

Different platforms, different voices: *how a switch to online discussion changes patterns of class participation*

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My premise:

**Having one's voice
heard in the classroom
is a cornerstone of
inclusion**

A general question:

How does the learning environment we create affect patterns of student participation?

What I usually do...



- ★ Students meet with me face-to-face
- ★ I foster conversations in real time

A week-long diversion...



- ★ Students post images and words on the LMS over a week
- ★ All conversation happens online

A specific question:

**Do different students
show different rates
of participation in
asynchronous online
versus face-to-face
formats?**

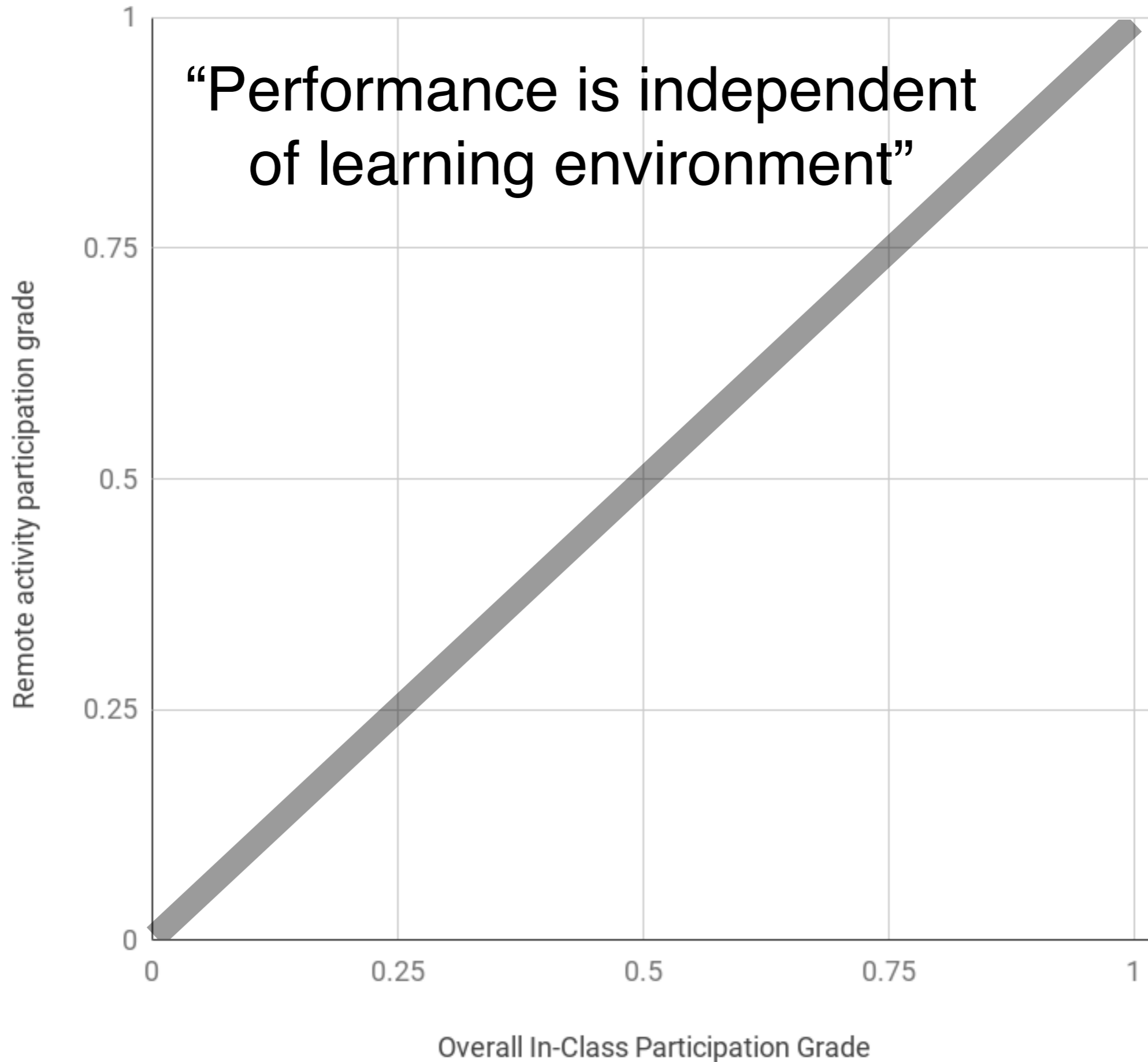
Using available data:

