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Distracting Distracted Digital Learners

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A Little About Us

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Marsha Morgenstern

M.A. Adult Education and Training (Candidate), University of Phoenix

M.A. Business Communication, Jones International University

B. A. Communication, Florida Gulf Coast University

8+ years experience in higher education.

Published freelance writer

Nathan Coley

M.A. English, University of Pittsburgh

B.A. English Literature, University of Pittsburgh at Greensburg

8+ years experience in higher education.

Published fiction writer

Amy Winger

M. Ed. English Education, University of Minnesota

B. A. English, University of Iowa

+10 years in online higher education

Author of Investigating Best Practices for Effective YouTube Programming in Online Higher Education, *International Journal of Instructional Technology and Distance Learning*

21st Century Online Students

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- Juggling
  - Children and family
  - Work
  - School
  - Finances
  - Social media
  - And various other

    elements of their personal lives

"Working student", n. d).

21st Century Student Needs

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- Capitalize on windows of student learning

(Hasan, 2017; Laskaris, 2015).

- Microlearning is a learning pedagogy that takes place in short windows of time
  - Fits the fast-paced lifestyle of our students
  - Distracts distracted students into learning

(Boutestein, 2016; Caise, n. d.; Piktochart logo, 2017; Snapchat logo, n. d.; and Twitter logo, 2017.)

Microlearning's Origins

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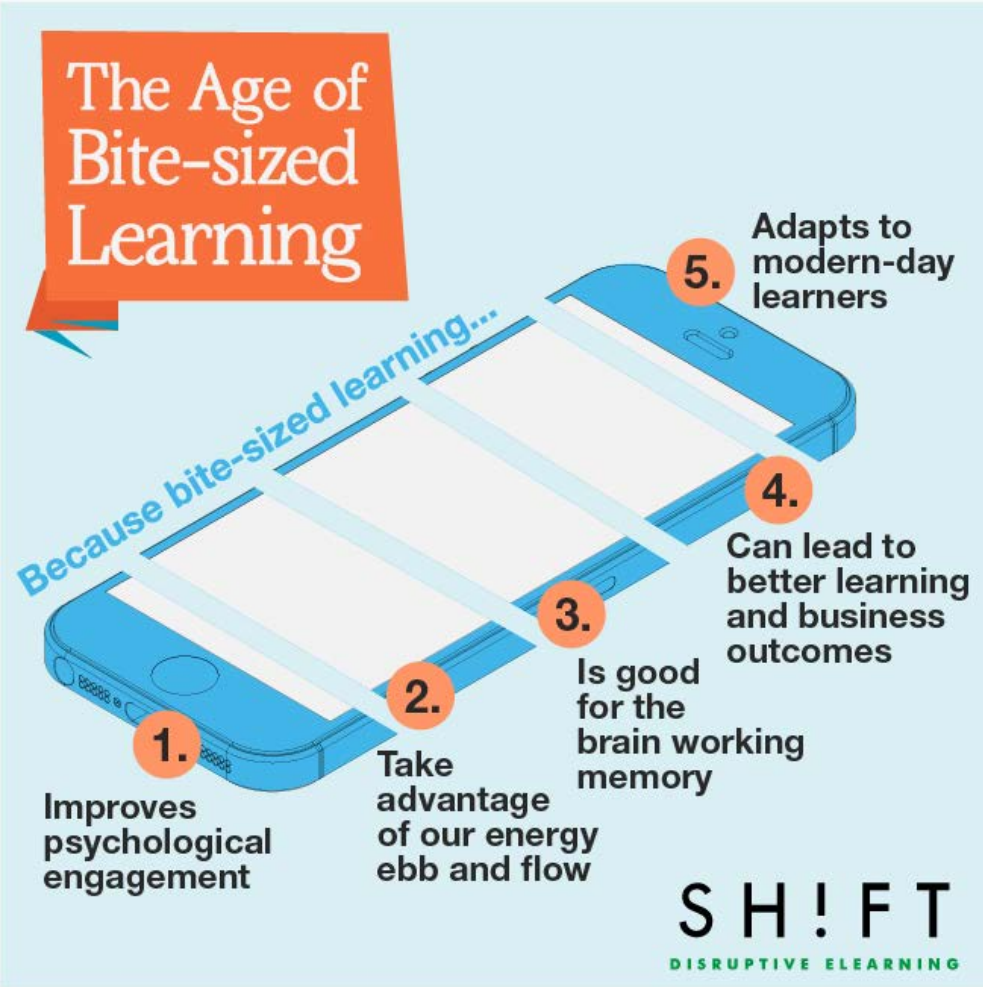
- Comes from the business world
- Current business trend used to disseminate training
- Grew out of a need to train in-house or remote workers (Paul, 2016)



(Asavari, 2017).

Microlearning Through Microbites

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- Short and simple chunks of knowledge
- Format will vary situationally according to content and instructor's choice in tech tools
  - Videos
  - Podcasts
  - Graphics
  - Learning modules

(Andriotis, 2016).

Business Microlearning Examples

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(Asavari, 2017).

Microlearning Defined

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- Memory span limits information people receive, process, and recall.

(RAM Memory, n. d.)

- To increase understanding and retention, the information should be organized into various dimensions and chunks (Miller, 1956).

Microlearning Overcomes Memory Concerns

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Overcoming the Bottleneck of Memory

- Intrinsic Load:

"intrinsic load cannot be altered by instructional interventions without either simplifying the task to be learned or first enhancing the expertise of the learners by providing preparatory training prior to the task."

- Extraneous Load:

1. Instructional Design
2. Structured Information
3. Content Presentation
4. Learning Environment

ArcheMedX

(McGowan, 2015).

Micro, Meso, and Macro-levels of Instructional Design

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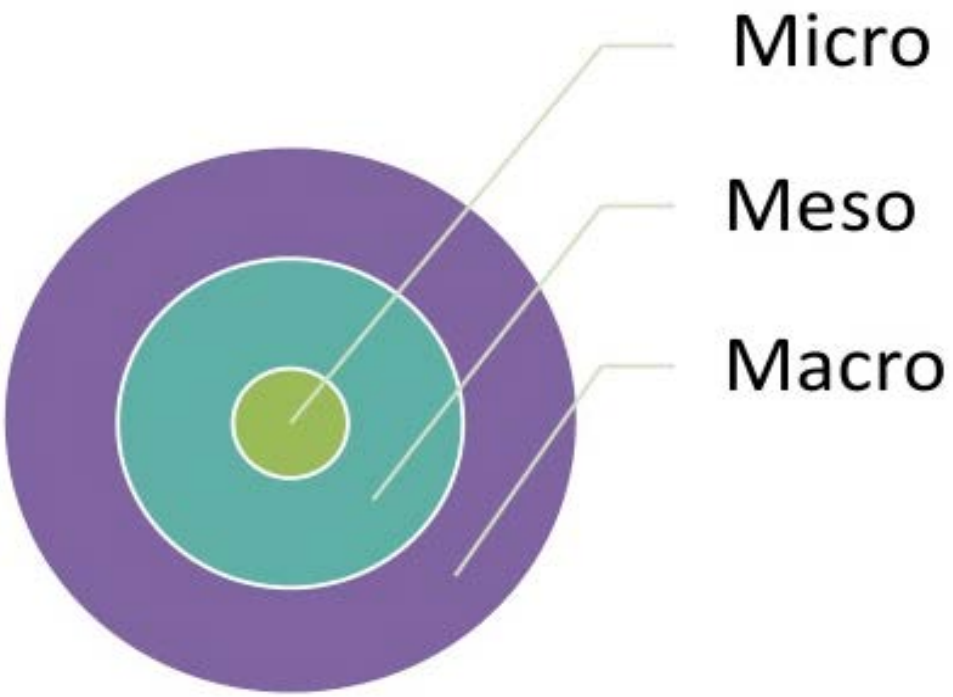

(Felvus, 2013).

Micro, Meso, and Macro-levels of Course Design

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- **Micro-level of instructional design:**
  - Writing a thesis statement
- **Meso-level of instructional design:**
  - Creating an academic essay
- **Macro-level of instructional design:**
  - Creating academic writers

(Millbourne, 2016)

How to…

(Nagra, 2015).

- How to write an introductory paragraph
- How to support an argument using a direct quote
- How to draft an in-text citation
- How to use the automated citation feature in the library
- How to change a run-on into a compound sentence
- How to format a title page

Microlearning Tools We will Explore

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snapchat

(Boutestein, 2016; Caise, n. d.; Piktochart logo, 2017; Snapchat logo, n. d.; and Twitter logo, 2017.)

Remind.com

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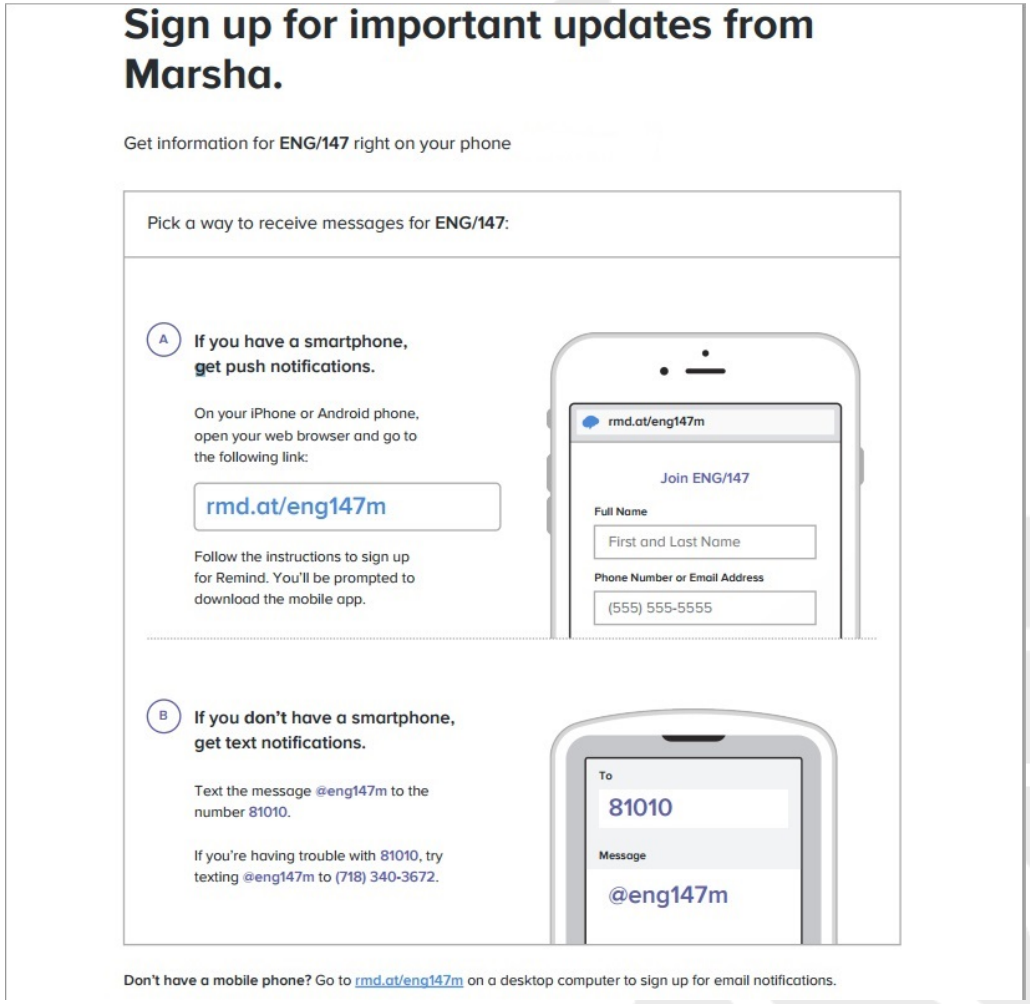
- Free program*
  - No charge to download app or use website
  - Multiple classes can be set up
  - *Texting fees may apply
  - Students can sign up via website or by texting a code
- Send text messages to entire class
  - Updates
  - Reminders
  - Announcements (Juarez, 2014).



