

Small Changes, Big Impact: Enhancing Online Engagement and Interaction

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Introduction

- Interaction and engagement in asynchronous online courses have been one of the most important aspects of successful online teaching and learning.
- This 90-minute panel discussion will share different examples from asynchronous online courses and what instructional strategies were used to enhance student engagement and interaction in collaborative learning environment.



Engagement

- Student engagement is defined as “*the student’s psychological investment in and effort directed toward learning, understanding, or mastering the knowledge, skills, or crafts that academic work is intended to promote*” (Newman, Wehlage, & Lamborn, 1992, p.12).
- This panel will discuss examples from practice:
 - *behavioral engagement*: attendance and involvement
 - *emotional engagement*: interested and connected
 - *cognitive engagement*: discussion participation and involvement



Interaction

- Student interaction is defined as “*an event that takes place between a learner and learner’s environment and its purpose is to respond to the learner in a way intended to change his or her behavior toward an educational goal*” (Wagner, 2005, p.9).
- This panel will focus on different types of interaction including:
 - *learner-content*
 - *learner-instructor*
 - *learner-learner*

Using roles to facilitate collaborative group work

- Jerome Short
- Margaret Slavin
- Rodger Smith
- Graziella Mccarron



PSYC 321: Clinical Psychology

Goal: Learn the roles and skills of Clinical Psychologists

Technique: Analyze five case scenarios of diverse people with symptoms

Discussion Board: Describe techniques from one of five roles:

1) assessment, 2) consultation (with other professionals), 3) treatment, 4) prevention, or 5) research.

Evaluate the benefits and costs of suggested techniques and comment on others' posts. Rotate to other roles for the other four cases.

PSYC 321: Clinical Psychology

Discussion 1 Roles and Scenario

1. Assessment: Student 1, Student 2, Student 3
2. Consultation: Student 4, Student 5, Student 6
3. Treatment: Student 7, Student 8, Student 9
4. Prevention: Student 10, Student 11, Student 12
5. Research: Student 13, Student 14, Student 15

The client is a 19-year-old Korean-American female who fears public speaking and will not take courses that require oral presentations. She spends most of her time studying and has only 2 friends. She would like to have more friends and socialize more often, but worries that she may embarrass herself around other people. Comment on how to proceed with her and describe benefits and costs of your suggested techniques.

PSYC 321: Clinical Psychology

Discussion Board Posts Rubric

This is a 6-point rubric for Discussion Board Posts

Criteria	Description
Initial post	0 to 2 points The post identifies appropriate intervention for the role you've been assigned. You should evaluate costs and benefits of your intervention.
Response to other student	0 to 1 points The comment is constructive and respectful. It moves the discussion forward by either asking clarifying questions or contributing different perspectives.
Follow up post	0 to 2 points The post improves or expands your initial interventions for the role you've been assigned based on your instructor's and peers' comments. You should re-evaluate costs and benefits of your interventions.
Response to other student follow up	0 to 1 points The comment is constructive and respectful. It moves the discussion forward by either asking clarifying questions or contributing different perspectives.

PSYC 321: Clinical Psychology

Discussion 2 Roles and Scenario

1. Assessment: Student 13, Student 14, Student 15
2. Consultation: Student 1, Student 2, Student 3
3. Treatment: Student 4, Student 5, Student 6
4. Prevention: Student 7, Student 8, Student 9
5. Research: Student 10, Student 11, Student 12

The client is an 8-year-old third-grade African-American boy who has significant difficulty reading and comprehending what he reads. He is often teased by his classmates and often does not do his school work. Comment on how to proceed with him and describe benefits and costs of your suggested techniques.

PSYC 321: Clinical Psychology

Recommendations.

1. Consider using video scenarios of people with disorders.
2. Give students early or later deadlines for different discussions so that they do not respond right before your final deadline and repeat previous posts.
3. Give instructor feedback to group midweek and ask for follow-up posts.
4. Consider adding student roles to start, critique, and summarize discussion.
5. Consider using one case scenario over several weeks (everyone starts with assessment, then consultation, and then treatment) to connect the roles to each other

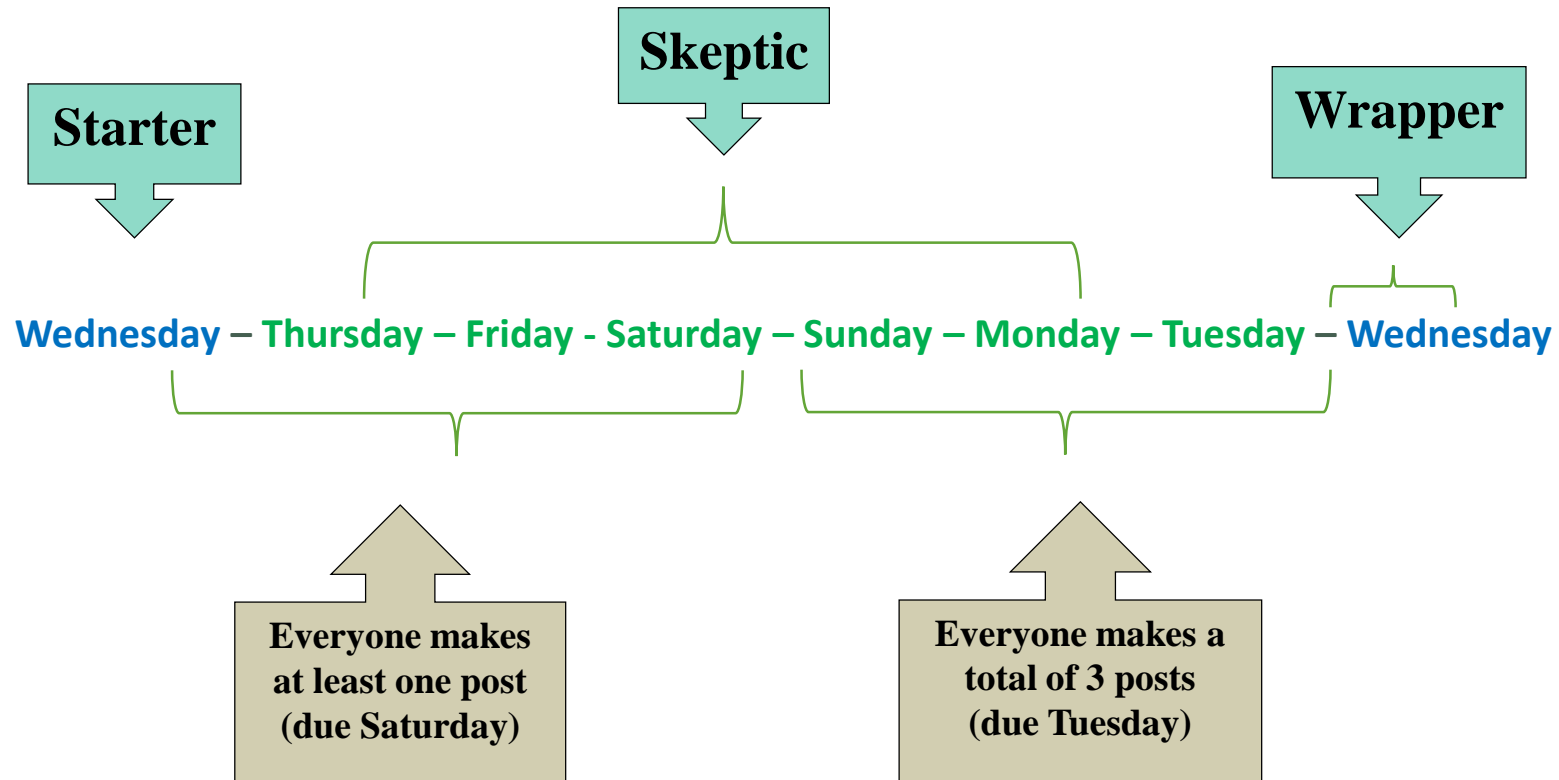
NUTR 295: Introduction to Nutrition

- For each weeklong online discussion, three roles are assigned within small discussion groups. The starter and wrapper begin and end the conversation, respectively, structuring the group's response to the instructor-provided topic. The skeptic's role is to ask critical questions mid-discussion.

