Transcription 2: Designer G Design Educator Design for Pedagogy Pattern “Think Aloud”

Talk aloud on the 11th November 2009

A picture of the use case for this pattern. This terminology. High falutin terminology. Picture of the use case for this pattern. What is a use case?

Fairly straightforward. The picture of the use case for this pattern. Be right back.

Design so that it meets certain baseline requirements so that it does not frustrate students. Enhances learning – that’s the idea!

It really does, however suggest ways that the forum should be used by course facilitators once the forum has been built as a base for production.

Yes, information overload the poor tutor will collapse in a heap. (reads) From design also students of classes can’t be online at the same time it has to be asynchronous, other words the structure has to be asynchronous. The class does not necessarily need to meet in person; the course can be fully online students need to communicate about the core subject. How does one design a forum to facilitate and encourage collaborative learning? Solution, the solution should have all the basic housekeeping elements so that the students are not hampered. These elements could be considered hygiene factors for a basic functioning forum.

Hygiene factors. Hygiene factors. Um what should the student be able to see where is the content? Students should be able to see two types: announcements and messages. Announcements are not part of the forum itself and will not be discussed further. However important method of communicating? Messages contain the bulk of the content and are the source of interaction between students. Messages may contain:

Questions
Answers
Information
Pointers to other information sources
Rich media elements

In order help students understand what kind of messages should be posted where, a sensible information structure should be designed by the course facilitator. The forum designer should
therefore enable the content to be organised so students can see: Multiple forums, different courses, multiple topics of discussion within a forum. Assessment, social and technical, multiple threads, multiple threads of topics within a discussion. Multiple messages.

Who can see which pages in the site? The overall site is designed so that there are two modes, one is public, i.e. not logged in and one is private. A set of pages that is overall...course. Should be placed on every page. Every page section should be a section with a form of logical page elements that should be in a field, every page! Menu navigation, online status display search field. Public. Why would you have an online status display if it's public?

Every page in the private section should have the following features. Logout button. Online status display search field, breadcrumb links and public...oh okay, I see. Which pages are public? Branding identification, login identification, forum registration page, FAQ page, which pages are private? fair enough. Student profile, discussion topic page, major discussion should be a separate page...

List of...

Outcome of the pattern design process as well as the specification...diagram below. (reads)

Left and above line is public, left and below line is private, okay...all public pages. Lower should be on all private pages. Very technical.

Teaching strategies. One thing that is critical to the success of any online forum. (reads) Any potential facilitator of the forum should be trained in these principles and keep these in mind throughout the course. In addition, at the conclusion of the course, the facilitator should seek feedback on whether, or how well, they have been able to follow these principles. The principles below should guide. Announcements, the actual messages, timing, the construction of the thread, the actual discussion, any guidelines of posts on the forum.

Create a calm and friendly atmosphere. Minimum of flaming, there should be NO flaming. Ways of getting students to know each other is by encouraging social interaction. Via these posts which seem off topic. Although these interactions establish relationships encourage students to critically analyse their views and maybe rethink them.

(reads) Ways of establishing social interaction and online information goes hand in hand. Okay. Ensure each message has a play. Exploration list, elements of constructivist teaching cycle, explore new theories, students are motivated to explore new theories, exploration, growth. Feedback yes, make discussion objectives clear. Outline learner activity goals, understand what they are expected to do, okay. Reflection, reflective.
Scaffolding, task definition, interactive discussion. Specifications ... yep, structure.

(reads) The solution is supported by behavioural learning theory, in that the design of the environment should positively impact the student’s learning.

Moderation settings, outlines the design of the backend of the forum. Okay outline how students can contact others in their cohort. Social space.

References, Okay.

Golly, the interesting thing about this, Fiona, is that I’ve read it, now what am I supposed to do?

It says design for pedagogy pattern template, so I’ve read it. It seems pretty straightforward. Looks very encompassing all the things that I think are really valuable, like the learning theories.

Teaching strategies are critical. Do you want me to give comment on this? Is there anything that you’ve left out that I want to know about? Um. Need to get a glass of water.