- ★ Weekly participation grades related to level of contribution to class dialogue
- ★ Points awarded for posting during the online activity

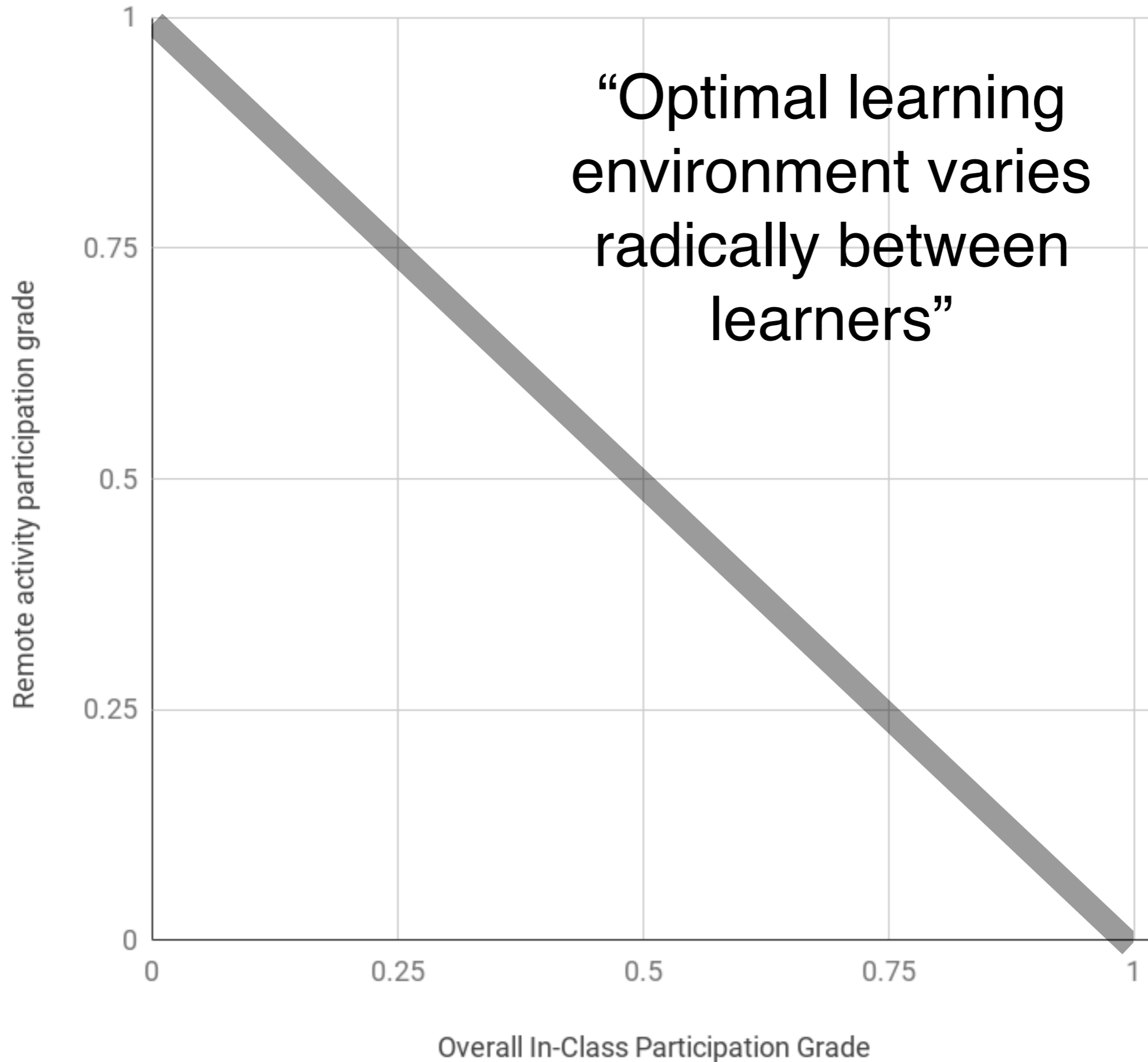
Trends we might anticipate:

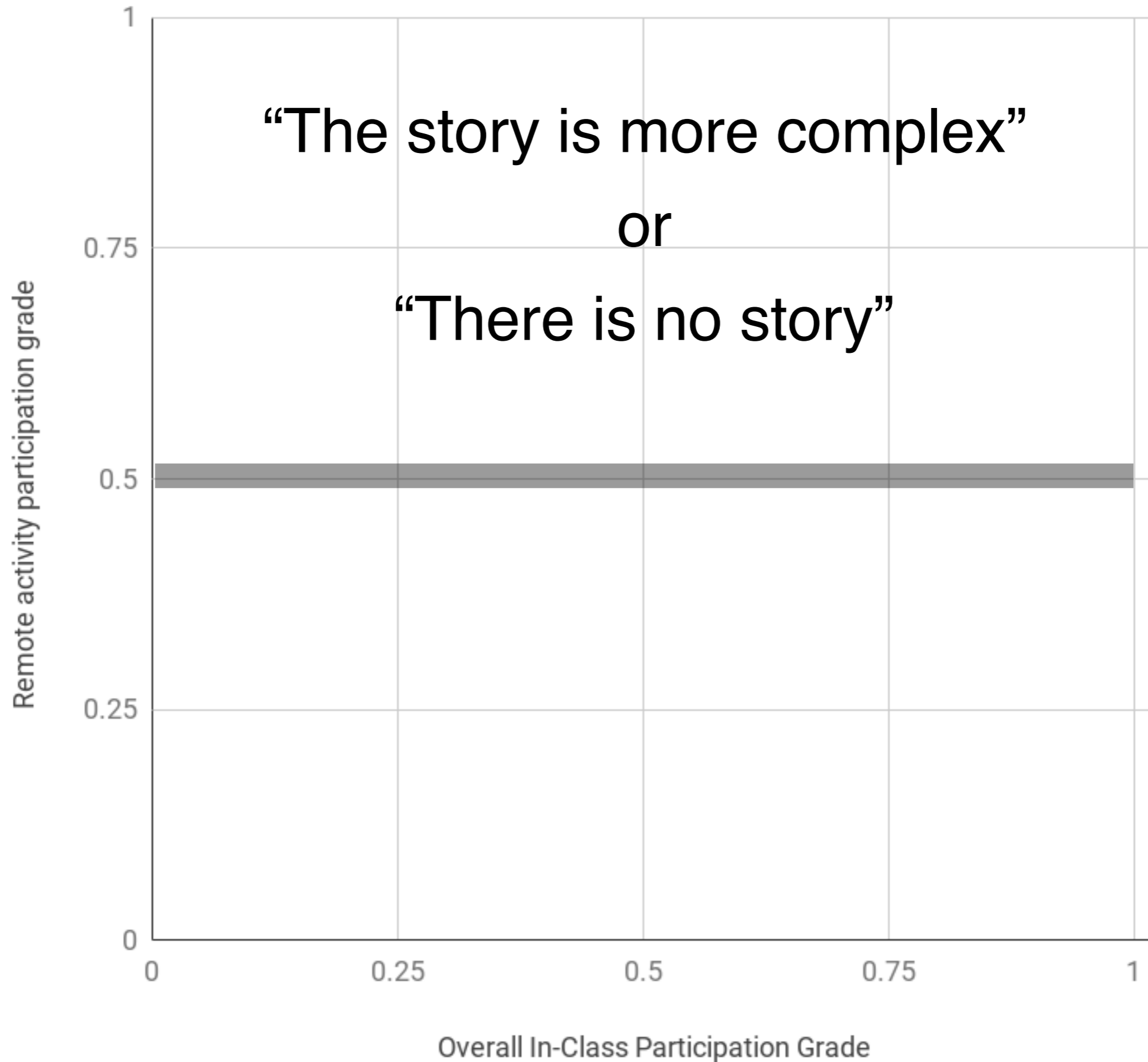
- ★ “Performance is independent of learning environment”
- ★ “Optimal learning environment varies radically between learners”
- ★ “The story is more complex”