NUTR 295: Introduction to Nutrition

- Weeklong, online, asynchronous discussions in small groups (5-6 students)
- For each discussion, three roles are assigned:
 - The ***starter*** begins the conversation and sets structure for how the will respond to the instructor-provided topic.
 - The ***skeptic*** asks critical questions during the discussion.
 - The ***wrapper*** ends the discussion with a brief summary.

NUTR 295: Introduction to Nutrition





#3

WRAPPER POST

1 year ago

RE: Discussing #2 WRAP UP POST





Overall Rating:

Here is this week's wrap up post:

1. We are planning an intervention study featuring 2 groups (Groups A & B).
2. The groups being studied will be a selection of undergraduate students in one class at a particular college or university.
3. Group A will be the control group, who will eat 2-3 meals per day as is already their habit, and Group B's menu will have roughly the same total content as Group A's menu, only spread evenly across the day throughout 5 meals. We will plan for an adjustment period of 3 days for Group B member physiologies to rebaseline hunger and satiation cues before materials and testing begin. Students in Group B will be counseled on how to spread their usual 2-3 meals' of intake over 5 meals instead of adding in empty calories or other atypical food choices.
4. We will measure outcomes by testing the students on lecture content immediately after lecture over the course of a week. We will gather this data by designing a test that all students will take at the same time immediately after lecture, and then we will compare the results of the students' tests to determine which group demonstrated superior performance. We will take tests after lecture over 3 separate days of lecture to have more than just one shot at capturing data.
5. We hypothesize that students eating 5 meals per day may demonstrate better test scores on average due to more optimal blood sugar levels and reduced distraction from physiological hunger cues.
6. The strengths of this study include easy accessibility to students and a classroom for testing. Reduced variability is a strength as well, since students will come from the same classroom, and the same lecture experience. The potential outcome is also a strength of this study. If this study is successful, students can employ the method which works best for them, and use it to their advantage in the future.

NUTR 295: Introduction to Nutrition

Role-based Discussion Rubric

Criteria	Levels of Achievement			
	Excellent	Good	Fair	Poor
Timeliness and quantity of posts 	9 to 10 points 3--4 or more postings; well distributed throughout the week	6 to 8 points 2--3 postings distributed throughout the week.	3 to 5 points 2--3 postings; postings not distributed throughout the week	0 to 2 points 1--2 postings; postings not distributed throughout the week
Quality of Posts 	9 to 10 points Readings were understood and incorporated into discussion as relates to topic. Two or more responses add significantly to the discussions (e.g. identifying important relationships, offering a fresh perspective or critique of a point; offers supporting evidence).	6 to 8 points Readings were understood and incorporated into discussion as relates to topic. At least one posting adds significantly to the discussion.	3 to 6 points Little use made of readings. At least two postings supplement or add moderately to the discussion	0 to 2 points Little or no use made of readings. Postings have questionable relationship to discussion question and/or readings; they are non-- substantive. Postings do little to move discussion forward
Special role (if applicable), complete? 	9 to 10 points Completed all special role activities on time.	6 to 8 points Completed most activities on schedule.	3 to 5 points Completed activities, but not on schedule.	0 to 2 points Did not complete special role assignment.
Special role (if applicable), quality. 	9 to 10 points Completion of special role <i>*significantly*</i> engaged fellow groupmates, and/or accurately captured the thrust of the group's conversations. Included 2 or more posts, making post(s) to guide the conversation toward effective completion of the role.	6 to 8 points Completion of special role <i>*significantly*</i> engaged fellow groupmates, and/or accurately captured the thrust of the group's conversations. Included 1 post in the special role, but did not otherwise guide the conversation.	3 to 5 points Special role was attempted, but only moderately engaged fellow groupmates, and/or moderately captured the thrust of the group's conversation.	0 to 2 points Special role completion did not effectively contribute to the team's progress, did not address the thrust of the group's conversations, or the special role was not completed.

NUTR 295: Introduction to Nutrition

- **Why I like this method (MS):**
 - Students work as a group but are graded for individual contributions.
 - Empowers students to ask questions, which connects them with a critical element of the scientific process!
 - Enables a more comfortable flow to online discussions that doesn't automatically happen like in F2F classrooms.
 - Accommodates a variety of topics and question styles – can increase question complexity throughout the semester.

NUTR 295: Introduction to Nutrition

- **Tips and tricks** for role-based asynchronous online discussions:
 - Post assigned roles and timelines at the beginning of the semester.
 - Use first week to practice the timeline. Don't worry about content that wk.
 - Provide examples:
 - Video instructions to describe the play-by-play
 - What counts as a “high-quality” post in each role
 - One you have a good example...an entire previous discussion (with student names redacted)
 - Use a rubric. Use a rubric. Use a rubric.

COMM 359: Media Management

- Students are assigned online group discussions centered on a media management topic. Initially, students analyze the situation as a media leader and post a proposal to solve the problem. Then, group members comment on proposals they find insightful.

Comm 359: Media Management

- Sample Group Assignment:
 - **The first post is due by Saturday, June 2, 11:59 PM ET:**
 - Turn to page 160 of your Albarran for the case study *Local Research*.
 - As Director of Research, you assist the station, particularly the Station Manager, by providing key information on who is watching your television stations and psychographic and demographic information.
 - As Director of Research Jessica Lynn, you will use funding to research viewing preferences of the coveted 18-25 demo. As the case study states, this age group watches prime time (8-11 pm) television but very little of the other dayparts. Advertisers want the 18 to 25 year olds, as they are more influenced by advertising and have more disposable income than other age groups.
 - So for this discussion, you are Jessica Lynn looking for affordable research data. Answer all questions posed in the last paragraph of the case study.
- 2 Media Spin Posts (due **Monday, June 4 11:59 PM ET**): First, react to one of your group member's posts, agreeing or disagreeing with their thoughts on *Local Research*. Second, since we are studying content in Chapter 8, view the video *I Feel Bad* (link below; link also located under What to Read and Watch in Weekly Module 3). This new NBC show will debut sometime this fall. Play the role of an NBC executive deciding whether or not to schedule this show. What are the positives and negatives of this show? Is the show worthy of "binge-watching"? How will the popularity of Amy Poehler (*Parks and Recreation*, *Baby Momma*) as executive producer impact the show's success or failure? Will the show succeed (beyond one season)?