Well, (reads) background, students need to communicate with each other about the core subject, how does one design a forum to facilitate collaborative learning? Solution.

Have all the basic housekeeping elements so that students are not hampered. These elements can be considered hygiene factors for a basic forum. Sorry are you asking me to design a forum?

I guess that’s probably what you were saying. But there’s no instructions here to tell me what to do.

You’ve given me coloured pencils and paper, I guess you want me to write something.

Um, this is scaffold. The whole document is scaffold. So I mean it’s pretty straightforward from the brief that if I was to design a forum, all the information’s here it’s just a matter of working out a system to ah. To display this information. Which is quite a complex, complex setup on some levels. Quite a few pages.

Well no instructions as to what to do next. Maybe we assume that we’re supposed to do something. I’m tired, sorry.

So if I was going to design something I may as well start.
Hello, any questions?

Yes, I don’t know what I’m doing.

Oh, okay.

I’ve read this, there’s nothing to tell me what to do.

Okay. So we’re creating a website, again, it’s the same sort of exercise as last time, for e-learning for online classes. Um the idea is to consider the teaching and learning in the design, which is why you’ve got the teaching practices at the end.

So basically I can ignore the technical requirements. I mean all this stuff is all fairly logical and straightforward. That’s a brief for the requirements of the site.

Yep.

If I look at these the theory behind the teaching for the online forum, the way the forum should look, I’m looking at the feel. Look and feel. By reading all this.

Yep.

And you wanted me to sketch something that would make it.

So these are um..

Would make it appealing for people if they went to the forum and enhance their learning.

Yes. That’s the idea, yes.

That’s the gist of it,

The idea.

This technical information you don’t I mean that’s.

Fiona: Technical information about how many threads and stuff?

I mean what’s on private, what’s on public? I mean I can’t I can’t this is something that I have to plan if I was to design a page. I mean there’s a lot of to actually sit down and I mean you end up with this diagram of all this information and what needs to be where. What and where.
Okay that would take me, to get this into my head I would have to sit down and plan, right, what’s on a private page, what’s on a public page and so I’m not really sure what I’m after. If you’re after. If you’re after, this, I mean you can’t give away what you’re doing.

Fiona: No.

I there’s no instructions here of what I would like you to do now.

Fiona: Okay so the idea is the same design exercise as previously.

I can’t remember what I did last time.

Fiona: Which is good, because we don’t want you to. And the idea is to use the design part of the pattern to inform what it is that you’re designing. That’s the first part. And when you’re designing, to consider...

The pedagogy, the pedagogical background. What sort of um.

Fiona: Mmm so in designing it, you want to have these things.

Yeah. You can create a calm and friendly atmosphere. So the design should be calm and friendly.

So it’s conceptual at this stage, it’s not necessarily diagrammatic.

Fiona: No. The idea is that the design that you make should.

The process..

Fiona: Should facilitate these teaching as well as fulfil the design requirements. Does that help?

Right. Yeah I think I’ve got it. It’s basically working out a blue sky, what sort of elements I should have to encourage this to happen.

Fiona: That’s exactly it. That’s exactly right.

Got it. It’s a little bit obscure on one level. Because I’m thinking of it as a test core exercise. I’m thinking I can’t do this, all this technical stuff.

Fiona: No no.
But it’s mainly, mainly how would I approach creating a site that is less formal, an informal site with all this technical stuff.

Fiona: No no.

How would I approach how would I approach an informal site that encourages learning in a social way?

Fiona: And fulfils the requirements of how to construct a forum.

Okay, alright, I can only, I’m feeling a bit lost but I'll try to go back a step and not try to think of a design as a finished design.

Fiona: Oh no, this is only conceptual designs at this stage. I don't expect you to have anything finished!

Oh well last time I did a lot of um technical I actually started with navigation.

Fiona: I mean don’t every design exercise is a different design exercise.

Yeah.

Fiona: Don't let it block you. Is that good?

Yep. Okay.

Fiona: I'll be back, I think we've got about forty minutes left.

Okay. Okay some of the elements. I’m thinking, some of the elements I've been thinking of is up making up the basis of a social networking page. I mean everybody's we're getting a particular audience we’re going for like a younger audience who understand. In Facebook all the people who use it would have a Facebook, a Facebook feel. Lots of space, lots of er, light and airy.

