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USING DISCOURSE AND DOCUMENT ANALYSIS TO GAUGE THE EFFECTIVENESS AND IMPACT OF TECHNOLOGY-BASED INNOVATIONS IN PEER LED TEAM LEARNING

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Tuesday

Feb 14th, 2012
1:30 PM - 3:30 PM

Grand Ballroom Foyer

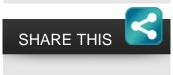SESSION TYPES: METHODS FOR EVALUATING INSTRUCTIONAL INNOVATIONS, POSTER SESSION

To evaluate the effectiveness of cyber innovations in Peer Led Team Learning (cPLTL), the Extended-Term Mixed-Method (ETMM) evaluation design is used to (1) test the efficacy of translating face-to-face peer-led team learning to a cyber-format, (2) compare the level of engagement and learning in each version of the workshop, (3) examine how students learn in cPLTL, and 4) gauge it's overall impact on student outcomes. To fully document implementation and the impact on educational outcomes, discourse and document analysis are incorporated for a more holistic examination of the cyber learning environment-peer interactions, educational dialogue, and the utility of technology.

Learning Objectives:
*Learn about the overall research design for cPLTL
*Discover how discourse and document analysis informs our understanding of student learning and engagement; the strengths of or challenges with technology; and how the cyberenvironment expands or limits resources, activities, and student interaction
*Learn about tools and resources for data collection and analysis
*Discover the benefits of and challenges with data collection
*Learn how to establish trustworthiness with qualitative data

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Speakers

Julianna Banks
Co-Principal Investigator
Indiana University-Purdue University
Indianapolis

Pratibha Varma-Nelson
Professor of Chemistry, Executive Director, Center for Teaching and Learning
Indiana University-Purdue University
Indianapolis

Resources

Cyber PLTL Implementation & Development
423 KB, PDF 📄
Uploaded on 08/02/2012

Cyber PLTL Evaluation
745 KB, PDF 📄
Uploaded on 08/02/2012

Cyber PLTL (cPLTL) National Adoption ...
158 KB, PDF 📄
Uploaded on 08/02/2012

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