Comm 359: Media Management

- Follow up:
 - 2 Media Spin Posts (due Monday, June 5 11:59 PM ET):
 - First, react to one of your group member's posts, agreeing or disagreeing with their thoughts on Local Research.
 - Second, since we are studying content in Chapter 8, view the video Life Sentence (link below; link also located under What to Read and Watch in Weekly Module 3). This new CW show will debut in the middle of the television season (probably January 2018). Play the role of a CW executive deciding whether or not to schedule this show. What are the positives and negatives of this show? How will the recognition and popularity of Lucy Hale (*Pretty Little Liars*, country recording artist) impact the show's success or failure? Will the show succeed (beyond one season)?

Comm 359: Online Discussion Rubric

Criteria	Excellent	Good	Fair	Poor
Timeliness and quantity of discussion responses	3-4 or more postings; well distributed throughout the week (1.5)	2-3 postings distributed throughout the week (1) .	2-3 postings; postings not distributed throughout the week (0.5)	1-2 postings; postings not distributed throughout the week (0)
Responsiveness to discussion topic and demonstration of knowledge and understanding from assigned readings.	Readings were understood and incorporated into discussion as relates to topic (2) .	Readings were understood and incorporated into discussion as relates to topic (1) .	Little use made of readings (1) .	Little or no use made of readings (0.5) .
Ability of postings to move discussion forward.	Two or more responses add significantly to the discussions (e.g. reasonable way to resolve the situation based on critical and analytical thinking, identifying important relationships, offering a fresh perspective or critique of a point; offers supporting evidence) (1.5)	At least one posting adds significantly to the discussion (1) .	At least two postings supplement or add moderately to the discussion (0.5) .	Postings have questionable relationship to discussion question and/or readings; they are non-substantive . Postings do little to move discussion forward (0) .

COMM 359: Media Management

- Recommendations
 - Encourage debate among group members, not just agreeing with one person's post.
 - Encourage thoughtful debate
 - Relate to theory, readings from class textbook, lecture videos, etc.

INTS 204: Leadership Theory and Practice

- A core assignment is the Leadership in the News activity. Each week, a student team creates a presentation connecting course readings to current events and facilitates discussion. One team member is designated the Team Coach and shepherds the presentation process.

INTS 204: Leadership Theory and Practice



Highlights

Mon-Sun, online, asynchronous discussion focused on connecting leadership course reading to major ethical leadership issues facing our communities and society.

Collaborative leadership experience aimed at helping students articulate the basics of group roles, dynamics, and decision-making in order to function well in group settings.

Randomly assigned (and formed) student team (3-5 students) with assigned Team Coach (a student member of team) conceptualize, design, and facilitate discussion.

Student presenters "open discussion" with presentation (and associated questions), comment on, at least, 4 fellow students, and "close" discussion with summary remarks.

Rubrics used to guide students in crafting presentation and facilitating discussion.

Sustained, thoughtful, reciprocal "conversation" is at the heart of this assignment.

INTS 204: Leadership Theory and Practice

Leadership in the News Assignment Details:

- Identify **TWO** of the assigned readings/videos (excluding lectures posted by Pr. McCarron) for your team's facilitation. Readings must be from your presentation week.
- Find a news article (**no more than 30 days old**) that helps you understand/highlight the readings.
- Prepare a 3-4- page PowerPoint (or other slide-based doc) with voice-over that includes:
 - Summary of the 2 readings including
 - main ideas,
 - areas where you agree with readings,
 - critique of readings (gaps, etc.),
 - how the 2 readings are the same and/or differ
 - Summary and link to the current events article
 - Page with 4 discussion questions for the class (pay attention to the intersection between the current event and reading) using Bloom's Taxonomy.
- Once approved, post presentation on Monday. Discussion timeline:
 - All students (including presenting team) respond to discussion questions (Wed)
 - All students comment on 2 classmates (by Fri) and answer questions posed to them in comments.
 - All students comment on 2 NEW classmates (by Sun) and answer questions posed to them in comments.
 - Presenting team posts closing remarks (Sun).

INTS 204 Leadership in the News Discussion Presenter Rubric

Traits/Skills	Quality of Traits/Skills				Scoring
	Excellent (5 points)	Good (2 points)	Limited (1 points)	Missing (0 Points)	Total Points
Quality of Questions	Poses 4 excellent questions with superior use of Bloom Taxonomy	Poses 4 good questions with good use of Bloom Taxonomy	Poses 4 limited questions and/or does not use Bloom.		
Connection to current event	Per the "leadership in the news" focus, provides a current event article as center point of discussion (from published news source) and integrates with readings thoroughly.	Provides a current event article as center point of class facilitation discussion (from daily/published news source); integrates with readings fairly well.	Provides no/irrelevant current event article from a daily/published news source as part of course discussion; no integration.		
Use of PPT and supplemental resources	Employs helpful and relevant PPT and additional media to support the facilitation (e.g., video/audio).	Employs quasi-relevant PPT and additional media to support the facilitation (e.g., video/audio).	Employs irrelevant or no PPT and additional media to support the facilitation.		
Responsiveness to Peer Discussion and Knowledge Demonstration	Discussion postings actively stimulate and sustain further discussion by building on peers' responses including: a) building a focused argument around a specific issue, b) asking a new related question, and/or c) making an oppositional statement supported by personal experience or related research.	Discussion postings mostly contribute to ongoing conversations as evidenced by: a) affirming statements or references to relevant research, b) asking related questions, and/or c) making an oppositional statement supported by any personal experience or related research.	Discussion postings do not contribute to ongoing conversations or respond to peers' postings. There is no evidence of replies to questions.	Learner made no posts.	
Responsiveness to Discussion Questions and Knowledge Demonstration	Responses to questions are thorough and answer all parts of the question by: a) building a focused argument around a specific issue, b) asking a new related question, and/or c) making a statement supported by personal experience or related research.	Responses to questions are adequate and/or answer some parts of the questions by: a) building a focused argument around a specific issue, b) asking a new related question, and/or c) making a statement supported by experience or related research.	Responses to questions are inadequate and do not reflect knowledge of the course material and/or do not adequately explain the learner's thinking.	Learner did not answer the discussion questions.	
Totals					/25

Bottom 2 attributes also present in participant rubric

INTS 204: Leadership Theory and Practice

- Benefits of this Assignment, Format and Structure:
 - **Living lab** for practicing leadership in a virtual environment – **tightly knits pedagogy to the content**. "Meta" expression of discipline.
 - While **collaborative**, students are also evaluated as **individuals**.
 - Peer and self-assessments collected at close of each week from presenters.
 - Emphasizes the "**learner as teacher**" model – student-centered.
 - Desired format of presentations encourages **digital literacy**.
 - Audio, video, and text responses to presentation questions designed for **different learning and communication styles**.
 - Video posts, especially, meant to **humanize** the environment and interactions.

INTS 204: Leadership Theory and Practice



Recommendations

Providing **rubrics** for both presenting team AND non-presenters helps establish baseline expectations and streamlines instructor evaluation.

Offering **examples of past presentation slides** as well as samples of high-quality discussions provides students with intentional handholds.

Posting timelines can feel intense to students, as such, providing **reminders on posting days** through Announcements is helpful (at least for first 3 weeks of presentations).

As instructor, **intentional engagement with presenting team** to assure them that efforts are noticed. Engaging with as many non-presenting students through comments, questions, etc. Affirm good discussions.

Technology-integrated group work

- Andrew Loerch
- Steven Weinberger



SYST 573: Decision and Risk Analysis

- The course teaches the quantification of a decision problem
- The methods presented in the course are ubiquitous in analysis problems
- Quantification requires stakeholders to identify their values. In the live version of the course, an affinity diagram facilitates this elicitation. Padlet allows a similar interaction in the online version.
- The affinity diagram is a brain storming method used to allow groups to identify the important aspects of the problem
- Once the affinity diagram is complete – a qualitative value function can be constructed

SYST 573: Decision and Risk Analysis

- The problem assigned involves hiring a new professor for the department
- The value model is constructed from the student's perspective
- The problem statement:

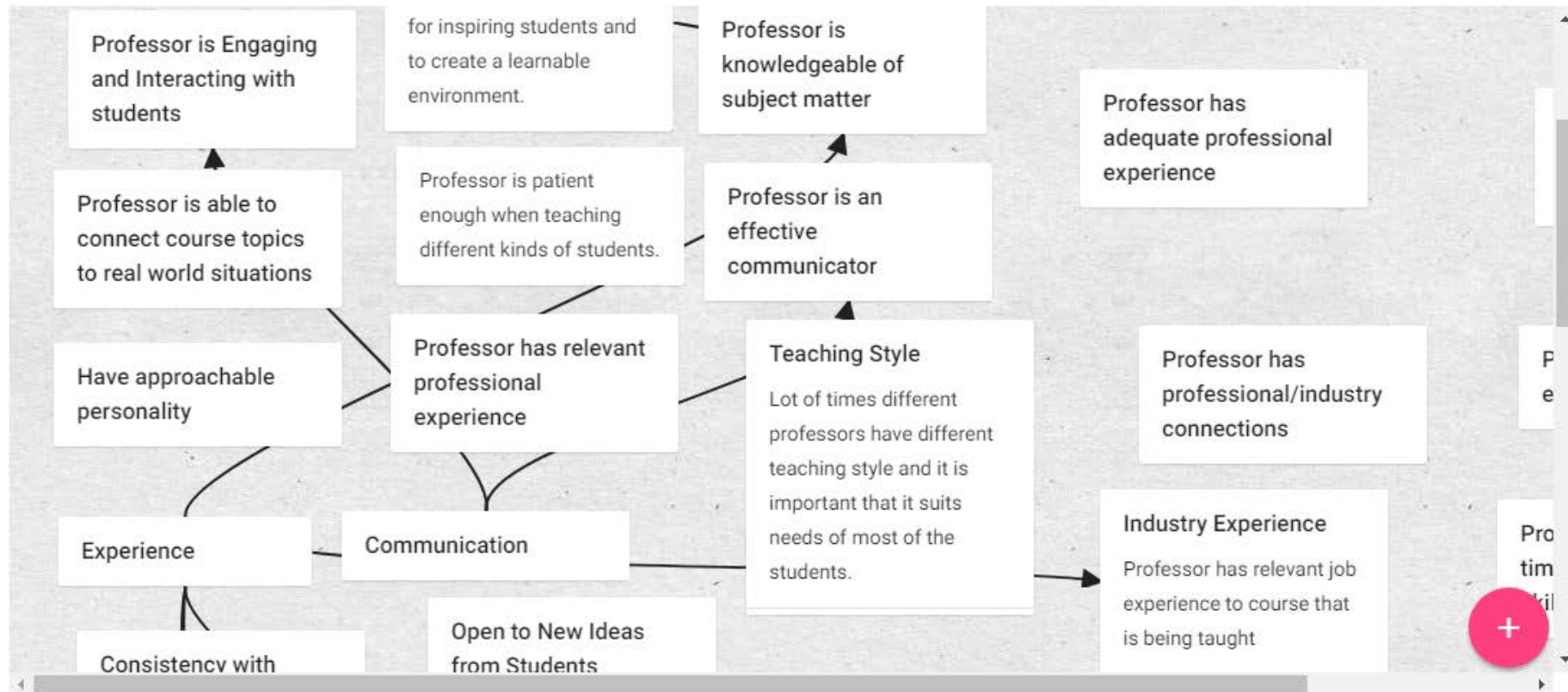
The problem that we are trying to solve is the following: The Systems Engineering and Operations Research Department is hiring a new professor. A group of students has been recruited to participate in the process to make sure that the student's point of view is considered in the hiring. To facilitate this process, the students have decided to build a qualitative value function – perhaps a hierarchy – to capture what they think is important in this decision. They have decided that they will start by doing an Affinity Diagram as the means to get the first cut on their value function.

SYST 573: Using Padlet to Collect Ideas

Affinity Diagram Group Exercise

Attached Files: [Affinity Diagramming Exercise Instructions.pdf](#) (7.237 KB)

This is a group exercise. You should spread the effort over the week so that everyone is able to participate. The instructions for what to do are in the attached file.