Remind.com

- Add images or links
- Private
- Students can respond without having instructor's cell phone number
- Real-time communication
- Conversations archived

(Musyani75, 2015)

Screencasting

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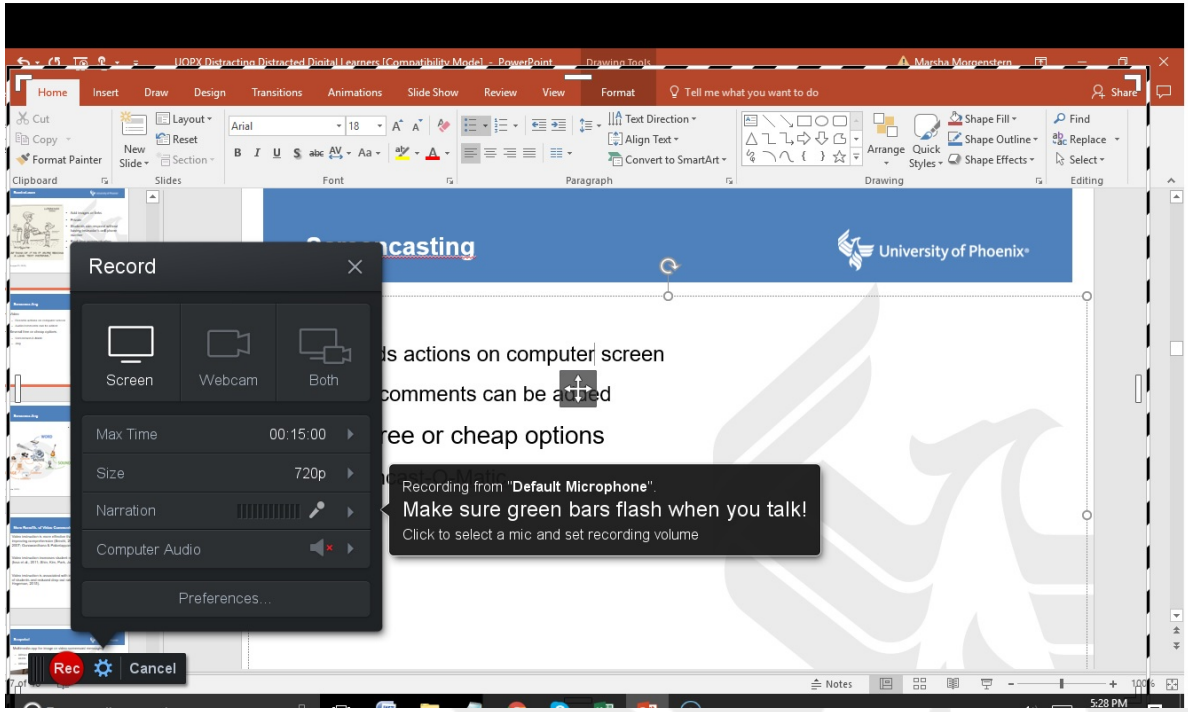
- Video
  - Records actions on computer screen
  - Audio/comments can be added
  - Webcam footage can be included
- Several free or cheap options
  - Screencast-O-Matic

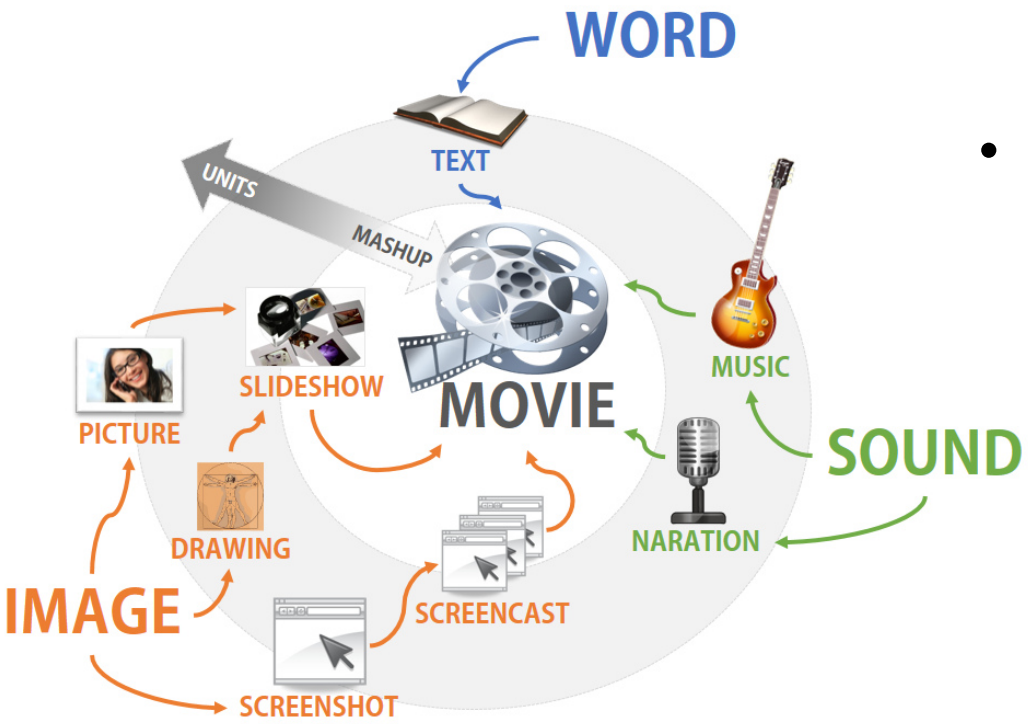
    http://screencast-o-matic.com/
  - Jing

    http://www.jingproject.com/



- Share
  - Upload to website
  - Send directly

Screencasting



- Can be viewed from a computer, tablet, or smart phone
- Several applications
  - Class orientation
    - Welcome message
    - How to navigate class (Luongo, 2015)
  - Assignment feedback
  - Quick “how to”
  - Lecture alternative

(Plourde, 2013)

Twitter: Functionality, Benefits, & Best Practices

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Wlcme 2 Twitter!

Twiter logo (2006). Retrieved from https://en.wikipedia.org/wiki/Twitter#/media/File:Twitter_bird_logo_2012.svg

Twitter: Functionality

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- Established in 2006 as a quick, concise way to use social media (friends, celebrities, etc.).
- Limits micro-blogging “Tweets” to 140 characters.
- Popularized use of the “Hash Tag” #twitter

Twitter banner (2010) [Image]. Retrieved from https://en.wikipedia.org/wiki/Twitter#/media/File:Twitter_2010_logo_-_from_Commons.svg

Twitter: Functionality

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- Commonly adapted by businesses and non-profit entities.
- Offers a means of communicating with famous and notable people.
- Makes use of text, links, embedded videos, MEMEs, GIF's, Infographics, etc.

Franics, G. (2011). A picture of Ellen Degeneres [Photograph]. Retrieved from https://en.wikipedia.org/wiki/Ellen_DeGeneres#/media/File:Ellen_DeGeneres_2011.jpg

Twitter: Functionality

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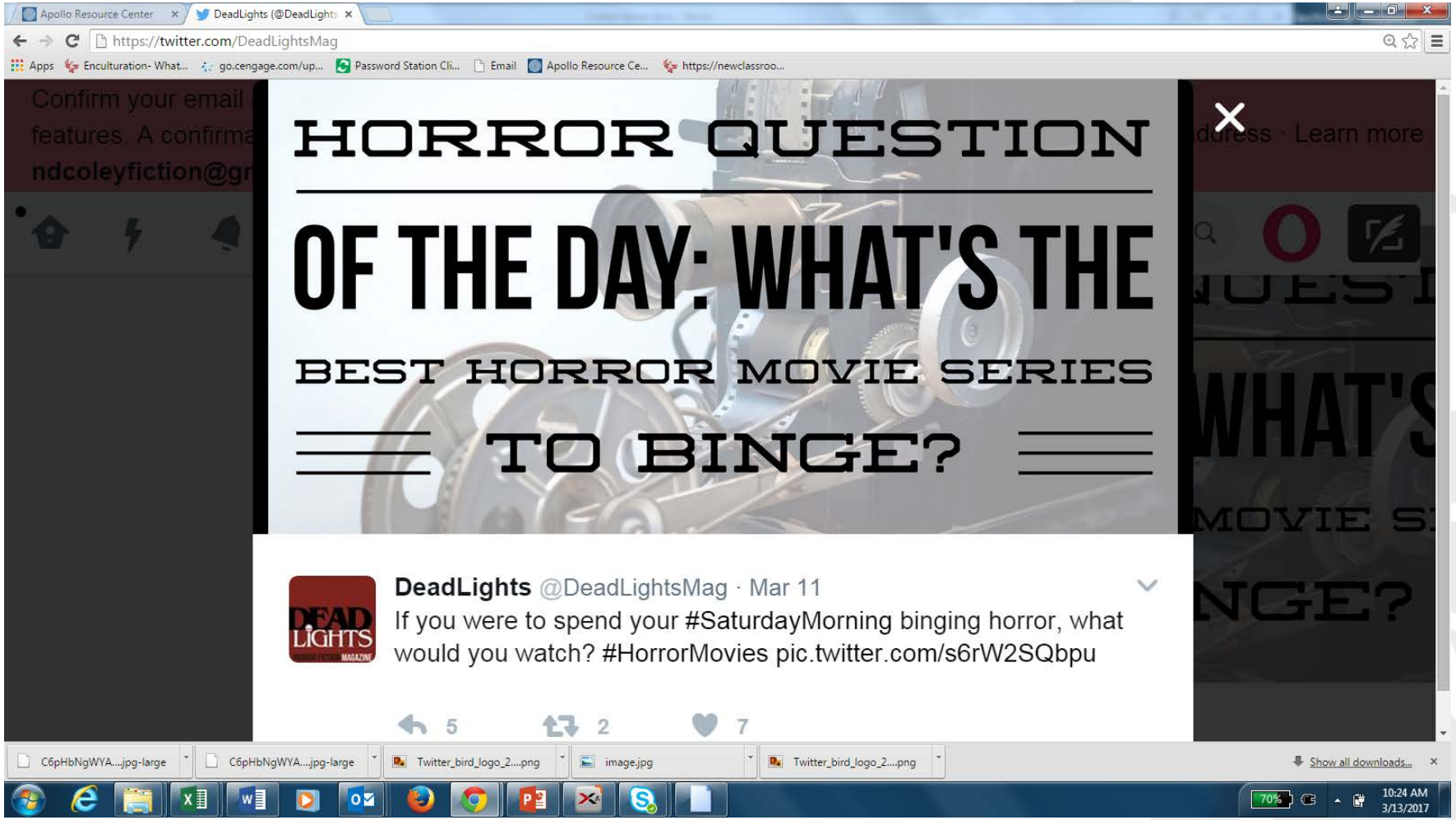
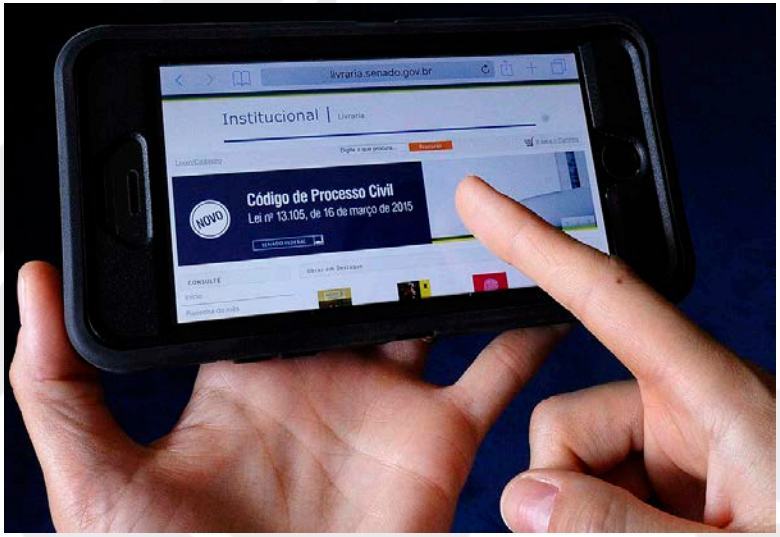


Benefit 1: Recognition

- The use of Twitter can put a positive spin on the desire for self-recognition.

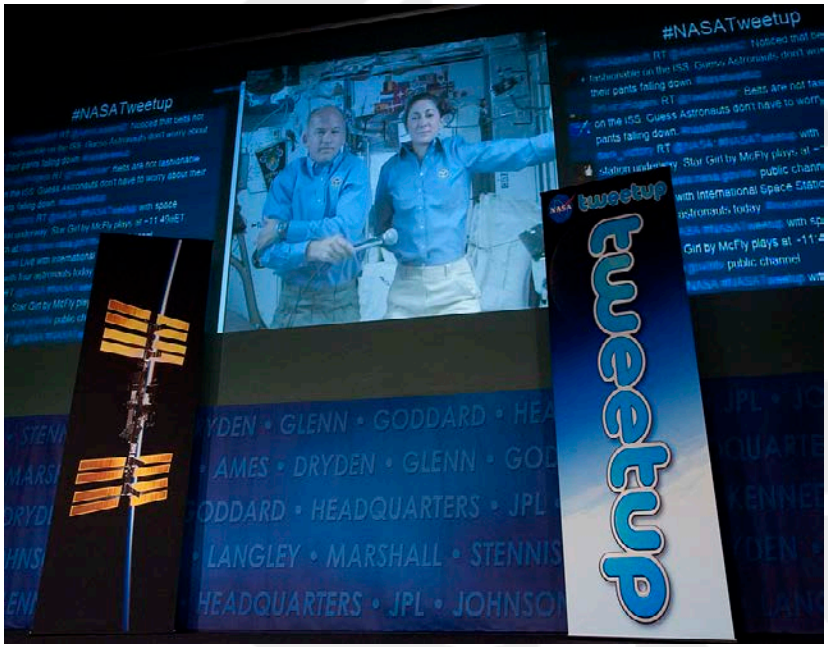
- As Caitlin Dewey reports, if "the text or the tweet is directed at you, it will probably activate the regions of the brain that deal with self-referential cognition" (2006, para. 9).



