Do Online Discussions Help Elementary Students Consider Multiple Perspectives?

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BACKGROUND

• The ability to consider multiple perspectives is an important 21st century skill (Kuhn, 2020).

• Online discussion can improve the ability to consider multiple perspectives in essay writing in elementary students (Paul et al., under review).

• Students do not feel motivated to participate in online discussion (Xie & Huang, 2014).

RESEARCH DESIGN

<table>
<thead>
<tr>
<th>Instructional Strategies</th>
<th>Control n = 48</th>
<th>Experimental n = 47</th>
</tr>
</thead>
<tbody>
<tr>
<td>Model use of graphic organizer</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Give option to suggest changes</td>
<td>No</td>
<td>Yes</td>
</tr>
<tr>
<td>Demonstrate real world relevance</td>
<td>No</td>
<td>Yes</td>
</tr>
<tr>
<td>Facilitate a whole class reflection</td>
<td>No</td>
<td>Yes</td>
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</tbody>
</table>

ANALYSIS AND RESULTS

RQ 1: Overall, students showed improvement from Discussion 1 \( (M = 3.08) \) to Discussion 4 \( (M = 3.40) \), \( t (94) = 3.04, p = .003 \).

RQ 2: Difference across conditions

DISCUSSION

• Modeling the use of graphic organizer helped students develop the ability to integrate arguments in online discussion (Nussbaum, 2008).

• Supporting students’ motivation to participate in online discussion through autonomy supportive strategies buffered against a decline in their ability to integrate perspectives (Ryan & Deci, 2020).

REFERENCES