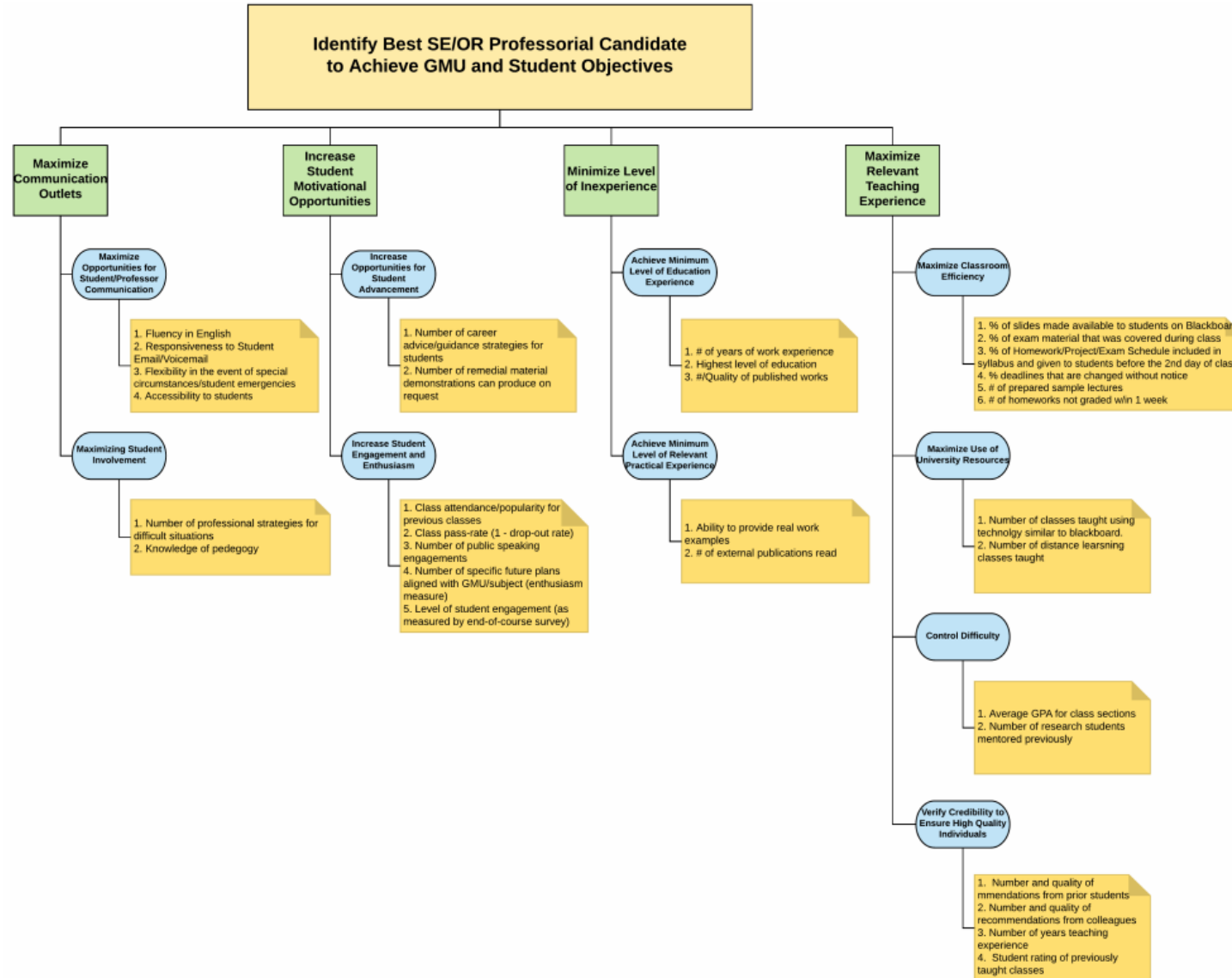


SYST 573: Organize Values into Hierarchy

Maximize Communication Outlets

- Maximize Opportunities for Student/Professor Communication
 - Detail-oriented
 - Organized
 - fluency in english
 - Responsive within 24 hours to email/voicemail contacts from students
 - flexibility in the event of special circumstances/student emergencies
 - has time to meet w/ students; answer Q'
- Maximizing Student Involvement
 - Maintain professionalism at all times
 - Good sense of humor
 - Patience in communicating complex topics
 - Interactive skills Increase Student Motivational Opportunities
- Increase Opportunities for Student Advancement
 - Able and willing to provide career guidance/advice to students
 - Willingness to go over remedial material in the event that students have difficulty
- Increase Student Engagement and Enthusiasm
 - Enthusiastic about the subject
 - enthusiasm for the class subject
 - Engaging
 - Engaging presenter
 - energetic
 - high level of student attrition rate for courses taught
 - public speaking experience

SYST 573: Produce a Qualitative Value Model



SYST 573: Recommendations

- While developing the course I was concerned that it would be difficult to do the Affinity Diagram exercise in an asynchronous format
- Padlet allowed the students to interact remotely
- The results were then used by small groups to produce a qualitative value function
- The results have been comparable to those of the live course

LING 523: English Phonetics

- The online English phonetics course trains students to close-listen to human speech and to analyze it. To this end, we use a wiki to promote collaboration on fine phonetic transcription of accented English speech. Students learn to support their analysis and reach consensus.

LING 523: English Phonetics

- Goals of the class
 - Description and analysis of native English sounds
 - Issues in the teaching and learning of these sounds for non-natives
 - Analysis of non-native English speakers
 - Learning to phonetically transcribe speech
- The assignment (prelude to class project)
 - Record and transcribe an non-native speaker
 - Analyze the speech
 - Compare it to a native speaker
 - Diagnose problems

LING 523: A non-native speech sample: Mandarin28



Please call Stella. Ask her to bring these things with her from the store: Six spoons of fresh snow peas, five thick slabs of blue cheese, and maybe a snack for her brother Bob. We also need a small plastic snake and a big toy frog for the kids. She can scoop these things into three red bags, and we will go meet her Wednesday at the train station.

LING 523: Goal: transcribe the sample and reach consensus

- A phonetic transcription is an *analysis* of speech
- It draws upon a listener's perceptual and linguistic knowledge
- It is more of an art, than a science
- Typically utilizes multiple human listeners

- But how to reach consensus online?
 - Use a wiki
 - Discussion board

LING 523: The wiki: instructions

Create Wiki Page

Wiki Instructions ^

Listen to our chosen NNS sample from the speech accent archive. Narrowly transcribe (with your IPA font) the the sentences listed below. provide comments on other student's transcriptions if you wish.

We will all comment on these transcriptions and reach some consensus on a final draft transcription.

Before working on the wiki, please watch this tutorial which helps you work successfully:

- [Creating and Editing a Wiki Page](#)

1. You will use the same wiki page to work collaboratively.
2. To participate in this activity, click on **Click to Launch**.
3. When you are in a wiki page, click on **Edit Wiki Content**.
4. Add the required information to the wiki page and don't forget to hit **Submit** when you are done.
5. The instructor will use History feature in the wiki to see how many times the wiki page was edited, who edited and when it was edited to track changes. Your contribution will be reflected in wiki statistics that the instructor will use for grading.
6. Keep in Mind: When you are editing a wiki page, it is locked to prevent others from editing the same page at the same time.

LING 523: The wiki: week 6

your name	transcription: <i>please call stella. ask her to bring these things with her from the store.</i>
maria	pʰli:s kəl stɛlə æsk hæ tu bɪŋ ði:z θɪŋz wɪθ hæ fɪɹəm ðə stɔ:
Amal	pʰli:z kol stɛlə ask h ɜ tu bɪŋ di:z θɪŋz wɪθ hæ fɪɹəm ðə stɔ:
Rachel	[pʰli:s kal' stɛ:lə æskə hæ tʰu bɪŋ ðis θɪŋs wɪθ hæ fɪɹəm ðə stɔ:]
Susanne	[pʰə'li:s kɔ' stɛ:lə 'ɛskə hæ tʰu bɪ:n di:s θɪns wɪθ hæ fɪɹəm ðə stɔ:]
Dorrah	[pʰli:s kol' stɛlə æsk hæ tʰu bɪn ðis θɪŋz wɪθ hæ fɪɹəm ðə stɔ:]
Mary	[pʰə'li:s kə' stɛ:lə 'asgə hæ tʰu bɪ:n di:s θɪns wɪθ hæ fɪɹəm ðə stɔ:]
	<p>consensus:</p> <p>pʰelis kʰə stɛlə æskə hæ tu bɪn ðis tɪns wɪθ hæ fɪɹəm ðə stɔ:</p> <p>NOTE: This consensus is not solely based on my transcription. What you see here is the consensus reached by three trained phoneticians (including yours truly).</p>

LING 523: The wiki: week 7

your name	transcription: <i>six spoons of fresh snow peas, five thick slabs of blue cheese, and maybe a snack for her brother bob</i>
Amal	[sɪks spū:ms of frɛʃ sno bis faɪv θɪk ʃlæbəs of blu tʃɪs æ:n mebi ʌ snæk foə hɜ: bɹʌðə bʌb].
Susanne	[sɪks spū:nz əf frɛʃ sno bis faɪf θɪk slæps ofə blu tʃɪs æm meɪbi æ snæk foɹ hə bɹʌðə bɹ:p]
Maria	[sɪks pūns əv frɛʃ sno: bis faɪv θɪk əslæps ʌv blu tʃɪs ə meɪ:ɸ ^h i ə snæk ^h fə hɜ: b ^h ɹʌðə bæp]
Dorrah	[sɪk spū:ms of frɛʃ sno: bis faɪf θɪk slæps of blu tʃɪz æn meɪbi ə snæk foɹ hɜ: bɹʌðə bɹp]
Rachel	[sɪks p ^u :ns əv frɛʃ sn ^o bis faɪf θɪk slæ:ps əvə bɹ ^u tʃɪs æ:n 'meɪ:bi ə snæk f ^o :r hɜ: bɹʌðə bɹp]
Mary	[sɪks bu:ns əv frɛʃ sno bis faɪf θɪk slæps əfvu blu tʃɪs æ:n mebi ə snæk foɹ hə bɹʌðə bɹp]
	<p>sɪks spūns əf frɛʃ sno bis faɪf θɪk slæps əvə bɹu tʃɪs æm meɪbi a snæk foɹ hɜ: bɹʌðə bɹ:p</p> <p>NOTE: This consensus is not solely based on my transcription. What you see here is the consensus reached by three trained phoneticians (including yours truly).</p>