Federal, S. (2015). A smartphone touchscreen [Photograph]. Retrieved from https://en.wikipedia.org/wiki/Smartphone#/media/File:Livraria_do_Senado_(22622160063).jpg

Benefit 1: Recognition

- Citing another study, Hunter and Caraway noted that students used Twitter with regularity and in hopes of being acknowledged (2014).



Cioffi, C. (2009). NASA'S space station crew tweetup [Photograph]. Retrieved from https://en.wikipedia.org/wiki/Twitter_usage#/media/File:NASA_ISS_Tweetup_2009-10-21.jpg

Benefit 2: Concise Language

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- Emerging writers (and sometimes experienced ones, too) find it difficult to be concise.

- The 140 character limit can make it more difficult to cloak wordy discourse.

Blah! Blah! Blah!

Benefit 2: Concise Language

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- According to Alex Knapp of *Forbes*, Twitter can compel its users into efficiency and into creative wordplay (2014).

- According to Maria-Carmen and Feliz, “The restricted number of characters allowed by [Twitter] contributes to sharpen the ingenuity of the participants” (2016, p. 246).

Gidlof, C. (2007). A dart in the inner bullseye [Photograph]. Retrieved from https://en.wikipedia.org/wiki/Bullseye_(target)#/media/File:Harrows_Bristle_Board_Bullseye.JPG

Benefit 3: Tapping Into the Future of Communication

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- Brief, rapid-fire messages are the way of the future.

- Christian Rudder notes that the amount of text in twitter over a 2 year period eclipses that which will appear in published books (2014).

Raysonho. (2015). Parallel arrangement of bookshelves [Photograph]. Retrieved from https://en.wikipedia.org/wiki/Bookcase#/media/File:SteacieLibrary6.jpg

Benefit 4: Hashtag Hypertext

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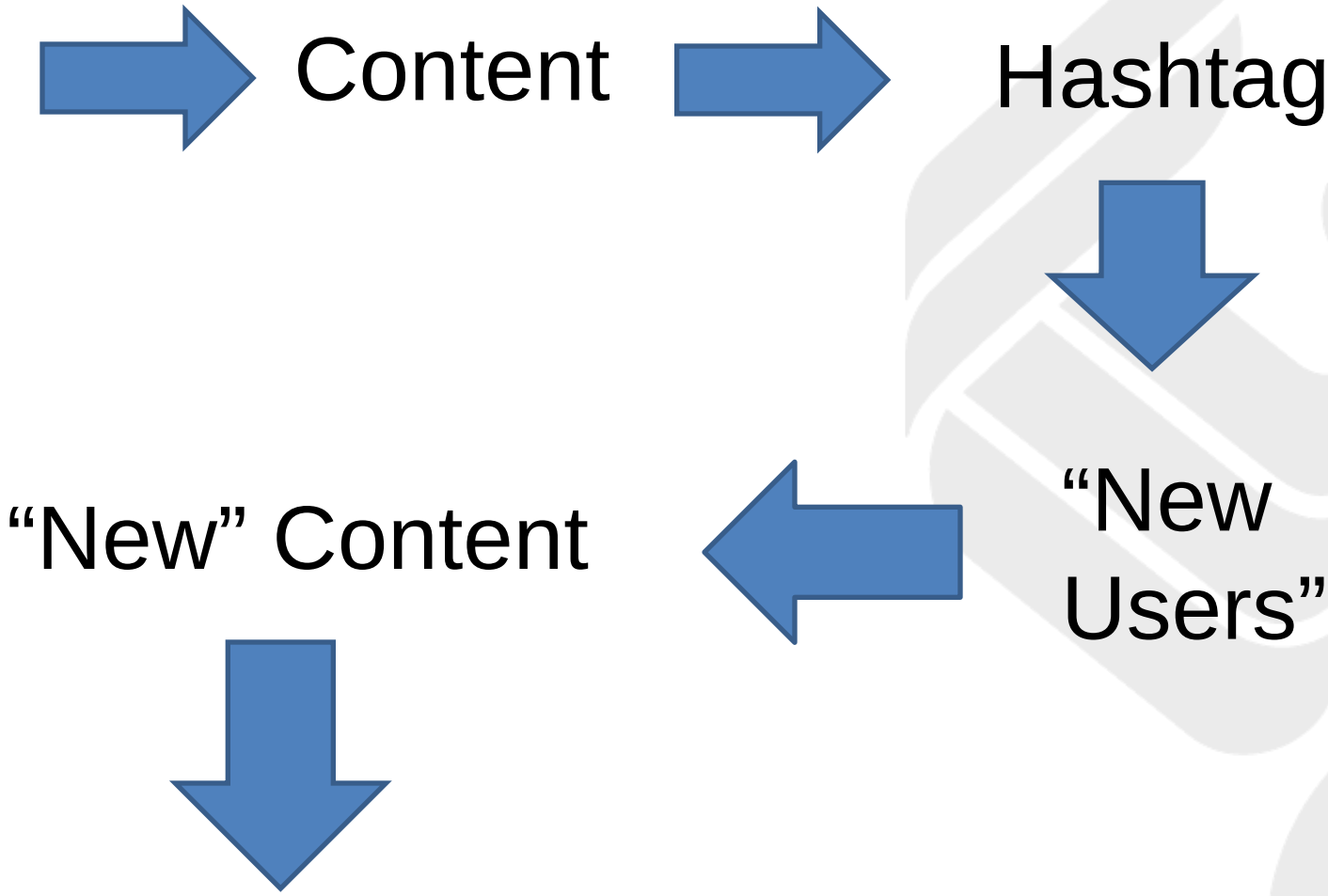

Benefit 5: Student Engagement

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- Microblogging (such as Tweeting) can enhance the student experience.

- According to Fewell, “In comparison to blogs, microblogs are based on a framework that essentially promotes more interactive communication” (2014, p. 226).

Benefit 5: Student Engagement

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- When a group of English students were asked about the use of Twitter in the classroom:
- “An overwhelmingly majority of students, 74%, agreed that microblogging helped them learn more about English in this class than in a regular English class” (Fewell, 2014, p. 228).

Benefit 6: Exposure to Different Modes of Discourse

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- Twitter can expose students to a wide variety of discourse (e.g., hashtags, retweets).

- Not everyone “Tweets” in the same style or from the same range of terms.

#twitter

Benefit 7: Enhancement of Instructor Credibility

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- Students react positively when they see instructors engaging social media.

- Twitter helps bridge an “us” and “them” mentality. Students see instructors as more relatable.

Rufino (2011). Two people shaking hands [Photograph]. Retrieved from https://en.wikipedia.org/wiki/Handshake#/media/File:Hermandad_-_friendship.jpg

Skepticism

As reported in the U.K. Telegraph, actor Ralph Feinnes famously accused Twitter of dumbing down the English Language.

As Feinnes said, “I think we're living in a time when our ears are attuned to a flattened and truncated sense of our English language” (2011, para. 6).

Adach, C.W. (2013). Ralph Feinnes at the London Film Festival premier of the Invisible Woman. Retrieved from:https://en.wikipedia.org/wiki/Ralph_Fiennes#/media/File:Ralph_Fiennes_2013.jpg

Should Instructors be Concerned about Slang?

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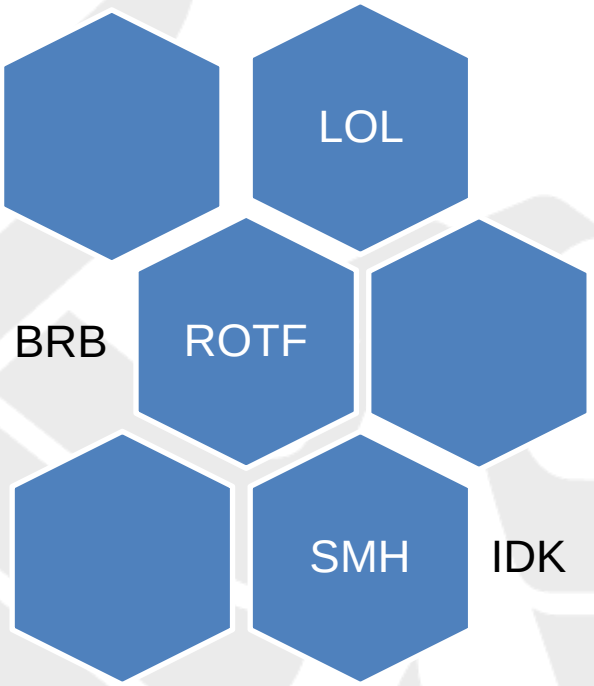
- According to Ryan Lytle, slang has become commonly used in student work, and high school teachers are not quite sure how to fix this problem (2011).

- Admissions personnel have also noted that, due to language that is rooted in technology, that applications are often tossed away, even after a sentence or two (Lytle 2011).



Does Twitter Speed Up the Devolution of Language?

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- There do not seem to be conclusive links between literacy and the use of “text” speak.

- Drouin states, “With regard to the relationship between frequency of text messaging and literacy, the findings have been mixed” (2014, p. 251).

Does Twitter Speed Up the Devolution of Language?

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- “Text speak” may be the product of cultural expectations

- “Some might omit capitals or punctuation to be creative, to meet the social expectations of text messaging as brief, informal communication or to convey deep sentiments with more levity” (Drouin, 2014, p. 253).

.

Twitter Best Practices According to Amy Chapman

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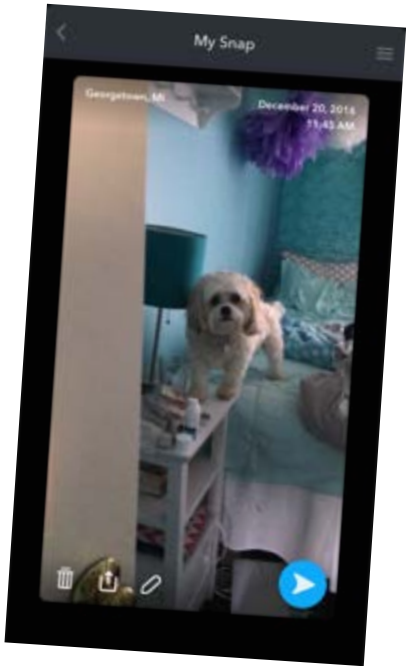
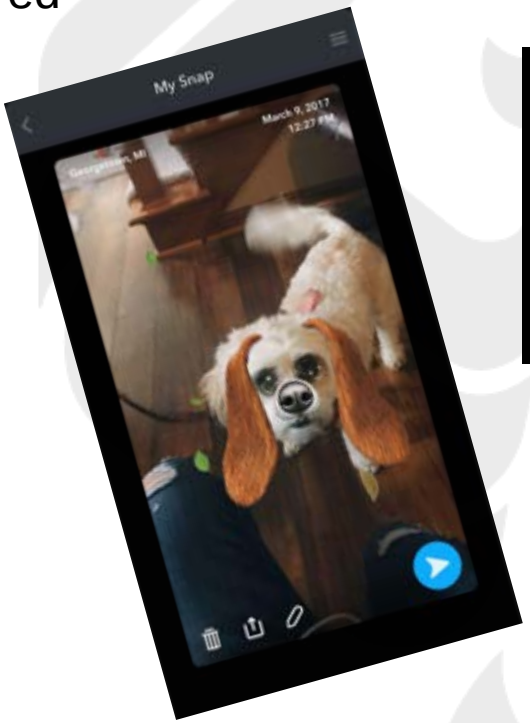
- **Educate** students on the use of the tool.
- **Defend** Twitter's pedagogical legitimacy.
- Make Twitter usage **mandatory.**
- Make **instructor engagement** a priority.
- **Establish a hashtag** unique to the course.
- **Weave tweets into other activities**, such as lectures (Chapman, 2011).