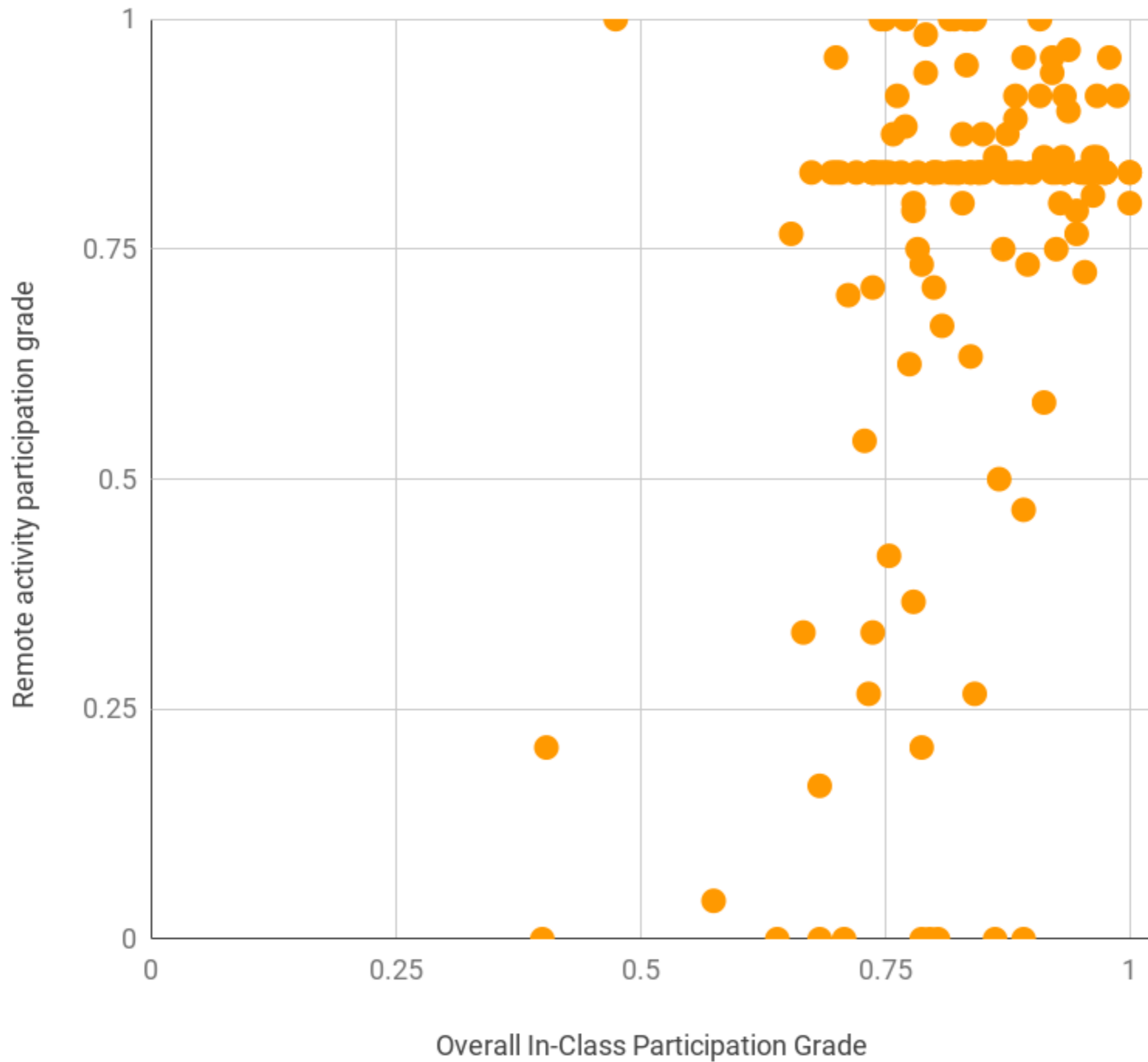
“Performance is independent of learning environment”