LING 523: The wiki: week 8

your name	transcription: we also need a small plastic snake and a big toy frog for the kids
Maria	[wə ɔlsə ni: ə smɔ:l plæstɪk sneɪk ən ə bɪk tɔɪ frɔ:g fɔɪ ðə kɪdz]
Rachel	[wə ɔlso ni ə smɔ:l' plæstɪk sneɪk æn ə bɪg tɔɪ frɔ:g fɔɪ ðə kɪdz]
Susanne	[wə ɔso ni æ smɔ plæstɪk sneɪk əŋ ə bɪg tɔɪ frɔ:g fɔ ðə kɪdz]
Dorrah	[wə ɔlso ni ə smɔl plæstɪk sneɪk æn ə bɪg tɔɪ frɔ:g fə- ðə kɪdz]
Amal	[wi əsw nɪd ə smɔ:l' p'plæstɪk s:nɪk æ:n ə bɪg tɔɪ frɔ:k fɔɪ ðə kɛdz]
Mary	[wə ɔlso ni ə smɔ plæstɪk sneɪk æn ə bɪg tɔɪ frɔ:g fɔɪ ðə kɪdz]
	<p>consensus:</p> <p>wə ɔlso ni? ə smɔ: plæstɪk sneɪk əŋ ə bɪk tɔɪ frɔ:g fɔ ðə kɪdz</p> <p>NOTE: This consensus is not solely based on my transcription. What you see here is the consensus reached by three trained phoneticians (including yours truly).</p>

LING 523: The wiki: week 9

your name	transcription: <i>she can scoop these things into three red bags, and we will go meet her Wednesday at the train station.</i>
Rachel	[ʃi kɑn skop dis θɪŋs ɪntu θri jɛb bæks æn wi wiw go mi: hɜ: wɛnsdeɪ æt ðe tʃreɪn steɪʃn]
Susanne	[ʃi kɛn skoup ^h ðis θɪns ɪntu θri jæ bæks əm wi wi gou mi hɜ: wɛnsdeɪ æt ðə tʃreɪn steɪʃn]
Maria	[ʃi kɑns kop dɪs θɪŋs ɪntu θri jɛb bæks ɛnwɪzɪl go mi hɜ: wɛnsdeɪ æt tʃ tʃreɪn steɪʃn]
Mary	[ʃi kæn skoup ^h ðis θɪns ɪntu θri jæ bæks əm wu wi gou mi hɜ: wɛnsdeɪ æt ðə tʃreɪn steɪʃn]
Amal	[ʃi kɑ:n skoup ^h dɪs θɪns ɪntu tʃri jæ bæks ɛn wi wiw go mi hɜ: wɛnsdeɪ æt ðə tʃreɪn steɪʃn].
Dorrah	[ʃi Kæn skop dis θɪns ɪntu θri jæ bæks æn wi wi gou mi hɜ: wɛnsdeɪ æt ðe tʃreɪn steɪʃn]
	ʃi kɑn skoup ^h dɪs θɪns ɪntu tʃri jɛ: bæks ɛn wi wiw go mi hɜ: wɛnsdeɪ æt ðe tʃreɪn steɪʃn

LING 523: Discussion area excerpts

- D: This week I really struggled with the coronal consonants of this speaker. It is a d, t, θ, or ð? I really did not think that I hear a true interdental fricative at all. So I tended to transcribe a dentalized [t]. No one else did this (at the time I posted) so I have yet to see anyone agreeing with this interpretation.
- A: According to the last week transcription, I feel very pleased that our transcriptions have been improved. In over all, there is a kind of disagreement that is noticeable in our transcriptions. That is, no one got the glottal stop in “need”. In addition, no one got the transcription of [a] as a corresponding sound in “a small”. The /k/ and /g/, /s/ and /z/ in final positions were very confusing for most of us. Moreover, I think I heard /l/ in “small” and it was completely unexpected not to find it in consensus.
- B: I think that slowly but surely we are learning more and more about transcribing a native mandarin speaker, and that each week our transcriptions do improve due to that incremental knowledge. I think the ‘aha’ moments where we become aware of a devoiced segment, or are shocked by a glottal stop, are what help push us forward. We don’t know what to pay attention to yet, what we’re looking for, and because of that we see what we expect to see. I still find this a near-maddening process, but I’m beginning to appreciate it much more.

LING 523: transcription recommendations

- The distance between wiki data and discussion of the collaborations was too great
- Best to put the discussion at the bottom of each wiki page
- Utilize a newly-developed tool to visually compare any two transcriptions

LING 523: Final transcription: Mandarin28

[p^həlɪs k^hɑl^v stɛlɚ æskə hɚ t^wu
bɪn̩ dɪs tɪŋs wɪθ hɚ fɪəm dɛ stɔ:ɿ
sɪks pūns əf fɪɛf snou bɪs faɪf θɪk⁷
slæps əfu bru tʃi:s æm mebi ʌ
snæk⁷ fɔɪ hɚ bɪɑdə bap wɪ? as^vʊ
ni? ɛ smɑl^v p^hlæstɪk snek ɛŋə bɪk⁷
tɔɪ fɪak fɔ dɛ k^hɪts ʃɪ kæn skoup
dɪs tɪns ɪntu θri: ɹe: bæks ɔm
w̃u wɪ go mi hɚ wɛnstɛ ɛf dɛ
tʃɹeɪn stɛɪʃən]

Peer collaborative work

- David Miller
- Younsung Kim



COMM 380: Media Criticism

- Voting activity is a multi-layered activity that takes place periodically throughout a given semester and culminates in a final voting activity among peers. Students are required to vote on the best essays nominated by the professor per category. The results are tabulated and the top papers in each of the categories are published.

COMM 380: Media Criticism

Sequence:

1. Students write two argumentative essays for the duration of the 16-week session.
2. Peer Review of Drafts are required and come with grade incentives
3. Professor chooses top papers in each category i.e. Film, Music, TV, etc.
4. Students vote on the nominees
5. Papers receives the most votes are published online.

COMM 380: Media Criticism

- Responses are collected via a customized Google Form

The Man in the High Castle *



Accept

Reject

Written Feedback (brief response to the author) *

Long answer text

Sufjan Stevens: Carrie & Lowell *



Accept

Reject

Written Feedback (brief response to the author) *

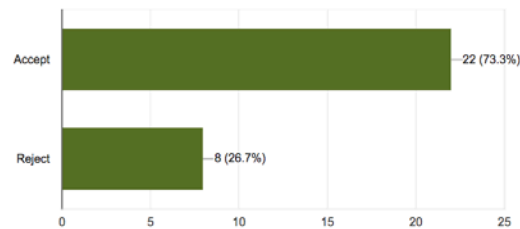
Long answer text

COMM 380: Media Criticism

Papers with the most votes are published.