Snapchat

- Multimedia app for image or video-screencast messaging
  - Allows for short-lived and self-deleting snaps to be sent between users
  - Allows for a video story-line to be shared





(Snapchat logo, n. d.)

More Benefits of Video Communications

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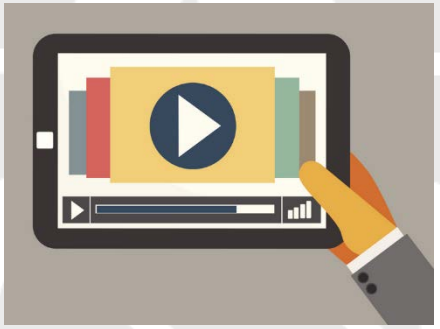
- Video instruction is more effective than text-based resources in improving comprehension (Brecht, 2012; Choi & Johnson, 2007; Gunawardhana & Palaniappan, 2016; Hegeman, 2015).

- Video instruction increases student retention of information (Issa et al., 2011; Shin, Kim, Park, Jang, & Chung, 2013).

- Video instruction is associated with improved overall retention of students and reduced drop-out rates (Brecht, 2012; Hegeman, 2015).



(Brodhead, 2015).

Snapchat Creative Options

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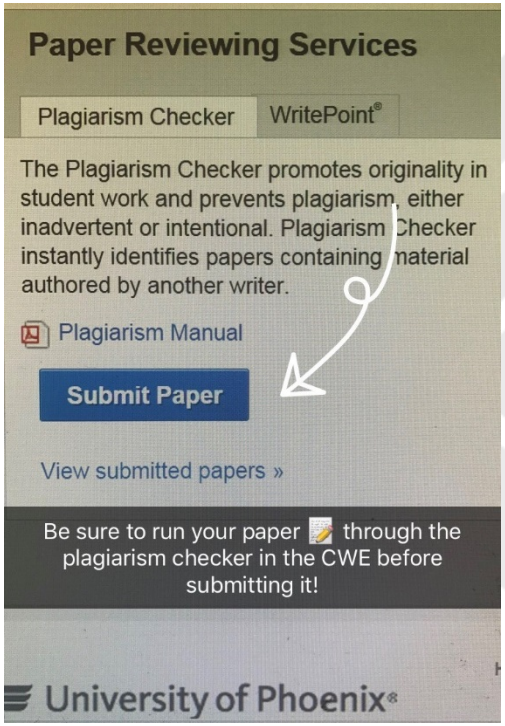
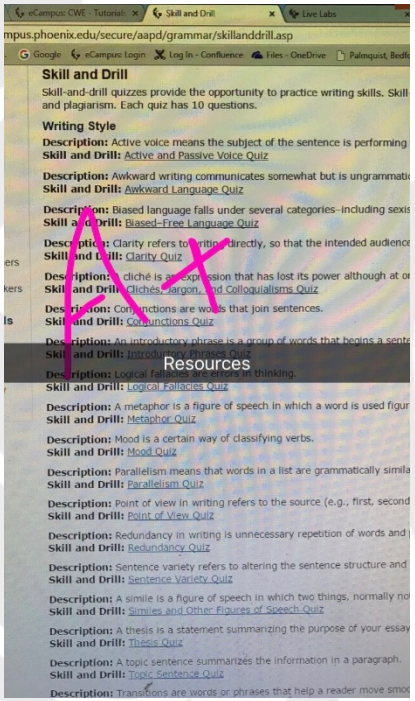
Filters



Stickers and Captions



Doodles

Snaps or Stories

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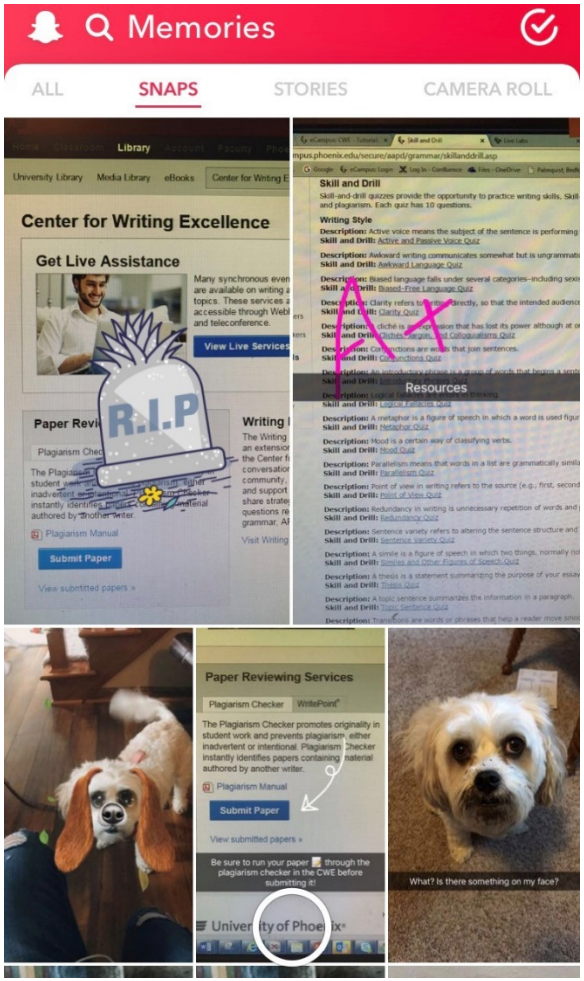

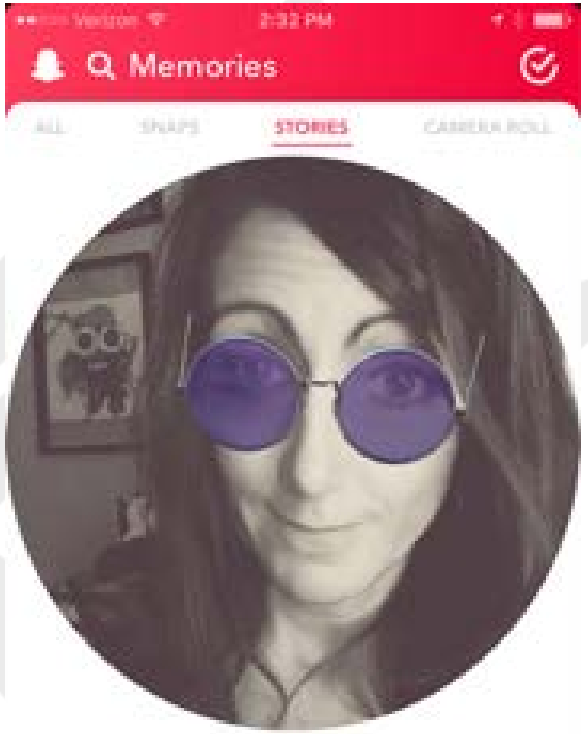

Snapchat Life

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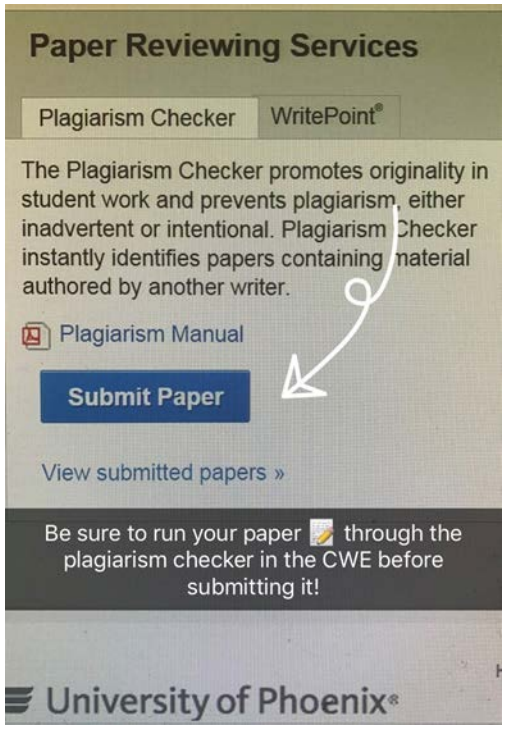
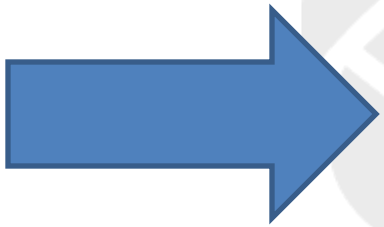
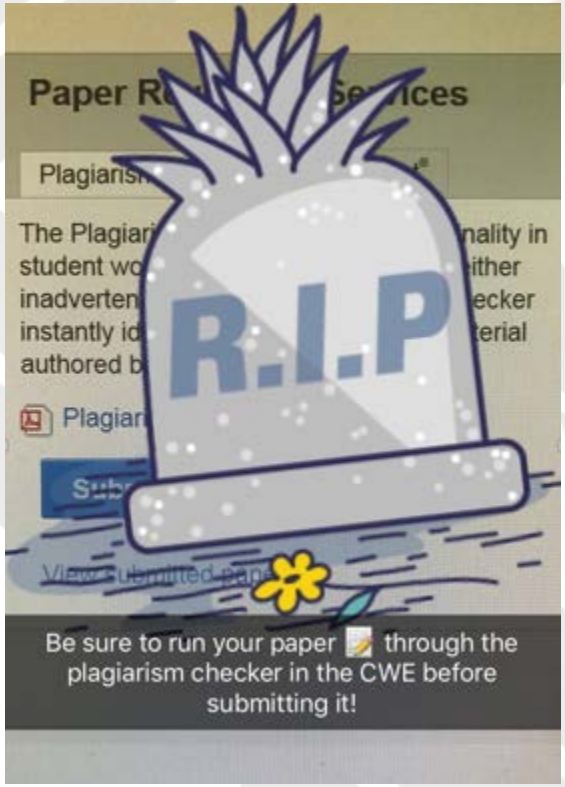
- Snaps disappear to the sender within 10 seconds, or if saved as a story, the story will remain live for only 24 hours.







Snapping Videos

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From: John & Amy Winger

To: John & Amy Winger Hide

Week 5 welcome

November 13, 2016 at 2:22 PM

Found in Sent Mailbox

IMG_5550.mp4

18.8 MB

Sent from my iPhone

MP4 → YouTube

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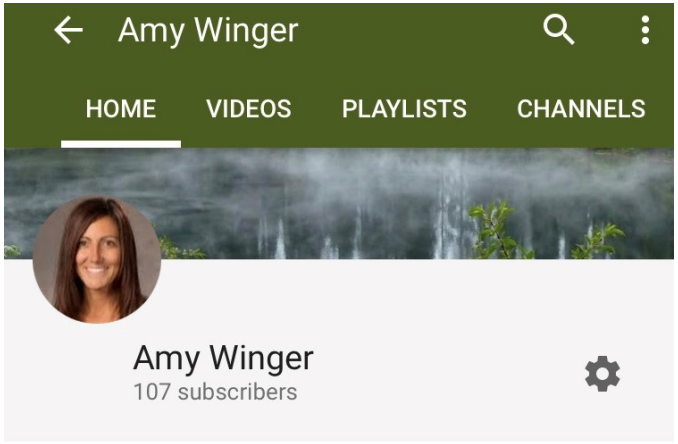

