Instant Gratification vs "Messy" Learning
by Rhonda Sharpe - Wednesday, March 15, 2017, 11:29 PM

We now have an entire generation raised on Xboxes, online games and games at the tips of their fingers (smartphones), entering into the world of higher education. The possibility that there is more than one answer to a problem can be a foreign concept can be daunting to someone who knows how to study for and take a test. When an answer is only a google search away, how do we, as online educators, assist our learners to allow themselves the time needed to not immediately know the answer?

Re: Instant Gratification vs "Messy" Learning
by Ellen - Thursday, March 16, 2017, 6:54 AM

Excellent question! I have wondered that myself for quite some time now. I recently purchased Google Home; I am having fun with it. Need to spell a word, ask Google, she does it for me, have a math problem to solve, it's answered in seconds. We don't even need to type it in a search on the computer anymore! Here is an interesting blog entry regarding asking questions that are Google proof!

Google Proof Questioning; a New Use for Blooms Taxonomy

Re: Instant Gratification vs "Messy" Learning
by Karl - Friday, March 17, 2017, 10:50 AM

This is Great!! The Bloom's guidance shall become a companion to my use of tools in logic quizzes to preclude trainees from using more than their learned abilities to solve problems. These combined with Joni W's DOK Stems are very close to an Online Forum Kit!

Re: Instant Gratification vs "Messy" Learning
by Rhonda Sharpe - Saturday, March 18, 2017, 8:22 PM

Ellen, I have a copy of Blooms Taxonomy on my cube wall at work and refer to it often. I had a conversation with an intern on Friday and used it to describe how I go about developing employee training. This new use chart will be going right beside it. Rhonda

Re: Instant Gratification vs "Messy" Learning
by Rason - Thursday, March 16, 2017, 12:19 PM

As I was reading in the text "*Working with the Virtual Student*" (Pg 153). The author provided a method for prompting students to critically think. Create questions that stimulate thinking by creating questions that involve the student evaluating or analyzing content. I think these are good methods to eliminate google searching answers and messy learning.

Reference

Palloff, R., & Pratt, K. (2013). Working with the Virtual Student. In *Lessons from the Virtual Classroom The Realities of Online Teaching* (2nd ed., pp. 135-158). Retrieved from https://uwstout.redshelf.com/library/

Re: Instant Gratification vs "Messy" Learning
by Joni - Thursday, March 16, 2017, 1:45 PM

Hi Rhonda,

Love the question! I think it depends on how/what we ask our students. Asking more questions like "What conclusion can be drawn from these three texts?" rather than "Text One states: a) b) c)" is going to MAKE them think! Sometimes my students ask me why I can't just give them a test where they can look the answer up.

DOK Question Stems

Re: Instant Gratification vs "Messy" Learning
by Karl - Friday, March 17, 2017, 11:03 AM

The biggest problem with making the questions too broad in an effort to "make them think" is in over-reaching the capabilities or by selecting the wrong apples and oranges.

Your sample question, "What conclusions can be drawn from A, B, and C" could be made ineffective by asking: "What conclusions can be drawn from the content of The Constitution of the United States, The Communist Manifesto and "Mein Kampf"? Too much, and too widely separated. The answer might only be "My conlusion is there are many ways to govern a nation, and not all of them succeed." That, and the fact that in a fast-moving online environment the readings would take a week or two.

And apples /oranges? What if the the question to be addressed was "Which is better, Blue or Red?" There is no conclusion. Yes it is a gross example, but what if the question was "Which machine is better for digging a ditch? A backhoe or a trackhoe?" Both are very good at digging a ditch, but the selection criteria was not part of the question. How deep, how long, in mud or dry, will the machine be used to fill the ditch when done? All of this is considered and more when selecting the machine, including cost and speed.

Re: Instant Gratification vs "Messy" Learning
by Sharon - Friday, March 17, 2017, 5:17 PM

Hi Rhonda,

It would involve using exercises that would slow down and structure or support the thought processes and movement of students who frequently use electronic games for entertainment. I would use exercises that include verbal and thinking components. For example, I would have students explain how the game solves a problem or how it is won. This would involve drawing a chart that illustrates and describes how the problem is solved. Care would be taken to use in-depth scenarios that challenges their skills and engages them in critical thinking.

Discussions would employ: Strategic, Elaborating, Probing and Telling Questions.

Concept Maps
by Rhonda Sharpe - Saturday, March 18, 2017, 8:28 PM

Sharon, having the student/learner explain how to win a game or get to the answer by drawing a chart is a wonderful way to bring in other technologies while still having them craft their own answer. I am a big fan of concept maps and used them often in my beginning undergrad classes to convey the meaning of a story, etc. With all of the new technology available for free-hand drawing, this technique could be adapted to an online class. I am a huge fan of cursive writing and anything to get someone directly involved (creatively) demonstrating how they know something. If you can explain it to others you are on the road to mastery). Rhonda