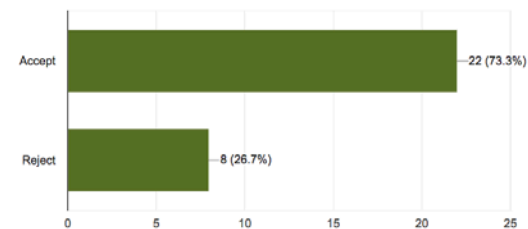
The Man in the High Castle

30 responses



Sufjan Stevens: Carrie & Lowell

30 responses



Written Feedback (brief response to the author)

30 responses

Your paper does an excellent job combining historical events like World War II. The spiral of silence theory perfectly fits, especially your point about the people with less power staying silent.

I think the essay is well structured and good, yet I believe the other essays selected stand out more.

I find the path the author decided to take with the story, the theory they choose, was a rather interesting choice and one I hadn't heard of. It fits with the story rather well.

I wrote this one

I absolutely love this paper! I also really found it smart to include the sub-point of the spiral of silence theory being developed during World War II, which coincidentally matches the period of the show.

Great paper. I haven't seen this show before but am now really intrigued. I've always been curious as to what happens if the Allies had lost WWII

The connection between the series and class is amazing. However, for future use I would make sure to narrow your essay. You attack a large variety of topics.

Written Feedback (brief response to the author)

30 responses

Each paragraph is detailed with song lyrics, explanations, and musical terms like bridge. You do a great job detailing examples of this song inspired by "family, love and loss."

I thought the essay was well organized and the theme throughout the essay was evident.

While I respect the choices the author has chosen, I feel as though the paper runs a bit short in some places.

Very strong and powerful use of descriptions of the songs (included lyric examples) and imagery. Lots of depth you added to the review and your passion for this artist is evident in your writing

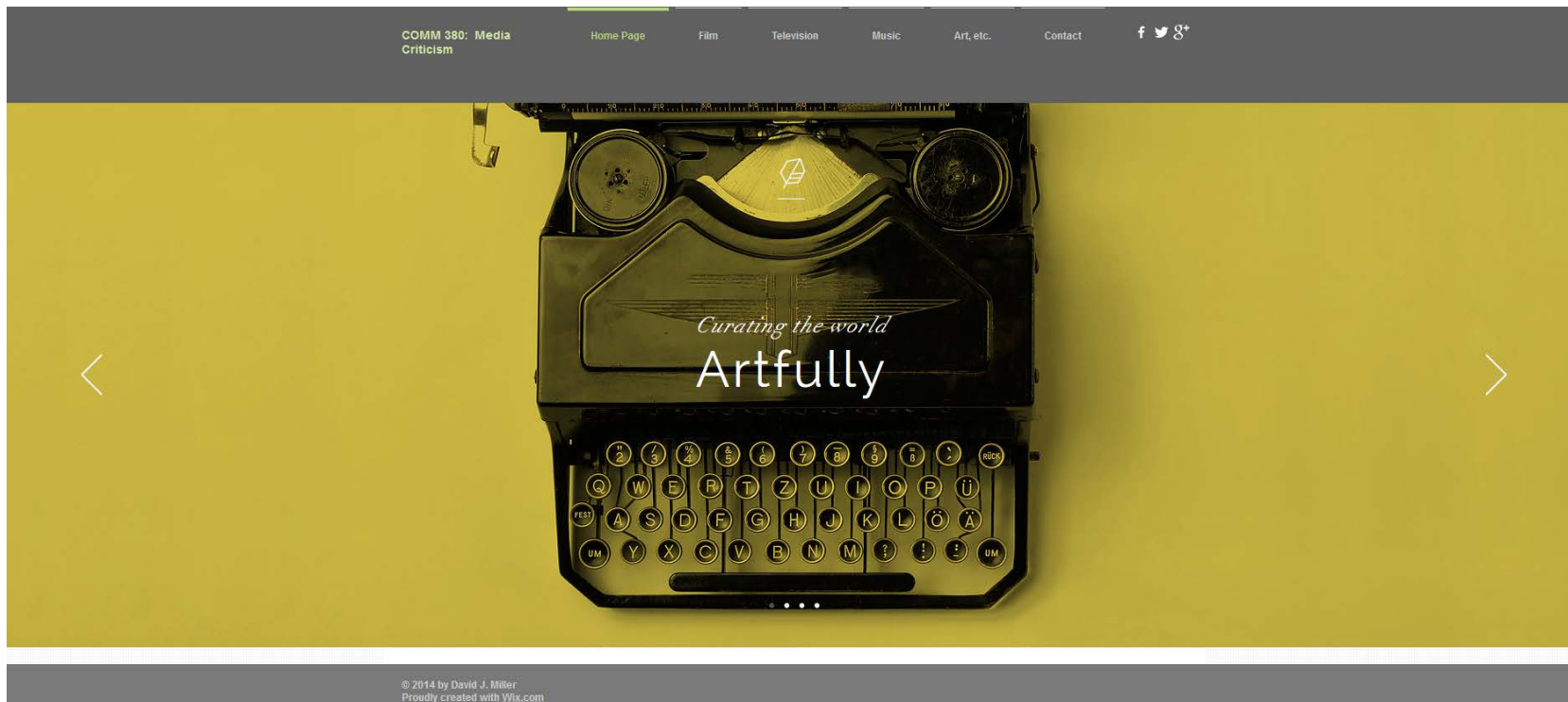
I hate to reject this paper, but I read it twice and cannot find how you applied a theory on the album. Too bad because I absolutely loved your review! Detailed, interesting, and very well composed/supported.

I liked how you described each song. You described them with great detail so the audience could understand.

I had no questions as to whether I was going to accept this paper or not. Your language keeps the reader engaged, but shows a strong connection to the subject matter.