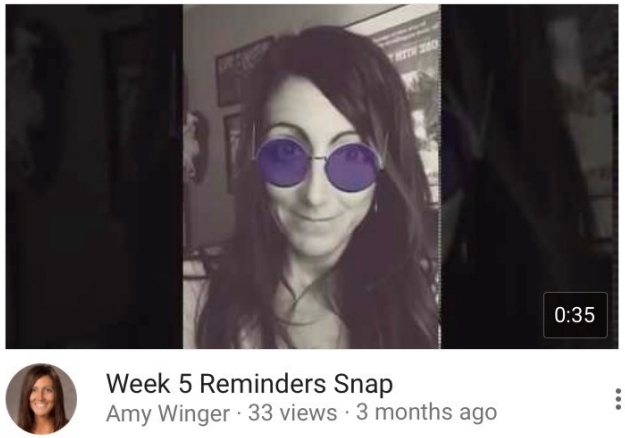

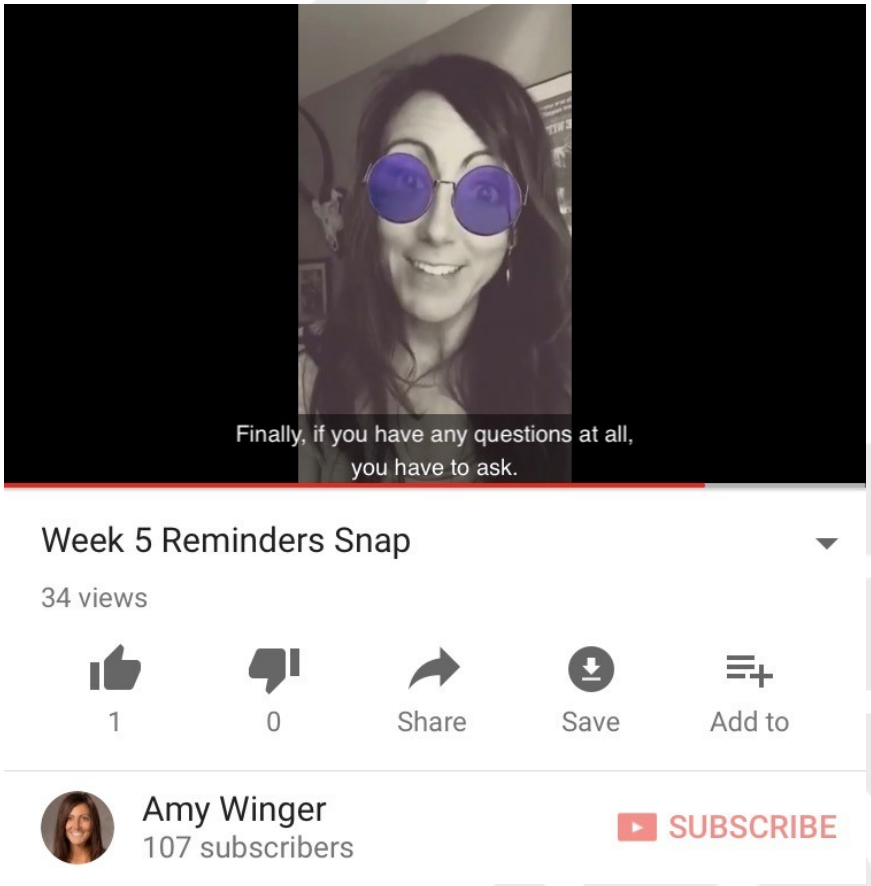

https://www.youtube.com/watch?v=YMda6TmU8Jc

Other Practical Uses

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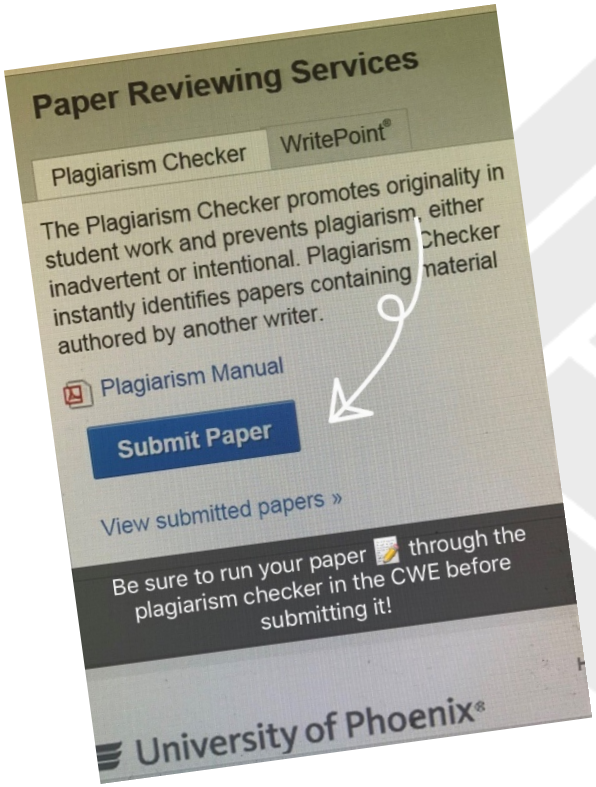
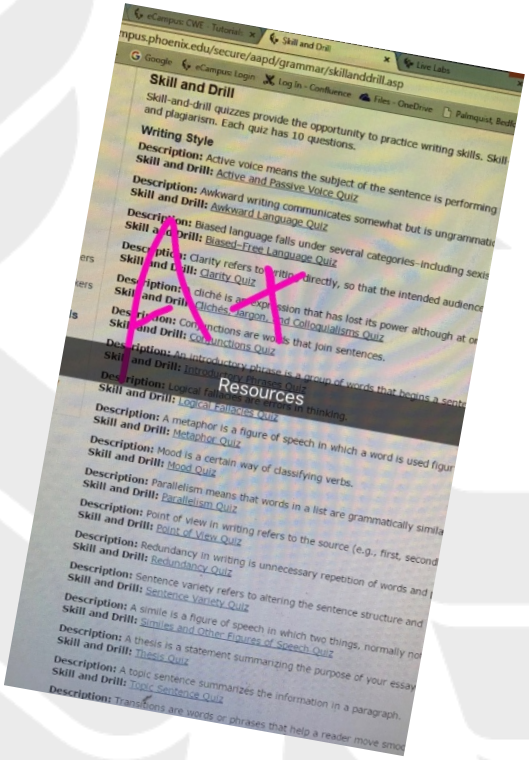
Fun Graphics



Directions



Showcase University Resources

University Use of Snapchat

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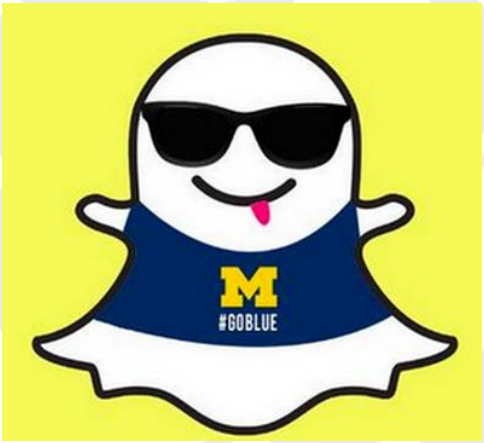
- Due dates
- Class resources
- Orientation events
- Academic lectures
- Social events
- Selfie contests



(Malamet, 2014)

Infographics

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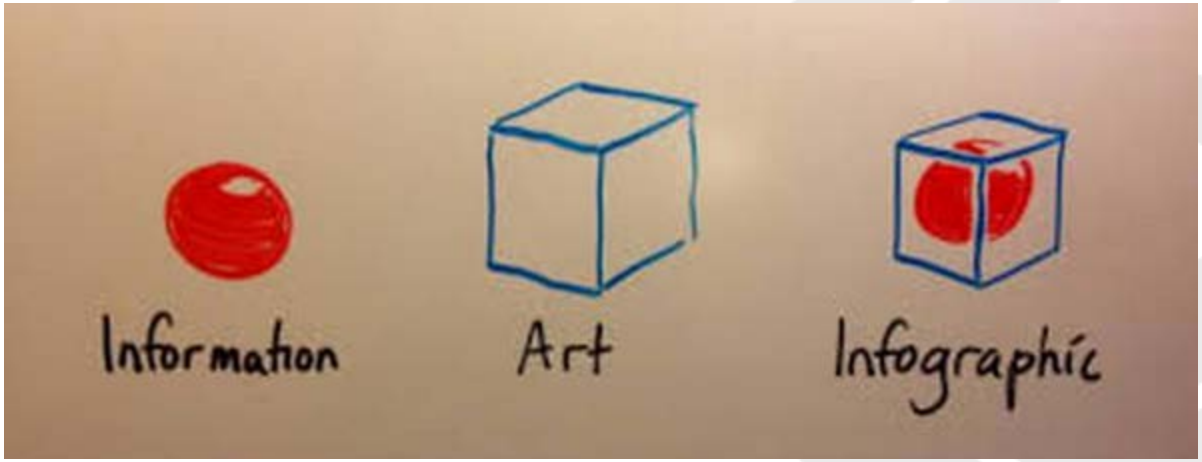
- Infographics are concisely chunked materials reflecting smaller and more easily digested bits of information.



- If aesthetically appealing and entertaining, it improves student engagement and retention (Bellato, 2013).

("Infographic art", 2016).

Educational Infographics

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- Infographics should embody learning concepts in a filtered and uncomplicated design.
- Learners are able to process information in a straight-forward and memorable manner (Bellato, 2013).

(Website Marketing Group, 2013).

Piktochart Basics

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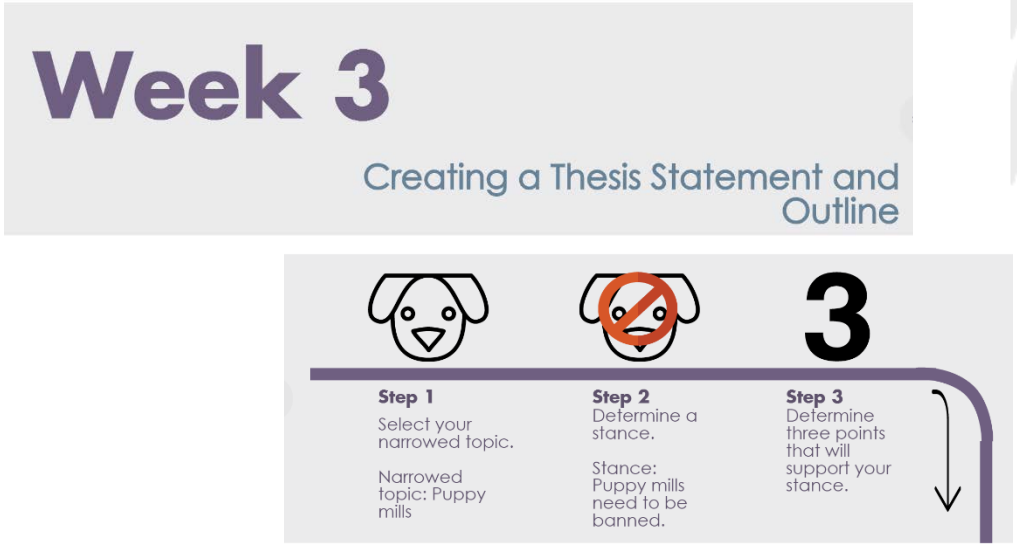
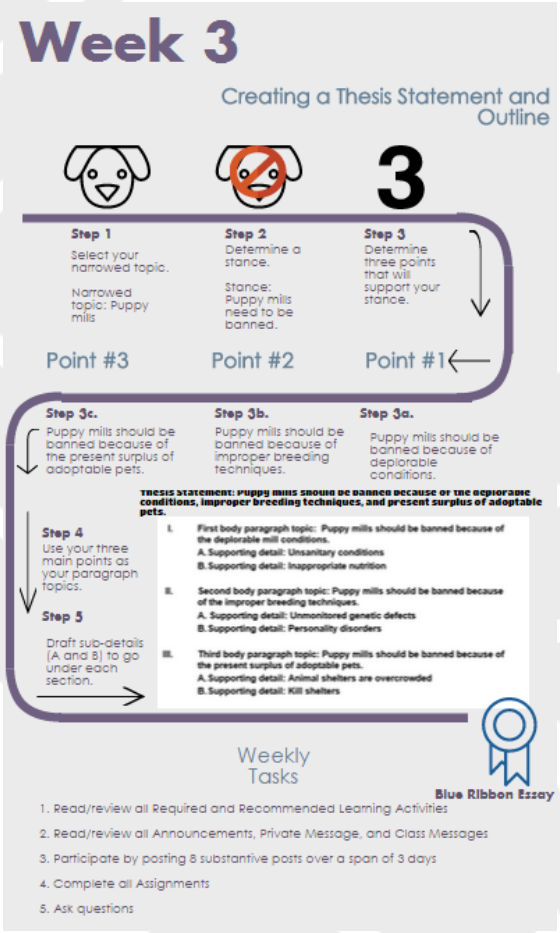
- Create graphics or presentation slideshows