Okay so you’re going to have publicly it's got to look a playground. Like a learning environment but not twee. So I guess you’d have to be careful of the icons that you use. It could be an office. Office in its look. Office look. A bit like how Muslims don’t represent god as a figurehead they regard, they regard that as kind of anathema to gods, so they have lots of swirly patterns, and ah something mesmerific and natural like mandala like. That reminds me of. Mandala like. Facebook meets mandala.
Nelson Mandala. Okay so humour. Don’t dominate discussions, one of the biggest issues, I think. With um asynchronous is the lack of humour. So we need to make this site humorous.

That will kind of, that will kind of um disarm humorous feel. Disarm tension. Humorous, amorphous, Facebook, social networking. I mean NING, NING’s too confusing, colourful, bright and complex. I think it needs to be pulled back a little bit. Um so it’s more like a whiteboard space for people to put their marker on it, so a bit like an A3 sheet of paper that they draw onto.

So it’s got to be humorous, um. It’s got to be um, it’s got to be transparent in the sense that people um, transparency in social interaction. So you need to provide maybe because it’s involving a forum, the I have found that um, if people state, if people state I’ve got a confessional of fears and hopes and dreams.

So they need to be encouraged to confess in the site somehow. Of some of their weaknesses. And if people do other people will recognize might empathize with that. Now, maybe as a pre-empt to the learning they, because of this confessional stuff maybe they could try critically analyzing each other in a way that doesn’t - that builds up sort of understanding from when they start learning so they can trust each other. So maybe part of the confessional thing could be... you can’t just use the confessional because the Catholic Church although at least people understand what that is. Um. Maybe people can be asked to reflect on the confessions of other people. Others, others reflect on confessionals and offer their advice dear diary.

Um dear diary style. Must reflect on confessions and offer their advice. Then the students the receivers will reflect um, receivers of advice could reflect on it. And feedback to the advisors who could then reflect on the advice. So this would encourage. I guess we’ve got a role play thing happening here. Could have a role play.

A bit of theatre, everyone loves theatre. I have a friend who finds education pretty difficult kind of role play when it’s them. So it’s that classic I have a friend. Can have a series of cartoons that sets up scenarios for the web. Of the FAQs page, um the FAQs page could be animated in the sense that um you could have the students and teacher situation where the teacher’s um blurbing about conceptual terms and the student’s going what the? What’s this all about? Shhh quiet I’ll tell you later and I’ll help you write your paper kind of stuff. Maybe that sort of idea.

Okay.
Um the picture tells a thousand. Pictures are worth a thousand words. Whatever those words are. You could give them a picture of um this idea at Uni of Germaine Greer, old woman sitting in a kitchen in England and everyone had to work out what the context was. Everybody made up all these stories about it and in the end it was just Germaine Greer in the kitchen waiting for her oven to bake.

So, what's it called like a case study, case studies. A little bit more, a little bit more current it can be aimed at case studies um aimed at type of audience. So you could have different case studies. It could be challenge perceptions; you can challenge perceptions in a funny way that when they apply their learning to - to the course materials then they've got an idea that they've experienced it, so there's model that they can carry over to something a little drier.

Page one, oh it's so good. Right. Um. Peer feedback. Encourage peer feedback. Well, you could encourage, you could have rewards, awards for the number of um, just use behaviourism here.

For answers. Feedback. Bring in Behaviourism, bring in Skinner, bring in Skinner. So maybe you could add gold coins. Ah. Gold coins. Gold coins you could use a database, um gold coin database that automatically set up the more you answer. So how would you track? The amount. Oh you could work out how many, you could work you how many if the string in the sentence is long enough. So if it's a yes or a no, that doesn't count, because the string count has to be so you can do some coding. Gold coins database that will um to encourage replies. And feedback. And the gold coins would actually be in effect and assessment item. So if you fill your bank. Tamagotchi, kind of a reverse Tamagotchi, maybe there you go you could have a, you've got to keep your fish alive, so if you don't keep replying you're fish are going to die.