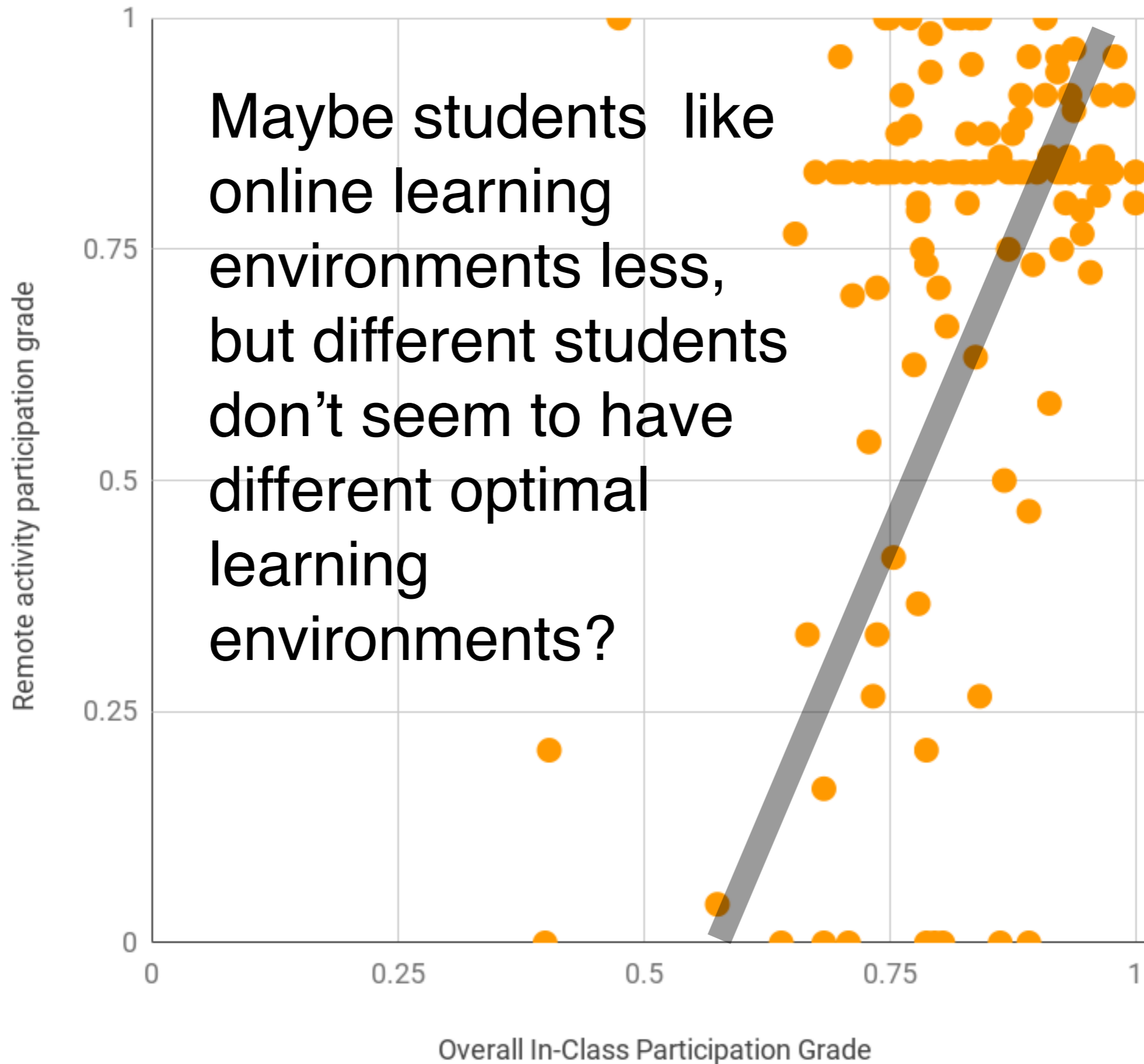


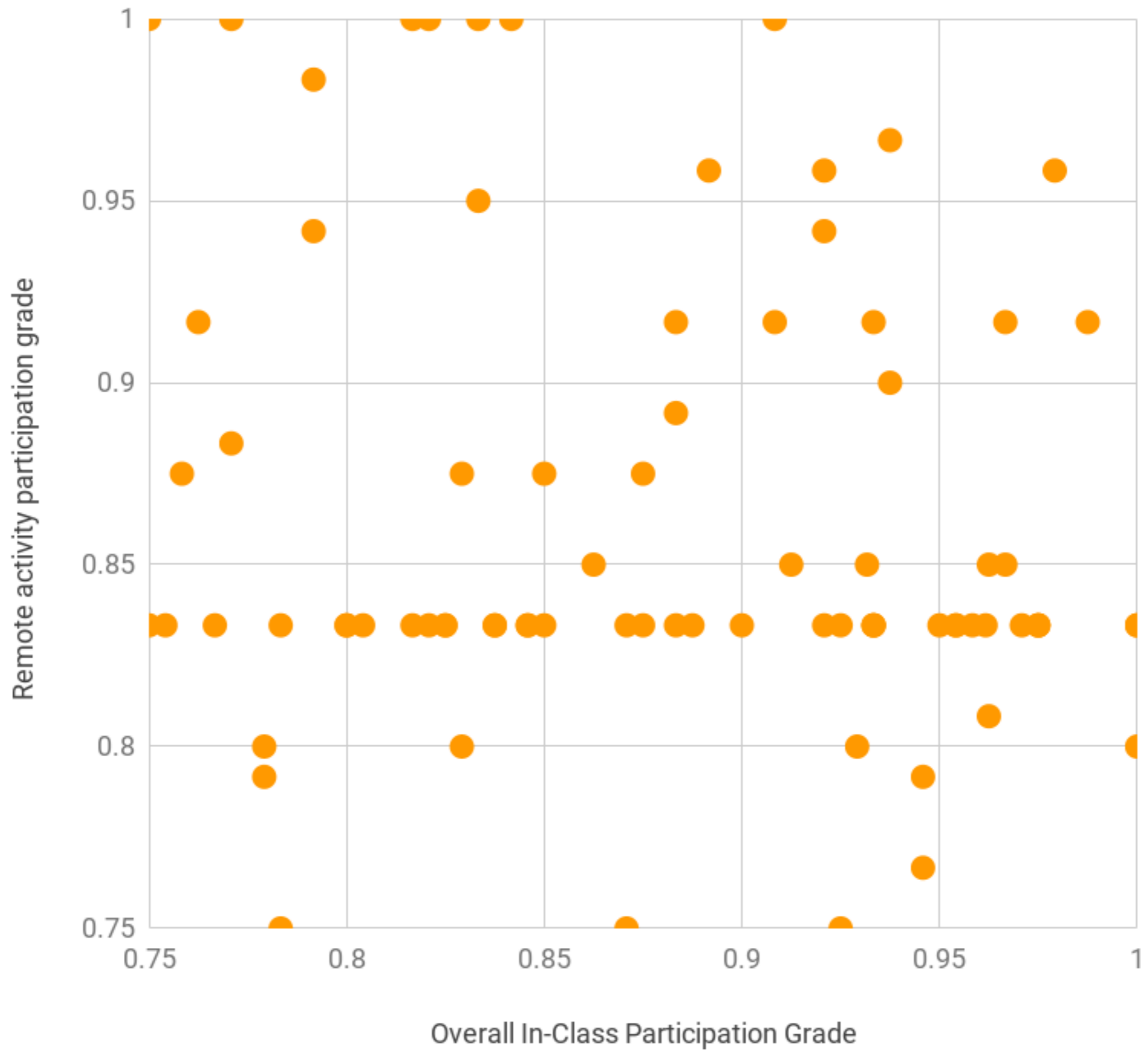
“Optimal learning environment varies radically between learners”