Piktochart
make information beautiful

OR





https://magic.piktochart.com/output/7339298-week-3-wrap-up

Piktochart

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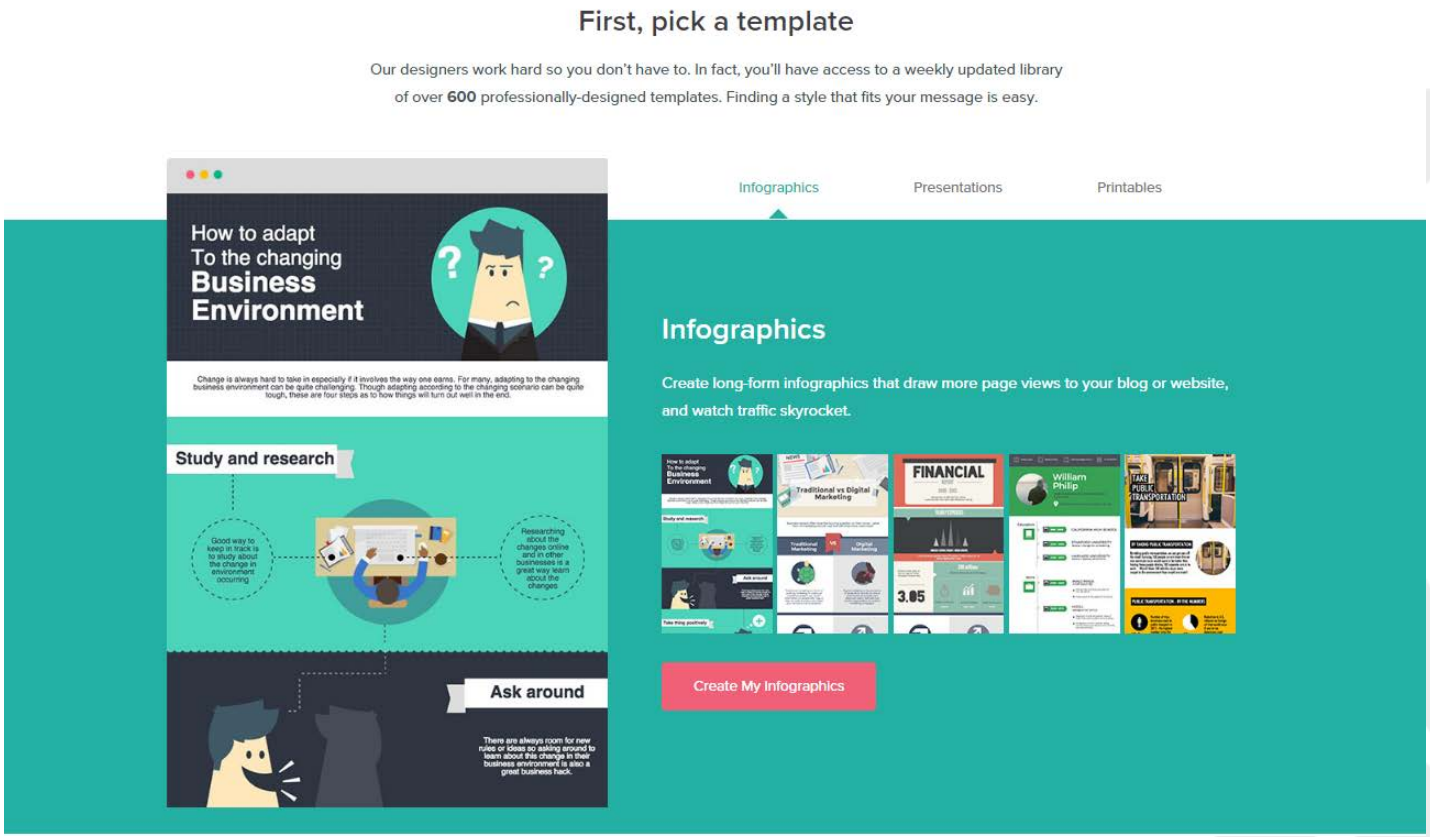
(Piktochart Image 1, 2017).

Template Options

- Infographic, Poster, Presentation, or Printable



(Piktochart Image 2, 2017).

Personalizing Your Creation

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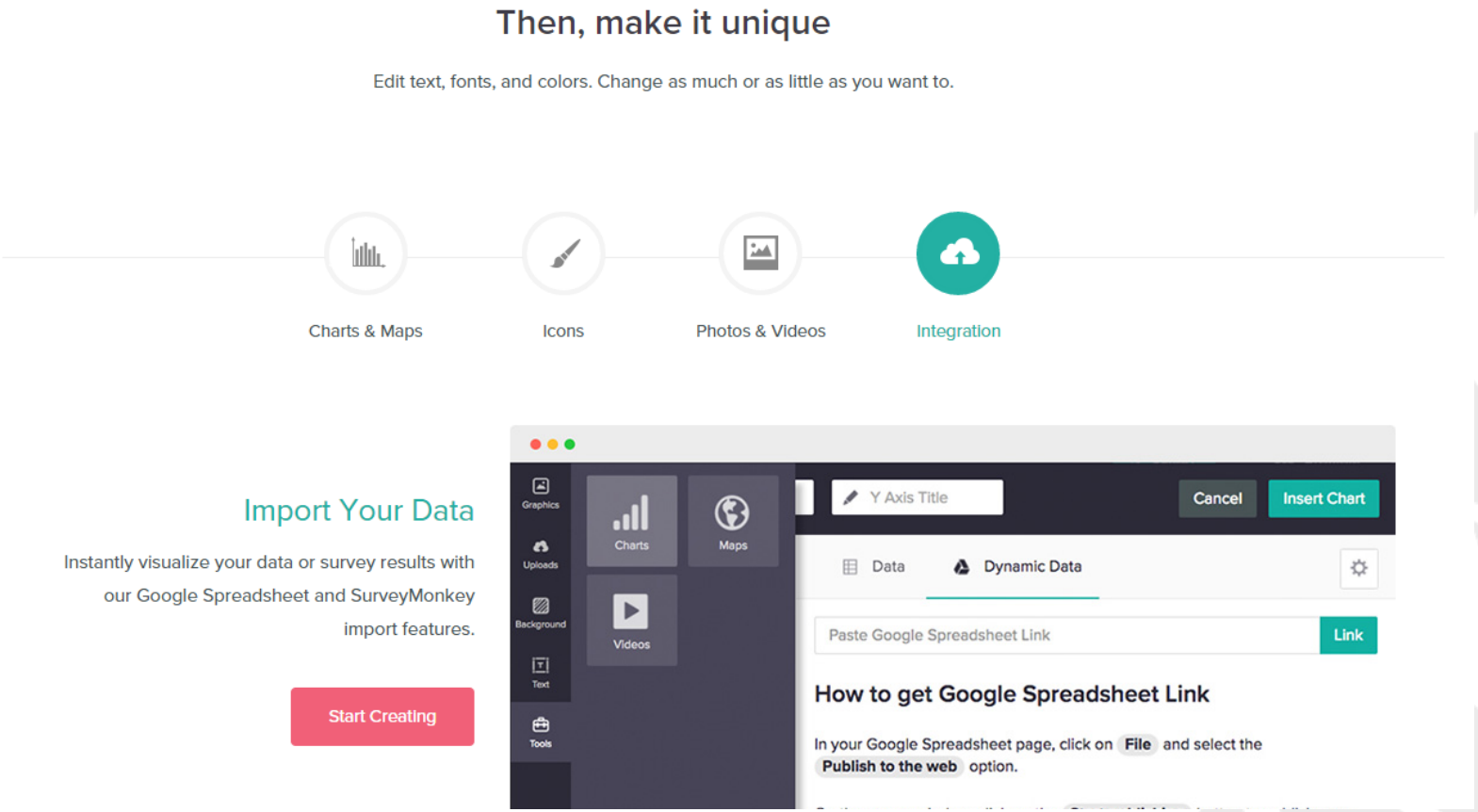

(Piktochart Image 3, 2017).

Presentation Modes

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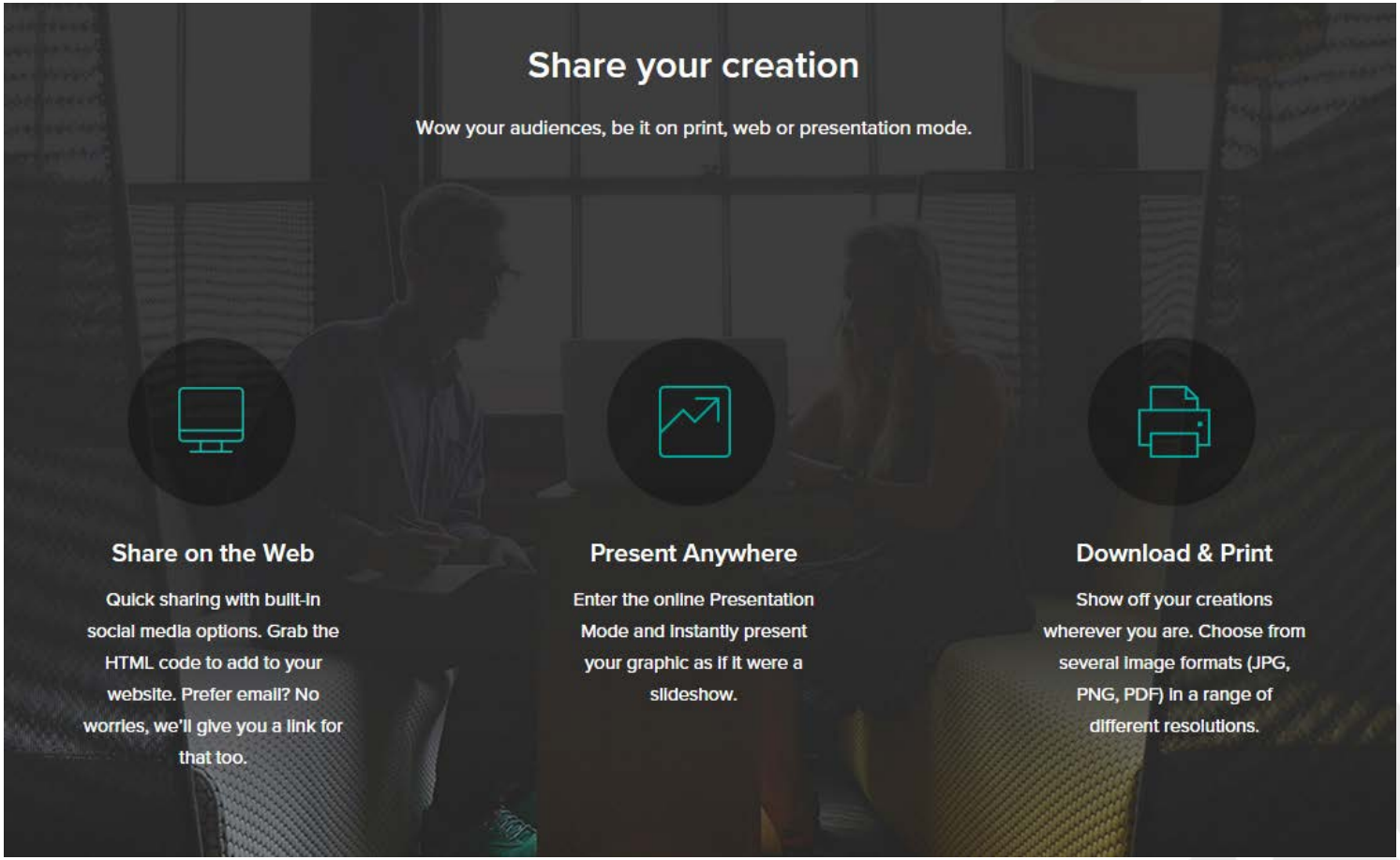

(Piktochart Image 4, 2017).

