Designing for Participation in 125-Student Hybrid Media Production Course

John D. Walsh and Daniel T. Hickey, Learning Sciences

INSTRUCTIONAL CHALLENGE

How can instructors engage students in active learning and critical thinking while increasing participation in a large, lecture-based telecommunications production course?

INTRODUCTION

Existing course design features and principles enhance participation in hybrid course delivery of Telecom T206. Students adopt one of five production roles (e.g., lighting designer or audio mixer) to learn and discuss production principles associated with each role. Reflecting current Learning Sciences research, engagement is organized around consequences of “big ideas” for the specific production role. Each student identifies the most relevant big ideas in readings using Oncourse wikifolios. Posts are discussed via wiki commenting and 20-student breakouts. Wiki posts, comments, and discussions reveal productive shared engagement. Traditional examinations document individual understanding and overall achievement.

HYBRID STRUCTURE

Class Structure
Weekly Lecture 2x
Weekly Discussion 1x
Weekly Chapter Reading

Hybrid Component
Interactive Wikifolios
 Nested Video Artifacts
Craft Role Context

Instructor
Associate Instructor A
Associate Instructor B
Discussion Section 1
Discussion Section 2
Discussion Section 3
Discussion Section 4
Discussion Section 5
Discussion Section 6

125 Student Lecture
Mon/Wed 2.5 hrs

PRACTICES AND SUMMATIVE ASSESSMENT

<table>
<thead>
<tr>
<th>Practice</th>
<th>Rubric</th>
</tr>
</thead>
<tbody>
<tr>
<td>Digital wiki writing</td>
<td>8 x 5pts = 40%</td>
</tr>
<tr>
<td>Midterm &amp; final exam</td>
<td>10 + 20pts = 30%</td>
</tr>
<tr>
<td>Project construction</td>
<td>2 x 10pts = 20%</td>
</tr>
<tr>
<td>Professionalism</td>
<td>2 x 5 pts = 10%</td>
</tr>
</tbody>
</table>

FEATURES – Craft Roles for Situated Learning

Craft roles provide situated context for learning and writing about production principles. Collaborative learning occurs in online craft role groups and in-class discussion sections.

Camera Operator
Lighting Designer
Audio Mixer
Art Director
Picture Editor

FEATURES – Wikifolios and Wiki Comments

In context of their craft roles, students rank relevance of production principles from weekly chapter readings supported with evidence, then comment on peer wikis.

FEATURES – Wiki and Project Rubrics

Wiki Rubric

EVIDENCE – Participation Levels

Wikifolio comments from a typical section of 20 students during the first full week of commenting:

- 18 of 20 students posted a wikifolio
- 16 of the 18 wikifolios received comments
- 16 wikifolios received 48 comments, range of 1-5 per wiki
- 48 comments averaged 63 words, range 42-121 per wiki

EVIDENCE – Analysis of 48 Comments

• 48 comments averaged 63 words, range 42-121 per wiki
• 16 wikifolios received 48 comments, range of 1-5 per wiki
• 16 of the 18 wikifolios received comments
• 18 of 20 students posted a wikifolio

EVIDENCE – Organic “Super Wiki”

Associate Instructor Journal Entry
"I had them split into their groups and talk about the wikis they wrote. Each group combined their favorite ideas and created together one wiki that included the best points from each. They added the best Youtube videos and photo examples. Finally, each craft group presented their SuperWiki to the class.”
- Friday Sept 23

EVIDENCE – Discourse Analysis

Comments coded in this category indicate
- Legitimate Peripheral Participation
- Productive Disciplinary Engagement
- Peer teaching through self-initiated dialogue is the ultimate goal of participatory instruction. Once students ask and answer peer questions by circulating media of their own culture, a self-propagating learning activity system has emerged.

References to one’s own wiki, the text, or external online resources embody

EVIDENCE – References


Relevant References

“If it doesn’t spread, it’s dead.”