IDENTIFYING DISCUSSION BOARD BEHAVIORS OF ACTIVELY ENGAGED COURSE COMPLETERS IN TWO SUCCESSIVE STATISTICS EDUCATION MOOCS

Introduction

Statistics Education MOOCs offered by the Friday Institute

Discussion forums are the main point of interaction amongst participants.

Both focus on changing practices in teaching statistics

Objective

Using a case study of 7 active course completers we attempt to answer the following questions about discourse in discussion forums.
1. What is the nature of discourse behaviors of active completers of a MOOC?
2. How does their discourse behavior change, or not, from one MOOC to another?

Methods

First Round of Coding of 248 posts of case study

- Introduction
- Technical
- Practice of Teaching Statistics
- Statistics Subject Matter

Then…

- Introduction and Technical posts removed from analysis
- Narrowed down to 223 posts

Second Round of Coding

- Practice Only
- Statistics Only
- Practice with Statistics
- Statistics with Practice

Final Round of Coding by Discourse Type (Active, Constructive, or Interactive) and Learner Action (based on Chi’s (2009) ICAP Framework)

Active
- Repeat
- Paraphrase
- Share completed task*

Constructive
- Asking novel questions
- Justify or provide reasons
- Compare or connect
- Statistics task discussion*

Interactive
- Acknowledgements of peers’ contribution
- Build upon peers’ contribution
- Defend and challenge
- Changed view of statistics education*

*indicates learner actions added specifically for the content of this study

Results

Identifying discourse behavior of active course completers helps instructors guide students in interacting within the course to be successful.
Further analysis will be done to identify more active course completers and behaviors they exhibit in discussion forums as well as other parts of the MOOCs. This will help in improving notoriously low retention rates of MOOCs.

References: