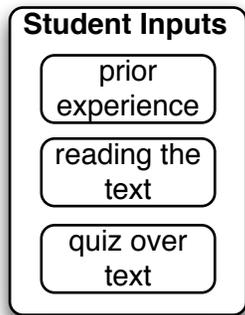


It's not what you say, it's that you say it!: No difference between types of teacher messages*

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Over four semesters, I responded to 92 online discussion groups in four distinct ways: simple confirmation and/or correction (CC), CC with immediacy messages, CC with reflective questions, and inadvertently, CC with immediacy messages & reflective questions. Grades of groups' final answers were compared across treatments.



Results

Treatment	N	std dev	Mean (of 10)
CC	29	.95	9.14
CCI	24	1.05	9.33
CCR	7	1.15	9.00
CCIR	6	1.17	9.17

Treatment Examples

CC: Thanks for trying to get your family started here - clearly the Rs have some significant work to do. Remember to focus on each aspect of both questions in your final answer and let's hope you all have better discussion participation next week.

CCI: Well, I'm impressed. You are the only family with 100% participation in the discussion at this point. You are also doing a fine job of not only applying this to your own experiences but also seeing in more depth than many groups - your comments regarding the power of the Grandmother and the stories requiring an emphasis on appearance and impressions are insightful. Nicely done.

CCR: good beginning here but clearly needs more participation and more critical analysis - you have some good descriptions but aren't really drawing some of the necessary conclusions: i.e., what is the power structure in the family? how do you know that?

What makes you think that his father's stories are more "accurate"

CCIR: combination of CCI and CCR

Findings

- Everyone did well!
- Very difficult to create "pure" messages.

ANOVA

Source	SS	df	MS	F	sig.
Between groups	0.82	3	0.27	0.26	ns
Within Groups	65.61	62	1.05		
Total	66.44	65			

Key Findings from literature

Chesebro, 2003: Clear teaching: structure lessons and messages clearly.

Arbaugh, 2001: Verbal immediacy: personal examples, humor, providing and inviting feedback, addressing students by name – significant predictor of student learning

Garrison, Anderson, & Archer, 2001: "major challenge facing educators using CMC is the creation of a critical community of inquiry" p. 7; Practical inquiry model; integration phase requires "active teaching presence to diagnose misconceptions, to provide probing questions, comments and additional information . . ." p. 10

Swan, Shea et. al. 2000: three factors associated with successful online courses: consistency in course design, contact with course instructors and active discussion; students with high levels of interaction with classmates reported higher levels of satisfaction and learning; online students need reassurance that they are doing the right thing;

* A PDF version of this poster is available at <http://speech.ipfw.edu/poster/poster.pdf>