#)

Article [Talk](#)

[Read](#) [Edit](#) [View history](#) ☆ [More](#) ▾

🔍

List of Wikipedias

From Wikipedia, the free encyclopedia
(Redirected from [Wikipedia languages](#))

Wikipedia is a multilingual online **encyclopedia** edited and maintained by a **community of volunteer editors**. As of May 2020, Wikipedia articles have been created in 309 languages, with 299 active and 10 closed.^[1]

Contents [hide]

- Wikipedia edition codes
- List
- Detailed list
 - Notes
 - Grand total
- Number of wikipedia by language families and groups
- See also
- References
- External links

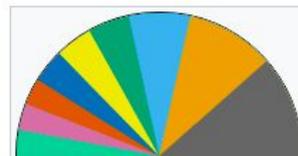
Wikipedia edition codes [edit]

See also: [Wikimedia Foundation § Wikimedia projects](#)

Each Wikipedia has a code, which is used as a subdomain below wikipedia.org. Interlanguage links are sorted by that code. The codes represent the language codes defined by [ISO 639-1](#) and [ISO 639-3](#), and the decision of which language code to use is usually determined by the [IETF language tag](#) policy. Wikipedias also vary by how thinly they slice dialects and variants; for example, the English Wikipedia includes most modern varieties of English (American English, British English, Indian English, South African English, etc.), but does not include other related languages such as [Scots](#) or [Anglo-Saxon](#), both of which have separate Wikipedias. The Spanish Wikipedia includes both [Peninsular Castilian](#) and [Latin](#)



Screenshot of Wikipedia's portal showing the different languages sorted by article count

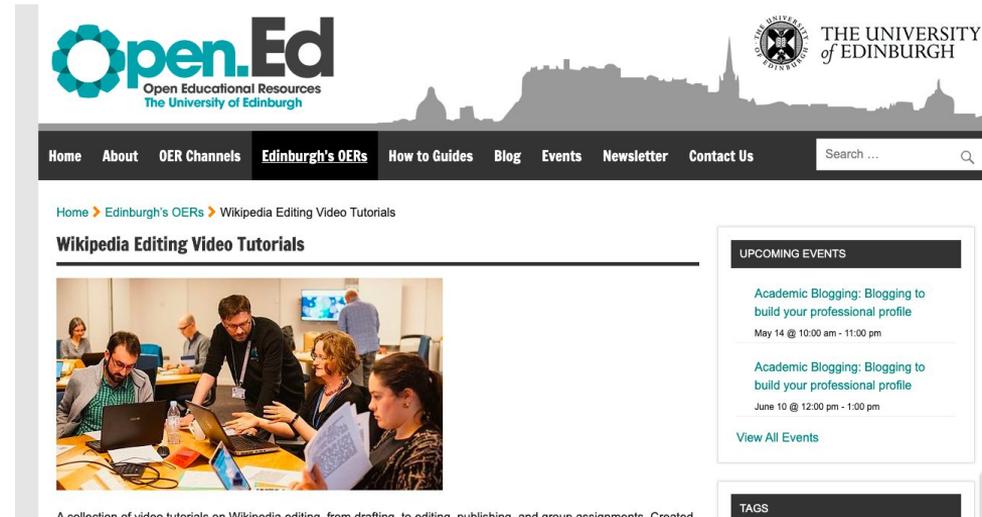




Support

Lots of resources available from University of Edinburgh

<https://open.ed.ac.uk/wikipedia-editing-video-tutorials/>



The screenshot displays the Open.Ed website interface. At the top, the 'Open.Ed' logo is prominent, with the text 'Open Educational Resources The University of Edinburgh' below it. To the right, the University of Edinburgh crest and name are visible. A dark navigation bar contains links for 'Home', 'About', 'OER Channels', 'Edinburgh's OERs', 'How to Guides', 'Blog', 'Events', 'Newsletter', and 'Contact Us'. A search bar is located on the right side of this bar. Below the navigation, a breadcrumb trail reads 'Home > Edinburgh's OERs > Wikipedia Editing Video Tutorials'. The main heading is 'Wikipedia Editing Video Tutorials'. A large image shows a group of people in a classroom setting, focused on their laptops. On the right side, there is a section titled 'UPCOMING EVENTS' with two entries: 'Academic Blogging: Blogging to build your professional profile' scheduled for May 14 at 10:00 am - 11:00 pm, and another identical entry for June 10 at 12:00 pm - 1:00 pm. A 'View All Events' link is provided below these listings. At the bottom, a 'TAGS' section is partially visible.