So the teacher just looks at the fish tank. And the different fish have got names on them so if your fish is dead, Tamagotchi. Fish tank. Okay outside of the school, Fiona.

Fish tank. Okay. Each fish is a student, must keep fish alive. There you go the fish swim to the top of the tank the more they're actually answering and doing stuff. Could be fun. Especially if the fish have personalities, so they would be avatar fish. Avatar fish. Um call the database call one A for like the fish. B be a fish avatar fish. The higher and fatter won't call it fatter, healthier, the more students are interacting. Also the teacher could get a bit of an idea who is not performing and who needs help. So the tutor keeps an eye on the poor health. And could feed the fish so that they could actually give the fish life and notify the fish via email that if they don't do something then if their fish dies then they're not with the school? Are they?

You could have a fish cloud. A fish cloud. Tank cloud, fish cloud that keeps an eye on the poor health and advises and remedies health. Now the fish tank could be quite twee, but it could be
something. Alien? Alien fish tank. They could have the faces, you could take a picture of the student, you could have the face on the fish. Hey, sky's the limit.

Fish tank. So maybe they could go into the fish tank to start with, that's like an introduction to the forum flash works really well underwater. For water scenes. All the circles and curves and stuff. Fish tank could be like finding Nemo. Educating Nemo. Nemo Nemo Nemo. I was just wondering how to connect the fish tank to the actual...

Avatars are good I think. And you know they can’t wear kind of weird clothes, but they can actually have colour changes and different characteristics so people could actually get to like their fish. Gee you could have um you could have a 3d environment you could have a it’s a bit hard. It could all the other discussion. You might be able to, yes, create some sort of um better form for the interface, using that water thing. Um. Positive feedback, well.

The correct line of enquiry. Just thinking you know um if they're heading in the right direction, it would be kind of nice if they were heading towards danger. They could be heading towards the sharks. If they are doing really well in the research they could be swimming towards utopia. Which might be a little fish house.

I think that's one of the problems with feedback with students. The teachers always have a problem with um okay they don't have a problem you've got a credit, distinction, pass. Then you've got to give them feedback and feedback is important. You could actually take care of the credit, distinction, pass by somehow making the fish look better. Immediately by looking at the fish you can see you're doing ok. Because the fish could have multi levels for different assignments, it could be. You could just split the fish into the five different assignments and have a look at the quality of each fish. So one fish is kind of not looking very well, you could go in a fix that assessment up and all the other fish are looking okay.

Feedback. Um. Well you could generically I mean quite often feedback is similar to, you could set the feedback up in little treasure chests. So you could get those individual students to click on treasure chests that open up and information would come out in bubbles. So you could set that up because pretty much the feedback is pretty much the same for most, for a lot of things it just depends on the subject.

Exploration, I mean you could get into that in the forum. Fish can watch videos underwater, can’t they?

4054 Should be able to get out of the pond once you’re sick of the, that’s the problem, once you get out of, once you’re a bit sick of the pond metaphor you might, there’s nowhere else to
go. That's the trouble of locking it into a particular mode. But it could be an initial, could be an initiation, you could use the pond as a so you could actually... well you've got your public side of it. The public side would probably have the commercial look, the public look, the nice Facebook.

Easy, free and easy interface. Drawing rectangles probably like this, free and easy interface. Then if they sign in it will take them to the fishpond. School of fish. School actually. Um. Avatar, create an avatar, create your avatar. Um. So there's a scenario here, it's called H. The avatar, and then build your avatar, you can have your social page. Pond, bigpond. Don't trademark that, where all these fish are swimming around and you get to meet all the others. Um meet and greet. Meet and greet. So this is constructive profile. Profile vending. And the meet and greet, this is your social interaction, so the um ok.

They must be ... and you've got... fish FAQs. You've got scenarios, animated scenarios. Scenarios, FAQs, you can go onto games, social interaction, just an easy easy introduction not too constructed, easy interaction, free and easy. Um. You've got okay, you've got bonding games. I suppose bonding games would be bonding games to build up trust, transparency, that's trust isn't it? Feedback reflection. There's some nice animation. Them looking at themselves in a mirror. So that other fish can see them.

Bonding games. A fish out of water. You have... (sighs)

(looks at pattern)

Bonding games, then there's seeing – if they could see what other people see then they would have a better understanding of the pressures. So. Exploration. Maybe they could explore explore the learning environment as a fish. Explore the learning environment. Well the challenges are like sharks aren't they. I find child-like stuff adults kind of don't mind that, so long as it's not insulting, so it's got to be quirky. Um can't be too twee. Explore the learning environment. So some of the, so if you could just play educator off as a shark, then it's a battle between wits the little fish and the big fish and the little fish have to work out how to get rid of the big fish. Um you could rather try to hide the fact a lot of learning is uncomfortable. What is you get put into an uncomfortable situation. Objectives, um represented by the sharks.

Big sharks. I'm stuck in this water analogy now.

Well it's evolution. Maybe they should evolve from... you've got your feet wet. If, maybe you should evolve. Evolution. You could be like a fish out of water. And you could actually have
your little profile at the bottom, so you could actually heads up display a HUD, so you could monitor the shelf. And in the real world, I reckon Atlantis maybe. Atlantis scheme. Where Atlantis or er Jules Verne voyage to the bottom of the sea. You do feel like you’re drowning in education and you do need to come up for air. All these clichés.

So this could be more of a more like the public side. Thinking outside the school.

Oh good one, Fiona.

David: You finished yet?

No I’ve got another ten minutes.

Okay, now I’ll go back to my pattern. Public side. But private. Cause I think pictures of people, of students is a bit daggy. The heads. You know people can trick them up and use Photoshop so you may as well have fish. Um. Anonymity, it's good for education. Avatars, fish avatars.

I don't think anything else would work, anyway, if it's online. Well you could tell if you're commenting a lot. In fact it's a really good way around education, if you've got an online system where people are writing all the time, you’re forcing them to talk, because in the classroom they don’t talk much. You can't get. Can't get them to.

David: Especially people who only want to talk about one thing. Like a lot more liberating.

There's a bonus I didn't think about.

So I think you can use animation for teaching strategies, you could use this type of discovery, experiential learning, but it would be very expensive to set it up.

It would be really good if you could change your schemas to suit your background. They could be birds. You could just press a button and have avian, avian an avian scene where those bird who fly higher and stronger and those birds who are weaker, which is not necessarily true biologically. Not that it is even for fish, really. So one of the problems of an interface design of being more, being polarized by them. I mean you get the ones that are really love it and the ones that think it's stupid. Is that why our classrooms are so bare so we that don’t actually give them any kind of feel so that they can’t judge us by the atmosphere that we create.

So, what did I come out... I came out with Facebook, Orpheus, well forget about the Orpheus, although the background can be Orpheus. Humorous, humorous, what’s a humorous colour. Green, because we always look back under a green light. Transparent, trust.
Well reading the pattern, the way they are designed many forums do not enhance student learning. Or at worst, they waste time. Okay, what does waste time mean or whatever? Hampering students' efforts to collaborate online. Wow. There's only one way to do it is test it out; I guess that's the only way to do it and see if the students actually like it.

I think you've gotta put people in a position where they feel safe and not threatened by education. That's the tricky bit. So one of the things you have to engender is trust and faith that you can help them out. Really they need to once they get, once they feel confident, then they need to help each other. So that's why you could have individual schools of fish, you know, people make friends, where particular, particular batches, or a particular scale. So you could have depending on who's friend of whose... if you need loyalty, it's something more, it needs to be life. That's something that I think avatars are good for.

Um.

5640 I'm not sure if this is what you're after.

G'day. (staples)

I’m good, within 3 minutes that’s pretty good. How did it get?

It got better, it got better. But I don’t know I don’t really know what um. One parts interesting where you end up where you didn't start. Ending up somewhere where you weren't. Sometimes it's quite interesting sometimes when you focus on something, I mean I feel a lot of pressure, and you feel a bit, I feel a bit on the spot, then if you just go with it, it's a bit like counselling. And after a while you get over it.

Get over it, get through it. I'm going to stop the tape now.