Emmett Wemp
Online Community Strategies
EdTech 521

Ownership	Knowledge Generation	Individual Identity	Social Interaction	Participation	Strategy	Rational
		x		x	**Student Profile Bingo**: Students will have to create their profiles with something interesting about their personal lives. After that, a bingo sheet will be distributed, and the students will have to find that information in their peer's profiles.	Students will be given the opportunity to learn something interesting about their classmates. This will give them some common ground to discuss in a café type environment that is built into the instructional module.
			x	x	**Peer Evaluation**: Students will evaluate each other's portfolio entries and offer suggestions for improvement. Specifically, they would work together to ensure that the design process was followed.	The students have a hard time creating a digital portfolio that follows the design process that they used on their project. Using a peer review will have students communicate directly with each other in order to improve their work before it gets submitted.
x	x		x	x	**Instructional resources:** Students will create a set of instructions to create a specific 3D model. They will then share those instructions with other students, who will actively listen to those instructions and re-create the model. Students will have to comment on what they thought was helpful, and what could use improvement.	When the students create their instructions, there will almost always be parts missing from the instructions. Students will have very different models, but they will also have the opportunity to explain what was helpful and what was not. These suggestions would have to be taken into consideration when recreating the instructions.
x	x		x	x	**Discussion and collaboration on the creation of a digital game:** students will brainstorm ideas for a digital game using the forum as a place to collaborate on their ideas.	Since the students will be working in a group on this project, it will be very important that they communicate with each other. Students will have to communicate on the brainstorming and implementation of their project. They will have to argue their ideas and

						compromise in order to have a design that will work.
		x	x	x	**Project Blogging:** Students will post blog entries during the course of their robotics design project. Comments and questions on at least three different projects will be required per student.	With many different ways to create a design solution, students will have the opportunity to ask why different groups are taking a particular direction with their project. They would also have the opportunity to ask questions about how to do certain tasks involved with the project. Learning about how to build, program, or design would be required and as groups figured out how to do these, they can share or groups can ask others.
x	x		x	x	**Energy use debate:** Student groups will create an asynchronous presentation on an energy source that they think would be the best type for the United States to use exclusively. Other student groups will have to defend or attack that energy source in an online debate using various resources.	Students will have to convince the other groups that they have the best option. Obviously this is a loaded question that has no correct answer. As students research the different energy sources, they will find new arguments to share with the groups that show they are “right”. Their competitive nature would lend to more conversation in the forum.