2. Create a Learning Resource





Give students freedom to choose

Allow students to explore different tools

Share ideas and work along the way to ensure the project is on track

Don't focus on technical issues, focus on achieving learning outcomes

Submission to include the learning resource AND a narrative of the journey to that if the technology wasn't suitable in the end this can be accounted for

Give examples and ideas ...

DS106 Assignment Bank

Assignment Bank

Types

Create One

ds106

Search

Visual Assignments



Design Assignments



Audio Assignments



Video Assignments



Web Assignments



Mashup Assignments



Writing Assignments



Fanfic Assignments



Give students a list of possible free tools

But don't limit them to this if they have their own ideas (TicToc, mock text chat)

Padlet: <https://en-gb.padlet.com/>

WordPress: <https://wordpress.com/>

Google Sites <https://sites.google.com/new> - or any Google Suite app eg Slides / Document

ThingLink: <https://www.thinglink.com/>

Wakelet: <https://wakelet.com/>

3. Critique document collaboratively - annotation





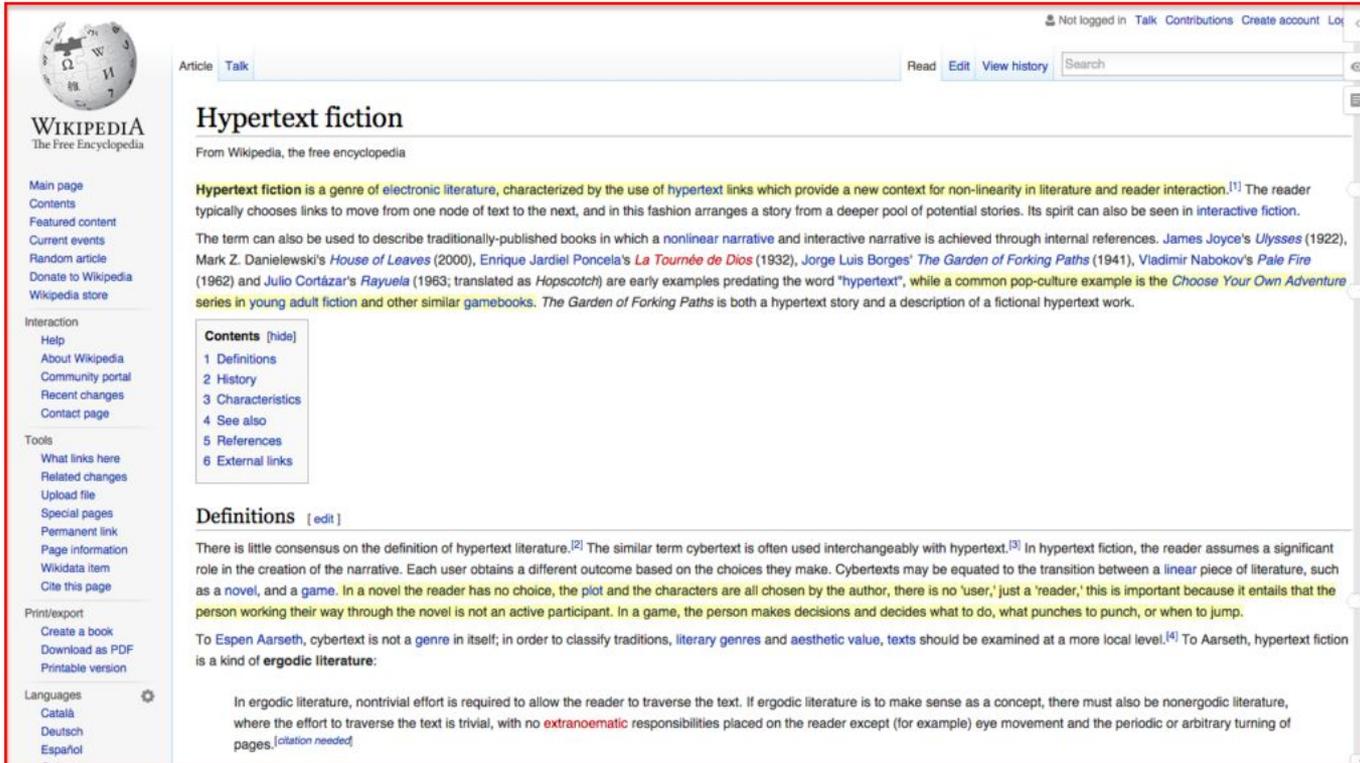
Hypothes.is

Not for profit:

“Using annotation, we enable sentence-level note taking or critique on top of classroom reading, news, blogs, scientific articles, books, terms of service, ballot initiatives, legislation and more. Everything we build is guided by our principles. In particular that it be free, open, neutral, and lasting to name a few.”

Mark Sample, Davidson College

Students in an edX course annotating a Wikipedia page:



The screenshot shows the Wikipedia page for "Hypertext fiction". The page is annotated with red boxes and numbers. The main text is highlighted in yellow, and the "Contents" table of contents is highlighted in blue. The "Definitions" section is also highlighted in blue. The page includes a sidebar with navigation links, a search bar, and a user profile box at the top right.

Not logged in | Talk | Contributions | Create account | Log out

Article | Talk | Read | Edit | View history | Search

Hypertext fiction

From Wikipedia, the free encyclopedia

Hypertext fiction is a genre of electronic literature, characterized by the use of **hypertext** links which provide a new context for non-linearity in literature and reader interaction.^[1] The reader typically chooses links to move from one node of text to the next, and in this fashion arranges a story from a deeper pool of potential stories. Its spirit can also be seen in interactive fiction.

The term can also be used to describe traditionally-published books in which a **nonlinear narrative** and interactive narrative is achieved through internal references. James Joyce's *Ulysses* (1922), Mark Z. Danielewski's *House of Leaves* (2000), Enrique Jardiel Poncela's *La Tournee de Dios* (1932), Jorge Luis Borges' *The Garden of Forking Paths* (1941), Vladimir Nabokov's *Pale Fire* (1962) and Julio Cortázar's *Rayuela* (1963; translated as *Hopscotch*) are early examples predating the word "hypertext", while a common pop-culture example is the *Choose Your Own Adventure* series in young adult fiction and other similar gamebooks. *The Garden of Forking Paths* is both a hypertext story and a description of a fictional hypertext work.

Contents	[hide]
1	Definitions
2	History
3	Characteristics
4	See also
5	References
6	External links

Definitions [edit]

There is little consensus on the definition of hypertext literature.^[2] The similar term cybertext is often used interchangeably with hypertext.^[3] In hypertext fiction, the reader assumes a significant role in the creation of the narrative. Each user obtains a different outcome based on the choices they make. Cybertexts may be equated to the transition between a linear piece of literature, such as a novel, and a game. In a novel the reader has no choice, the plot and the characters are all chosen by the author, there is no 'user,' just a 'reader,' this is important because it entails that the person working their way through the novel is not an active participant. In a game, the person makes decisions and decides what to do, what punches to punch, or when to jump.

To Espen Aarseth, cybertext is not a genre in itself; in order to classify traditions, literary genres and aesthetic value, texts should be examined at a more local level.^[4] To Aarseth, hypertext fiction is a kind of **ergodic literature**:

In ergodic literature, nontrivial effort is required to allow the reader to traverse the text. If ergodic literature is to make sense as a concept, there must also be nonergodic literature, where the effort to traverse the text is trivial, with no **extraneous** responsibilities placed on the reader except (for example) eye movement and the periodic or arbitrary turning of pages.^[citation needed]

Main page | Contents | Featured content | Current events | Random article | Donate to Wikipedia | Wikipedia store

Interaction | Help | About Wikipedia | Community portal | Recent changes | Contact page

Tools | What links here | Related changes | Upload file | Special pages | Permanent link | Page information | Wikidata item | Cite this page

Print/export | Create a book | Download as PDF | Printable version

Languages | Català | Deutsch | Español

Robin De Rosa, Plymouth State University

Undergrad English students annotating professor's literary anthology in Pressbooks:

The screenshot displays a digital reading platform interface. At the top, a dark header contains a 'Save' button with a red pin icon and the text 'DOKS'. The main title is 'The Open Anthology of Earlier American Literature'. Below the title, the author 'Robin DeRosa' is listed. The central text is titled 'NARRATIVE OF THE THIRD VOYAGE, 1498-1500 (EXCERPT)' by 'CHRISTOPHER COLUMBUS'. The text describes Columbus's observations of the world's shape, with several phrases highlighted in yellow. A right-hand sidebar shows a 'Public' comment section with three entries. Each entry includes a user ID, a timestamp of '6 months ago', the original text snippet, a student comment, and a 'Reply' button. The first comment by 'jtn1006' notes that the text is 'interesting, but it is not supported by evidence'. The second comment by 'Samg8294' asks for sources. The third comment by 'Samg8294' questions Columbus's cultural assumptions. A third comment by 'sgriffiths8' is partially visible at the bottom.

Save DOKS

The Open Anthology of Earlier American Literature

Robin DeRosa

NARRATIVE OF THE THIRD VOYAGE, 1498-1500 (EXCERPT)

CHRISTOPHER COLUMBUS

I have always read that the world comprising the land and the water was spherical, and the recorded experiences of Ptolemy and all others have proved this by the eclipses of the moon and other observations made from East to West, as well as the elevation of the Pole from North to South. But as I have already described, I have now seen so much irregularity, that I have come to another conclusion respecting the Earth, namely, that it is not round as they describe, but of the form of a pear, which is very round except where the stalk grows, at which part it is most prominent; or like a round ball upon part of which is a prominence like a woman's nipple, this protrusion being the highest and nearest the sky, situated under the equinoctial line, and at the eastern extremity of this sea . . .

Ptolemy and the other philosophers who have written upon the globe thought that it was spherical, believing that this [western] hemisphere was round as well as that in which they themselves dwell, the centre of which was in the island of Arin,

Public

jtn1006 6 months ago

the first light appeared in the first point of the East, where the most elevated point of the globe is.

Interesting, but it is not supported by evidence. He really is just making lots of guesses

1 reply Reply

Samg8294 6 months ago

but this western half of the world I maintain is like half of a very round pear, having a raised projection for the stalk, as I have already described, or like a woman's nipple on a round ball.

Columbus has been reading too much wikipedia. Cite your sources! I'll believe in the pear theory when I see it.

Reply

Samg8294 6 months ago

The people there are very graceful in form, less dark than those whom I had before seen in the Indies, and wear their hair long and smooth; they are also more shrewd, intelligent, and courageous.

I don't understand how Columbus assumes he's the chief expert on cultural relations. Then again, I suppose a man who covered more ground than most in his day would know a little more about a thing or two than not. not justifying his words, just stewing in my thought

1 reply Reply

sgriffiths8 6 months ago

or like a round ball upon part of which is a prominence like a woman's nipple.



Add to browser or LMS/VLE

[Home](#) > [Extensions](#) > Hypothesis - Web & PDF Annotation



Hypothesis - Web & PDF Annotation

Offered by: [hypothes.is](#)

★★★★☆ 157 | [Social & Communication](#) |  90,000+ users

Add to Chrome



Open or closed

Public are open

available to everyone

Private

only seen when logged in

Privacy

Annotations are either public and visible to everyone or private and visible only to you.

Public

These annotations are visible to everyone both in the document itself and our [public stream](#).

Private

Private annotations are visible only to you when logged in.



Consider Open vs Closed

Safety - trolling, negative comments

Professional status - things said might be regretted later in career

Level of honesty - students may not be as honest in public spaces

Audiences - you don't know who might join in - benefits and problems

<https://padlet.com/ahsselearning/mf16cxnwvo0debue>

Get students to discuss this at the beginning - what are they comfortable with, what are the possible hurdles for them



Questions

Contact details:

e.mcallister@gub.ac.uk

c.thomson@ulster.ac.uk



Technology/Applications/Websites used in this presentation...

- [Padlet.com](https://padlet.com) (<https://padlet.com>)
- Canvas - free for teachers (<https://www.instructure.com/canvas/en-gb/login/free-for-teacher>)
- Twitter - (<https://twitter.com/home>)
- Wikipedia (<https://en.wikipedia.org/>)
- Hypothes.is (<https://hypothes.is/>)
- DS106 Assignment Bank (<https://assignments.ds106.us/>)