Practical Uses

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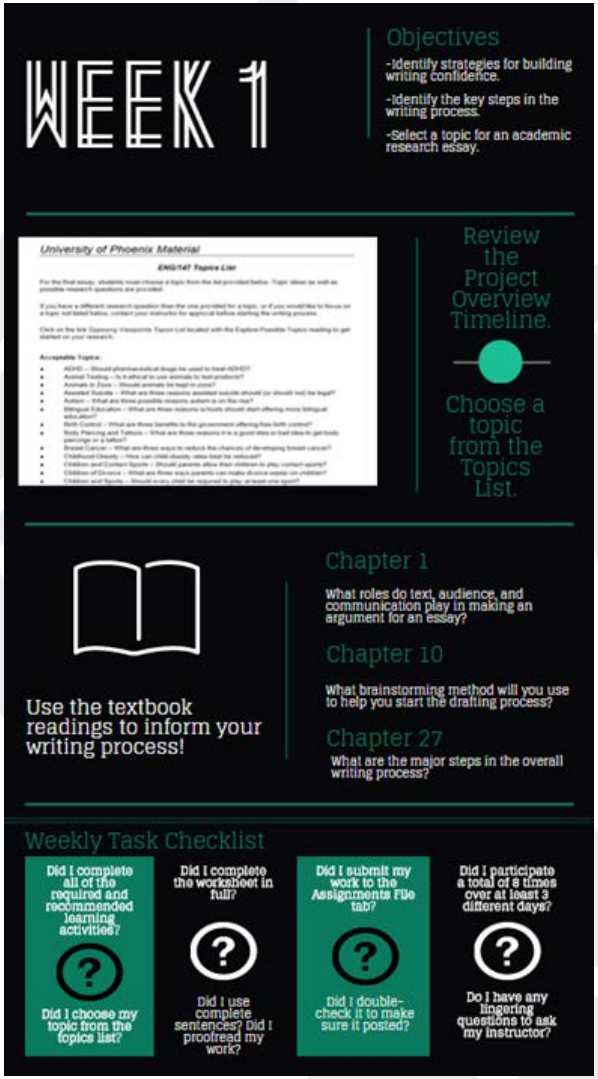
- Weekly Overviews



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More Practical Uses

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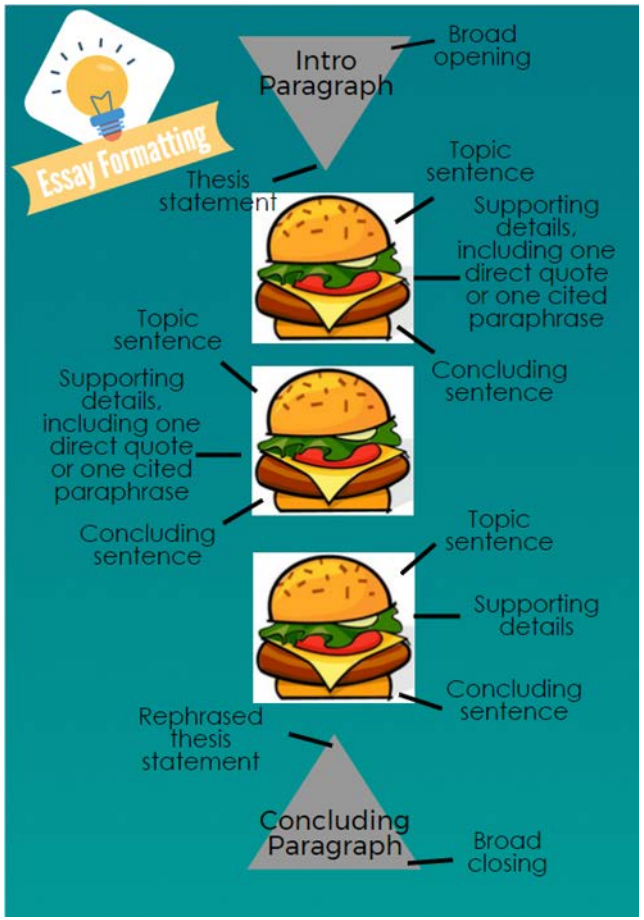
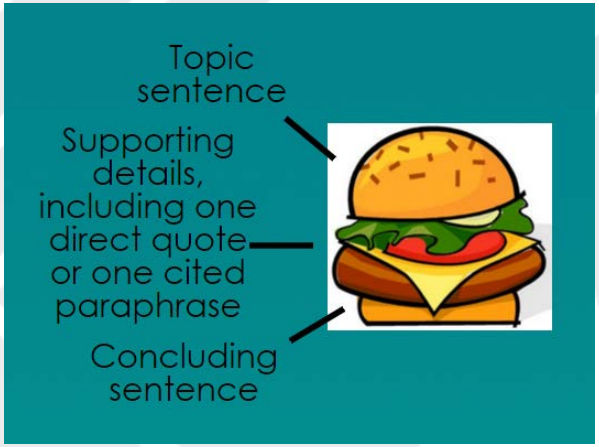
- Lessons and Learning Concepts





https://magic.piktochart.com/output/7347633-body-paragraphs

Practical Uses

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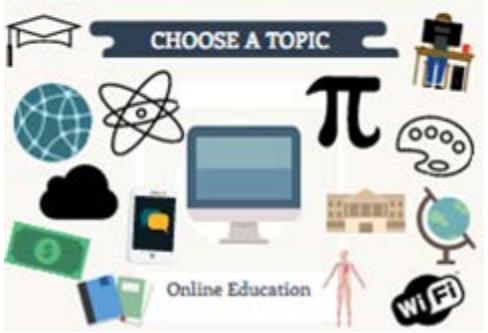
- Learning Modules as a Slideshow
  - How to Narrow an Essay's Topic



Narrowing a Topic Slide #1

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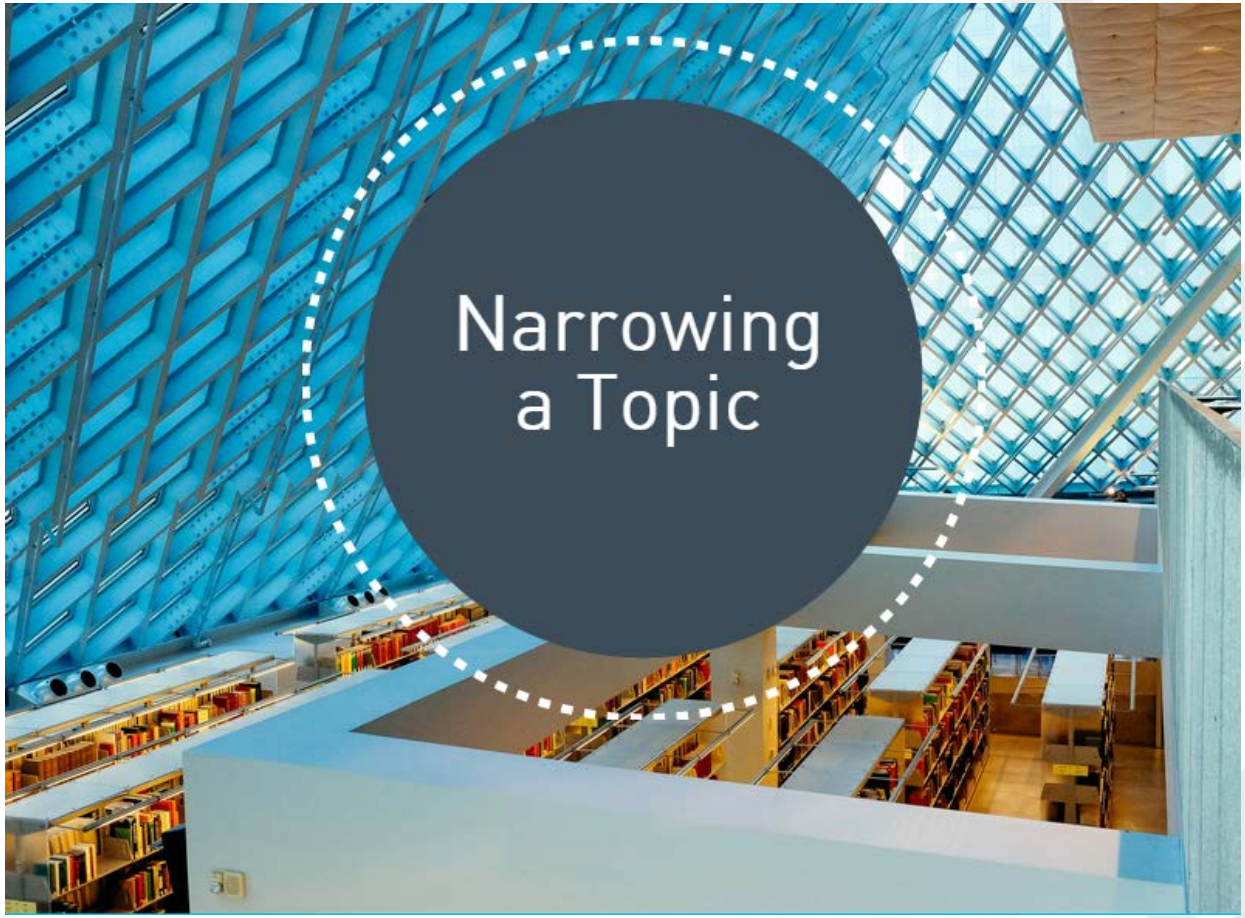

Narrowing a Topic Slide #2

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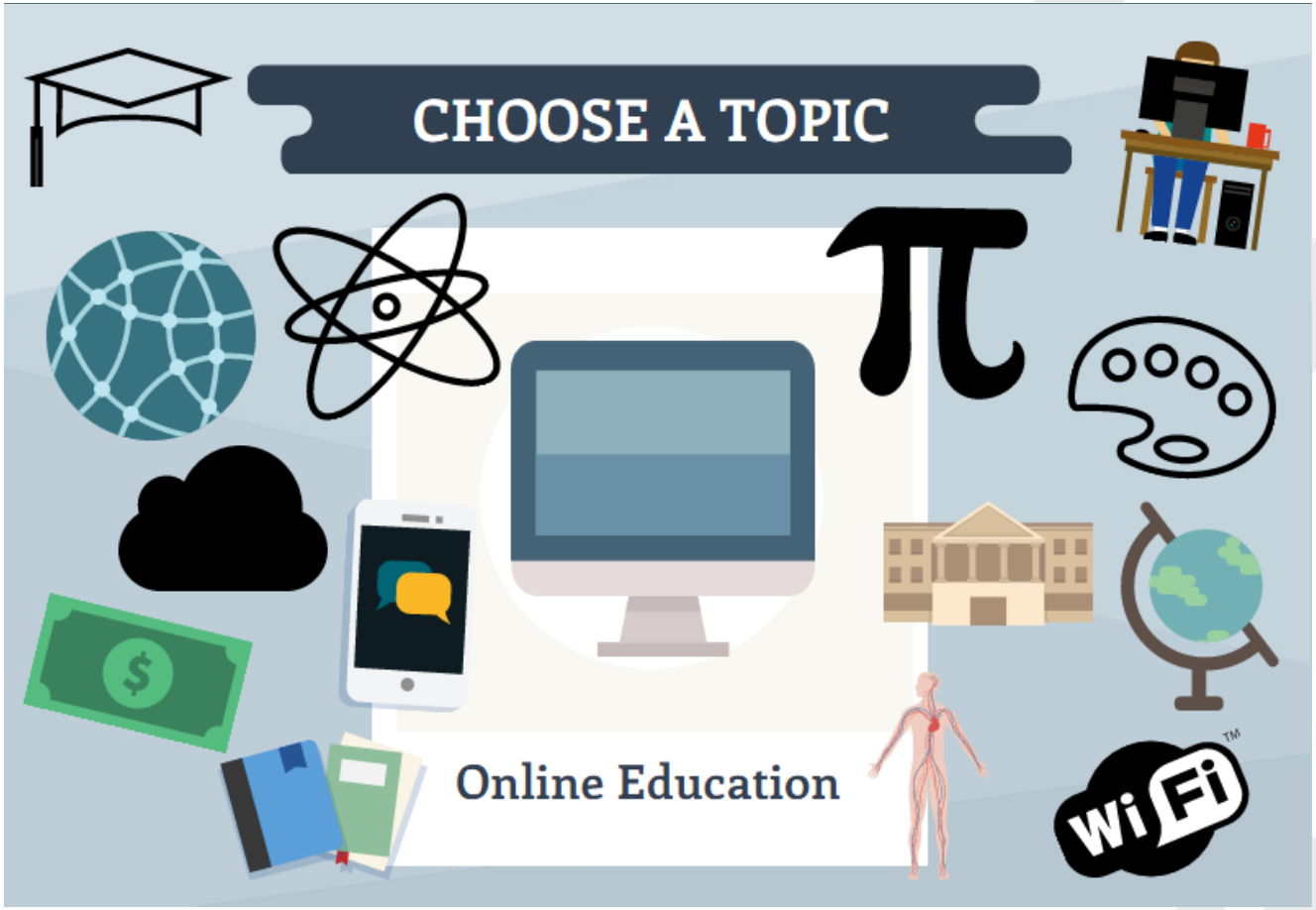

