



Lurking and Learning: Progression through the Design and Innovation Qualification

Nicole Lotz, Derek Jones, and Georgy Holden

Background

- eSTEEeM funded project coming to a close in Summer
- Progression in OpenDesignStudio
- Social learning key to students success in online learning
- What kinds of engagements lead to learners success, and if how we can support this *across the qualification*

Workstreams

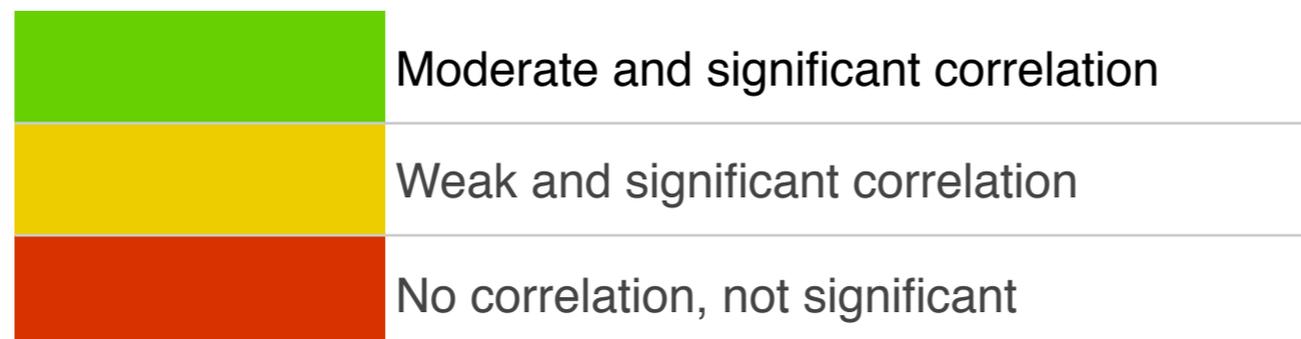
- Quantitative:
 - **statistical analysis of measures from ODS**
 - CAT consensual assessment of uploads
- Qualitative:
 - **student interviews**
 - tutor discussions

Statistical analysis

Module and presentation	Number of Students	Completed uploads	Views of other slots	Comments own	Comments other	Feedback requests	Pinboard slots
U101 12J	454	11897	**	4735	15733	721	7990
U101 13B	297	6940	**	3898	11619	563	4965
U101 13J	457	12382	116670	3834	13663	790	9977
U101 14B	255	5547	63194	1731	6107	482	5843
U101 14J	459	10039	83012	2207	7886	2087	8819
T217 13J	318	8101	**	934	2319	115	426
T217 14J	338	8530	**	777	1970	164	443
T317 14J	305	4278	4278	520	2030	266	303

Statistical analysis: PPM correlation to success

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Lurking on U101

- Engagement and success are not related throughout the entire qualification
- U101 an exception?
- ‘Passive’ student interaction in ODS - **viewing** - strongest and **most consistent indicator of student success** on 13J, 14B, 14J module (closely followed by comments on others’)



Student interview: value of lurking

- ‘see if I am on track’
- ‘I was surprised often what the variety was in how people had interpreted the task.’
- ‘if there were comments others have made’
- ‘good to look at other people’s work outside of your own TG, especially if you just want to look and not comment’
- ‘visually interesting or different uploads - like a bee drawn to pollen’

What about Progression?

- The higher up we go the less engagement overall
- Format changes, less visual, more downloads (large size!), different projects, the student community changes (more diverse), some have not used ODS before, less value in uploading, time pressure, ODS dropped first.

Lurking is important, but when there is nothing to lurk on, then other engagements are also not happening.

- Why do we care about this?

Comments

- Peer feedback, valued engagement but difficult to provide good critical comments
- Ecology of learning behaviours (time on task, social network, etc)
- Comment to conversation:
 - value: a kind of **‘distributed reflection’**
 - related to OS sister project model of learning activities

Learning Design: initial thoughts

social	technical
quick fun tasks	generate critical mass for viewing
a thing/visually stimulating	visible on 'top layer'
reward super commenters	status or rating of helpfulness by others
timeliness of activities	fade or hide old posts
relevant activities	rate up relevance of an upload
descriptions and comments	interface guide description/comment
tuition on OS	identify as tutor
assess OS posts	highlight which are assessed

**please join our OS and progression
workshop in June**