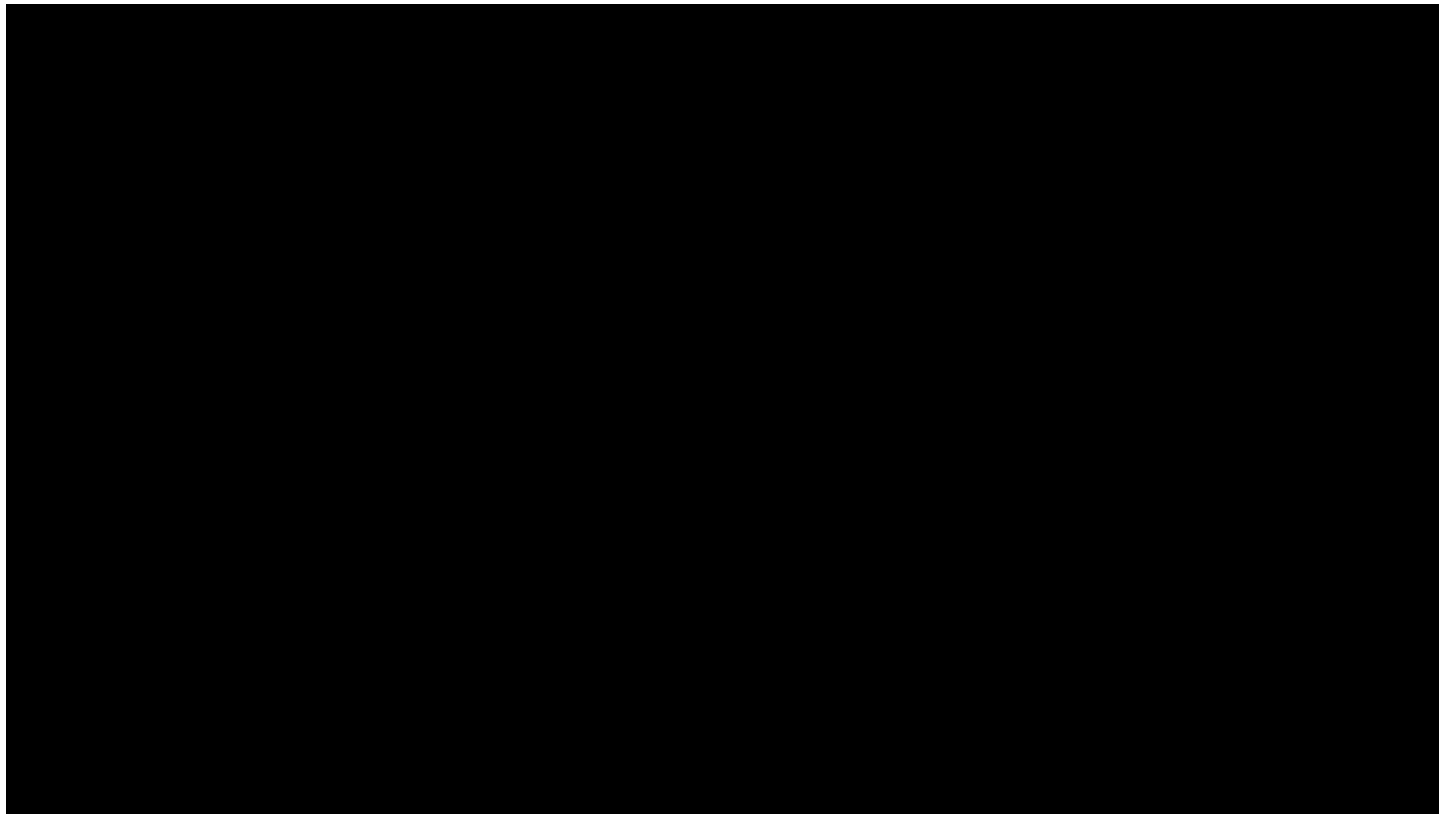
COMM 380: Media Criticism

- Evidence: dmillef.wix.com/media-criticism



COMM 380: Media Criticism

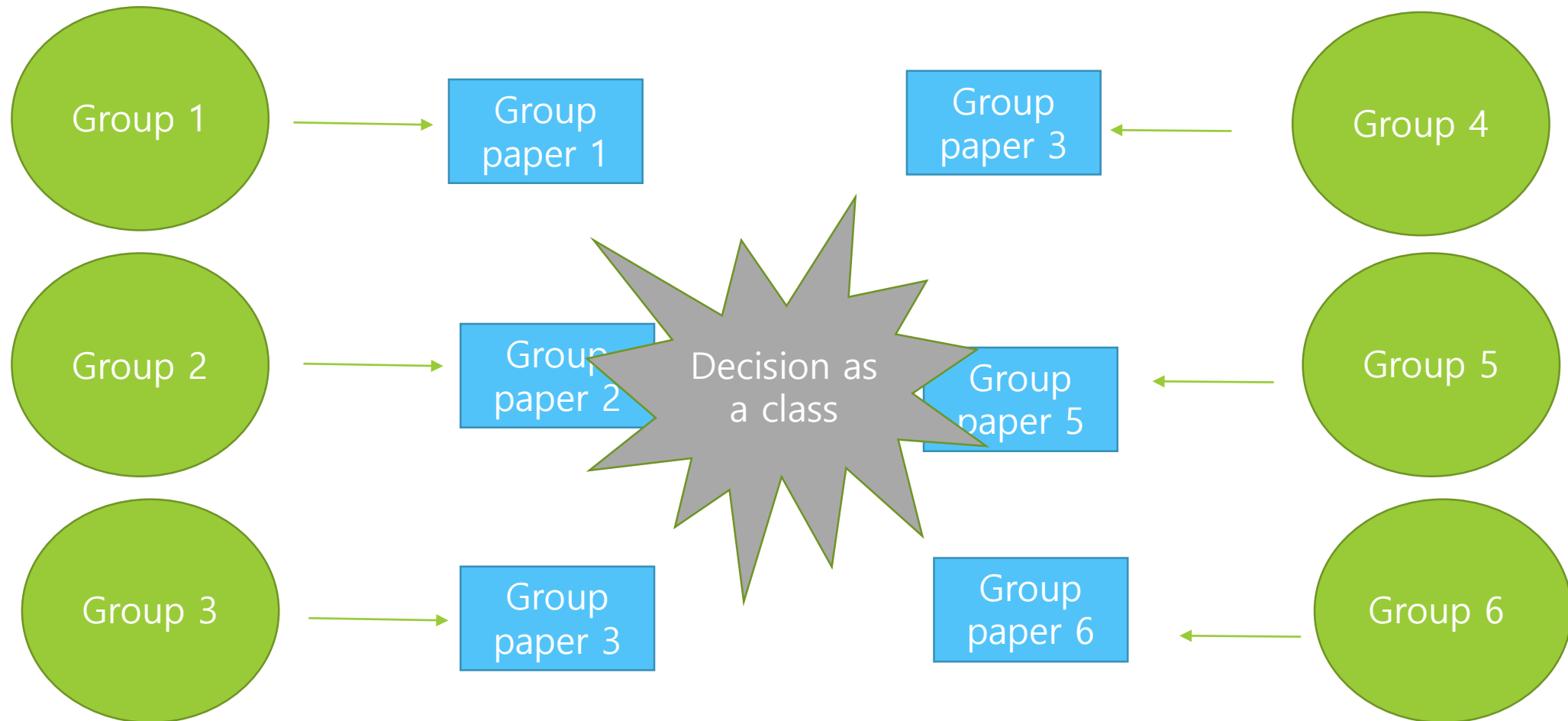
- Student response to this activity: [Testimonial](#)



EVPP 361: Introduction to Environmental Policy

- **Collaborative writing project** producing "Stakeholder Position Paper" for an environmental justice case
- **Two-step process**
 - **Random assignment:** Students are assigned to a stakeholder group among six different groups whose political power and economic stakes vary
 - **Individual opinions posting**
 - **Collaboration within groups:** Students take a joint effort to produce the final paper and make a decision on behalf of each stakeholder group

EVPP 361: Introduction to Environmental Policy



Instructional Design

- Engagement:
cognitive engagement > behavioral, emotional engagement
- Types of Interactions
 - Interaction learner-content
 - learner-learner interaction

Recommendations

- Create a two-step process to encourage students' more thoughtful engagements in the first step and have them be ready for collaborations in the second stage
- Offer ample time for the second stage so that all students in a group have meaningful participation and learn from learner-learner interactions

Thank you!

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