Narrowing a Topic Slide #3

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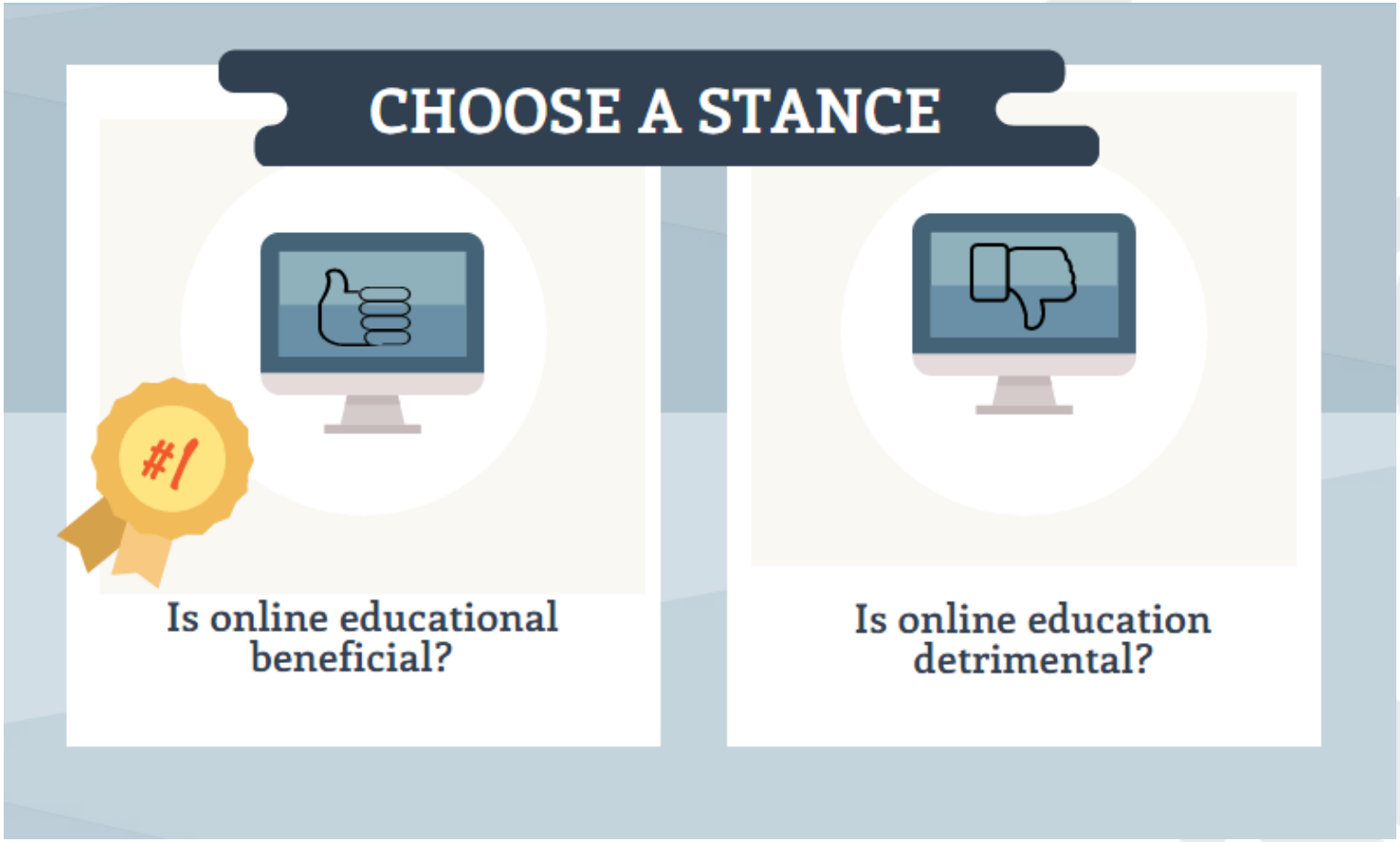

Narrowing a Topic Slide #4

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THREE SUPPORTING POINTS

Online learning is beneficial because it has...

Financial Benefits

- Childcare savings
- Campus lodging savings
- Lower tuition costs

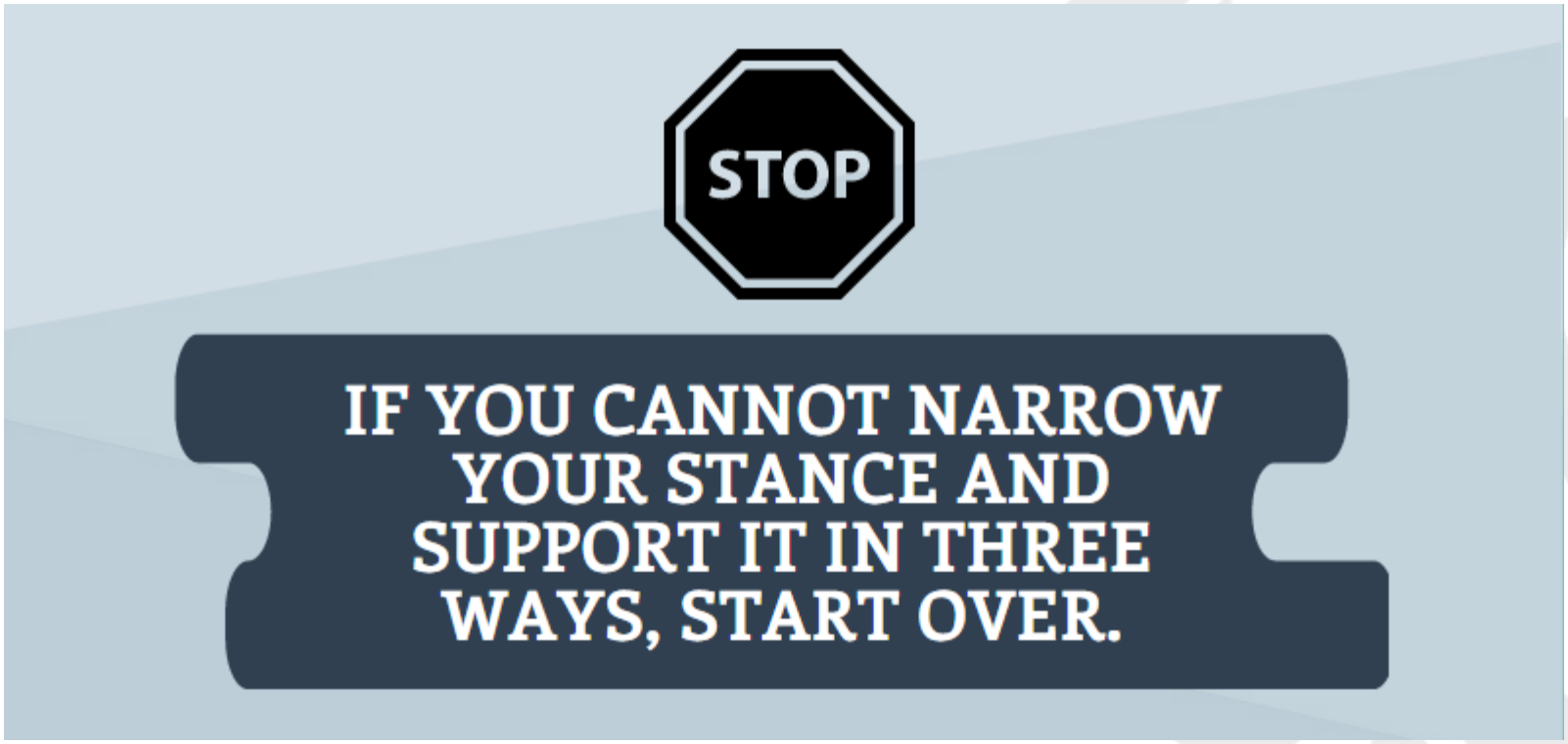
Academic Benefits

- Technological opportunities
- Self-paced learning
- Variety of programs and courses

Personal Benefits

- Comfortable learning environment
- Convenient and flexible
- Develop real-world skills

Narrowing a Topic Slide #5



Narrowing a Topic Slide #6

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ADDITIONAL RESOURCE

Narrowing a Topic Slide #7

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Brought to you by:

Limitations of Microlearning

- Microlearning is not for everything.
- Microlearning does not replace e-learning; it's a facet of it.
- Microlearning does not ensure mastery and understanding.

(Fayad, 2016).

How can microlearning be used?

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- Scenario #1: How can you use microlearning to teach students how to submit an online assignment?

- Scenario #2: What activity could you develop where students need to respond in 140 characters or less?

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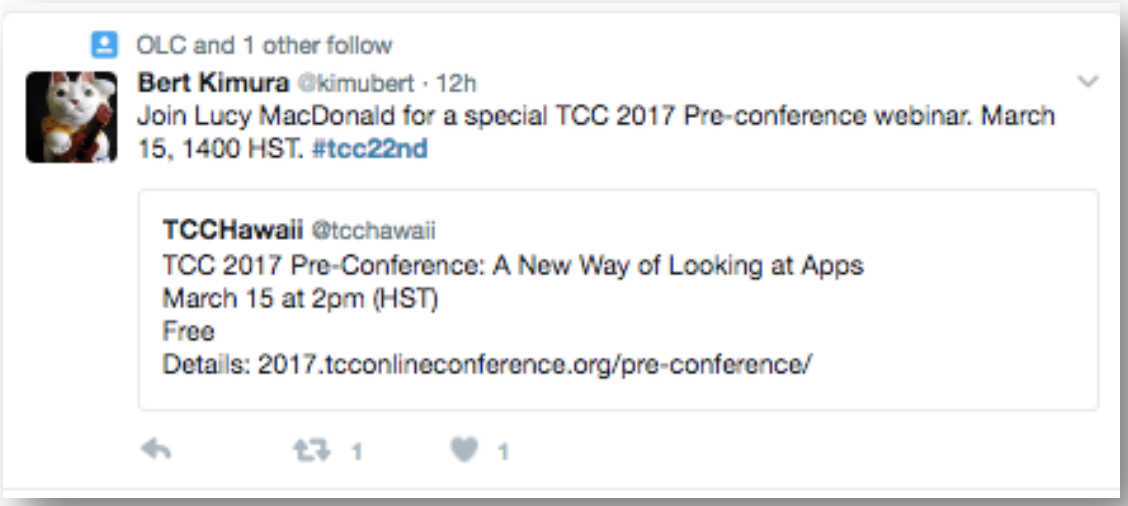
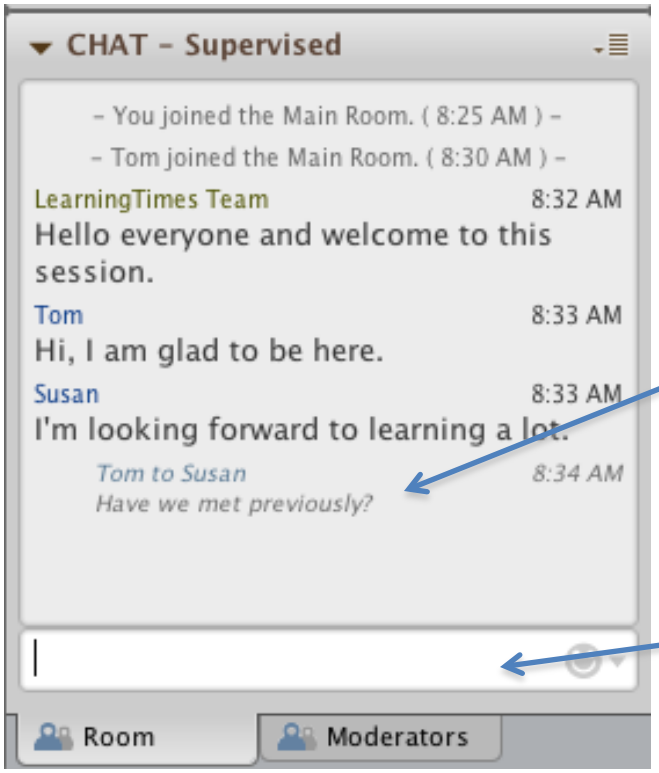


LearningTimes

Chat with us!

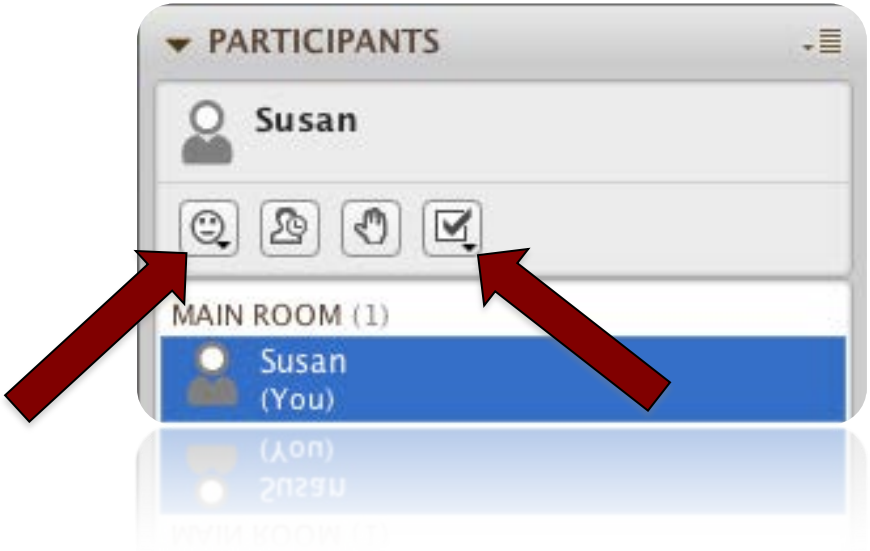


Private messages can be viewed by Moderators, just so you know.

Type your message here and press Enter to send.

LearningTimes

Polls, smiles and handraising



LearningTimes

You have a voice!

Audio Setup Wizard

Click on the Talk button.
We won't be using
Video.

LearningTimes