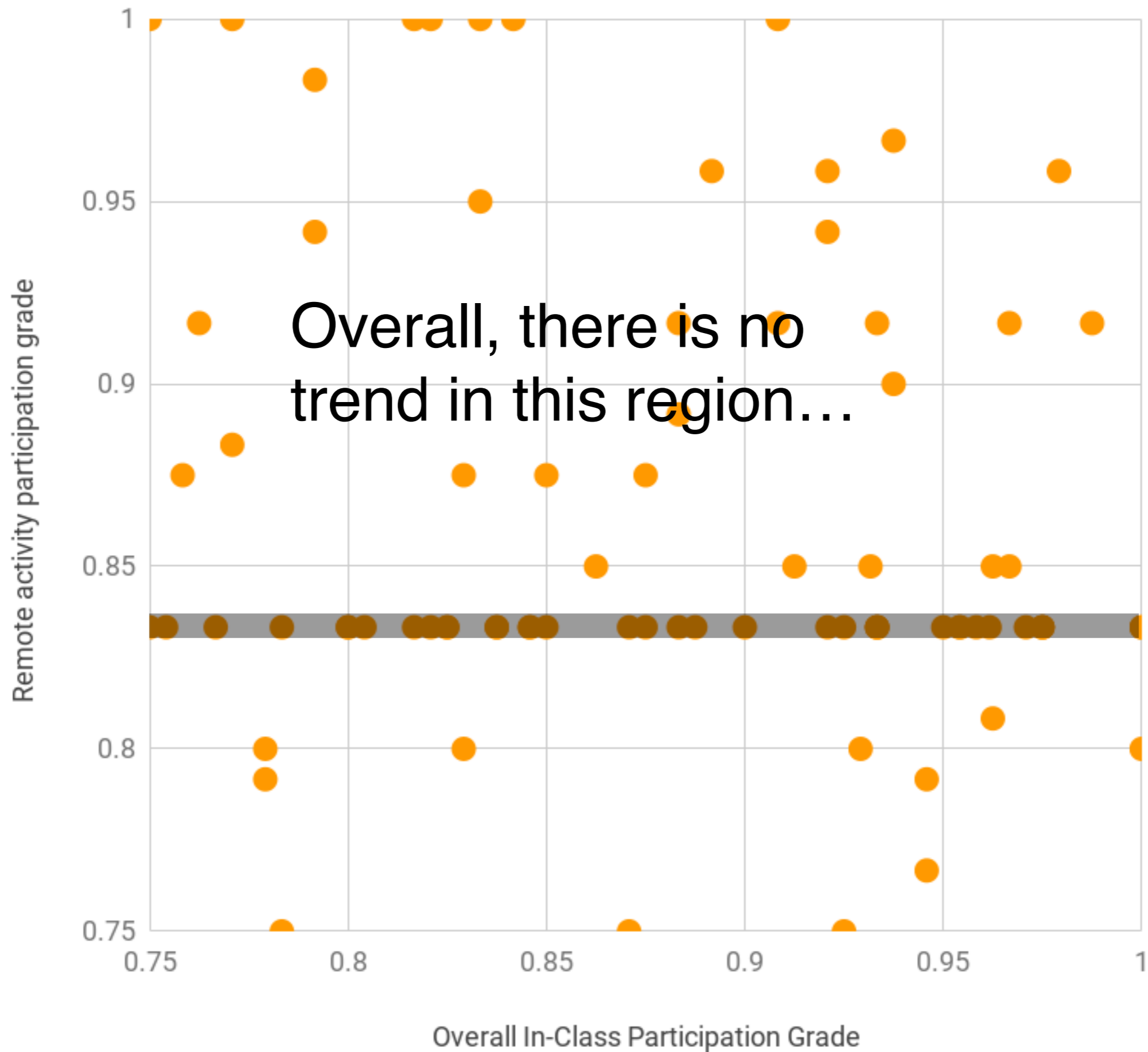




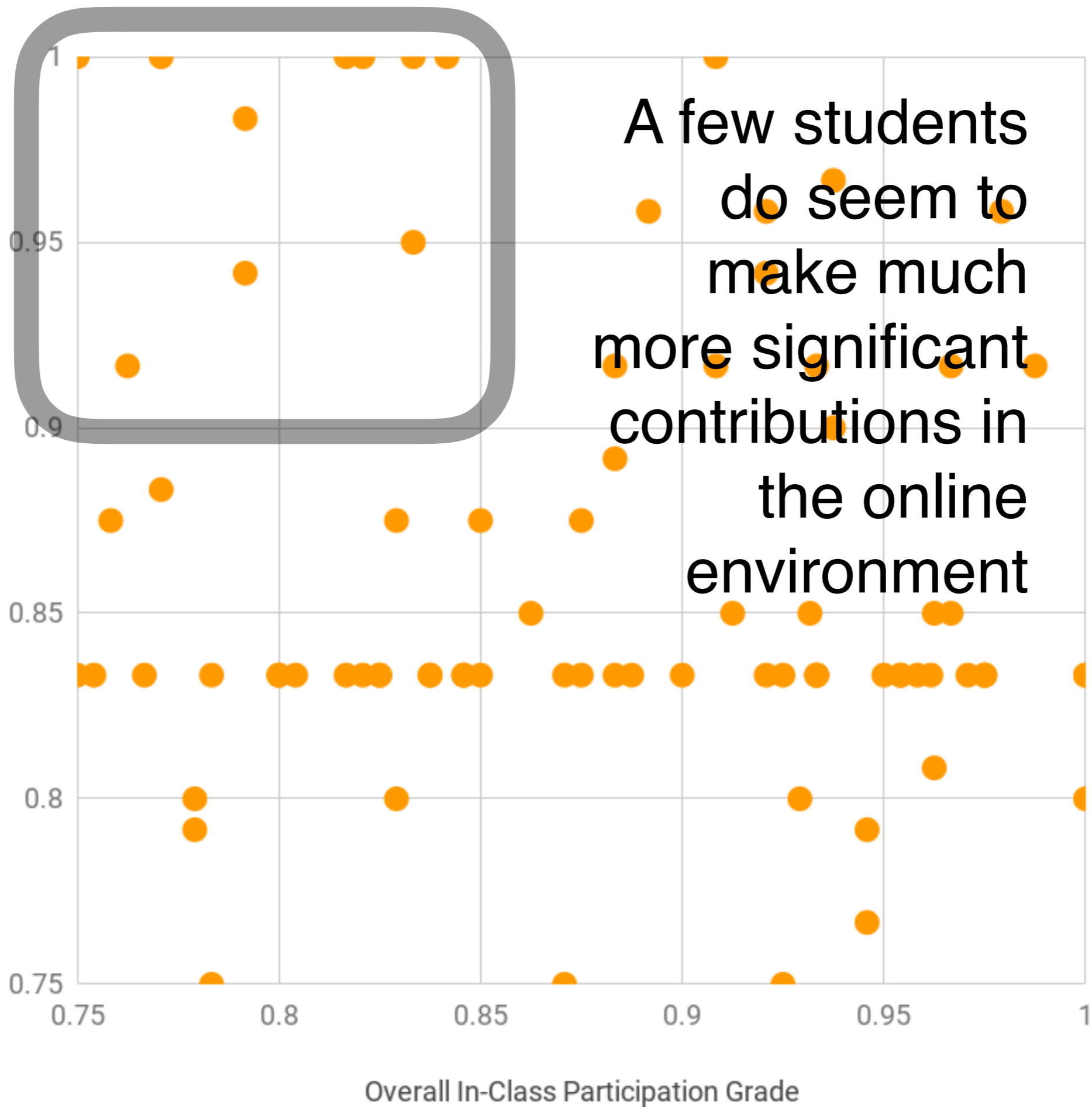








Remote activity participation grade



A few students do seem to make much more significant contributions in the online environment

Clear shortcomings of my data

- ★ Participation grades are very coarse representations of actual “voices being heard”
- ★ Online activity grades may not fully capture the level of participation of each student

If we really want to understand how our learning environments affect participation, we need to design studies that generate appropriate data