

Using Design-based Research Methods to Understand Students’ Intrinsic Motivations for Engaging with TEL Tools that Teach Communication Skills

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RESEARCH PROJECT TEAM

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1. When and in what ways do students use our TEL tool?
2. What are the characteristics of learning activities that are likely to influence students’ self-regulated learning?
3. To what extent does the students’ ability to assess their skills affect their motivation to use TEL tools?

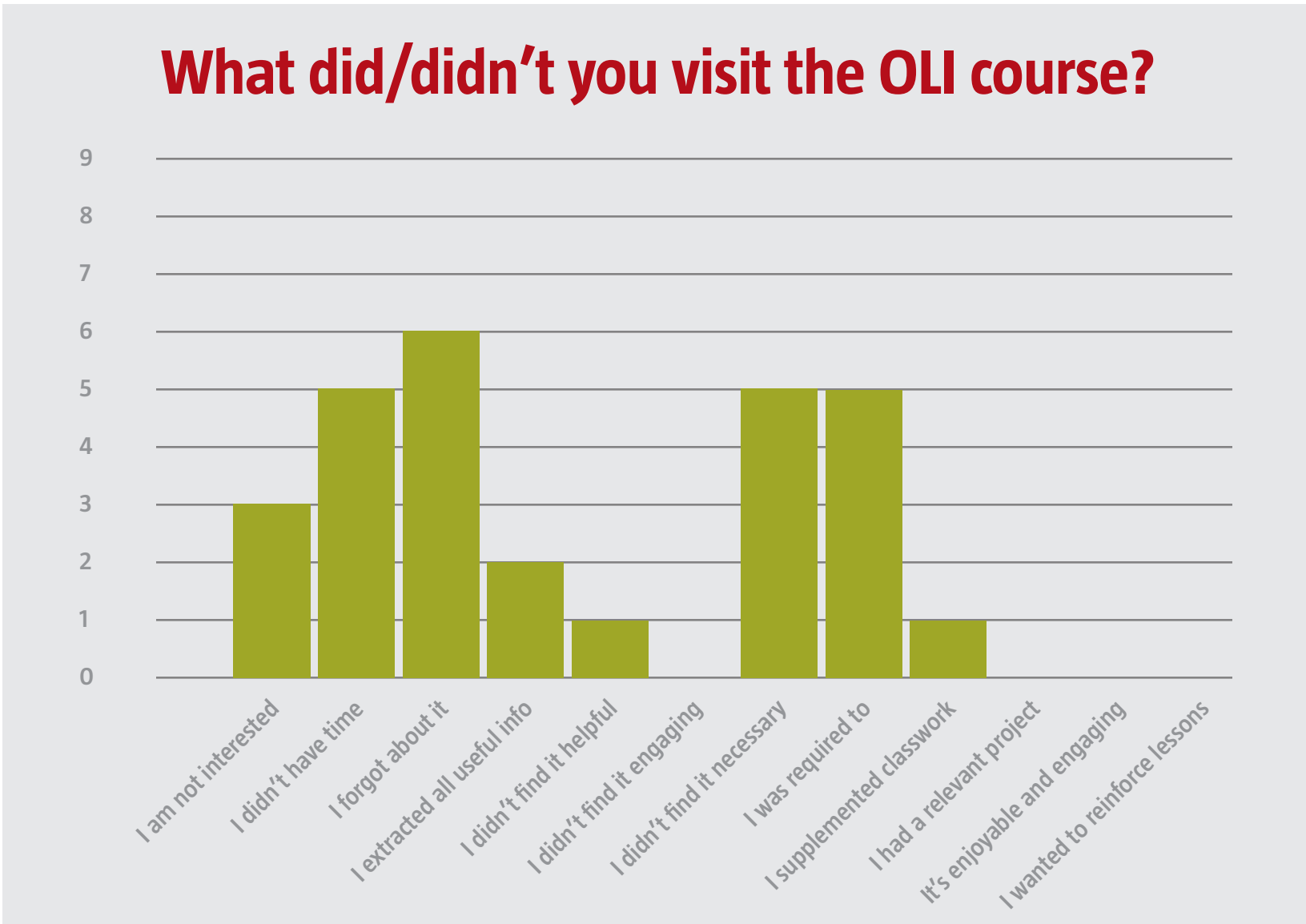
Project Design

RESEARCH QUESTIONS	METHODS	DATA COLLECTED
When and in what ways do students use our TEL tool? What may stand in the way of their self-regulated learning using TEL tools?	Diary Study —Using a diary app, student participants will document their interactions with the tool and record their impetus for its use. This method captures information and events over time along with details about their feelings and behaviors.	Responses to open-ended or multiple-choice questions Usage data collected automatically from the OLI system
What are the characteristics of learning activities that are likely to influence students’ self-directed learning?	Love/Breakup Letter —By writing personal letters to a product or situation, students will provide us with insight into their values and expectations for TEL experiences.	Written responses
To what extent does the students’ ability to assess their visual communication skills affect their motivation to use TEL tools?	Online Survey, Interview, and Semantic Differentials —These research methods will reveal felt meanings that are an outcome of their personal experiences, culture, and beliefs.	Survey Responses Interview Recordings Notation of perceived placement on semantic differential scales in response to prompted questions

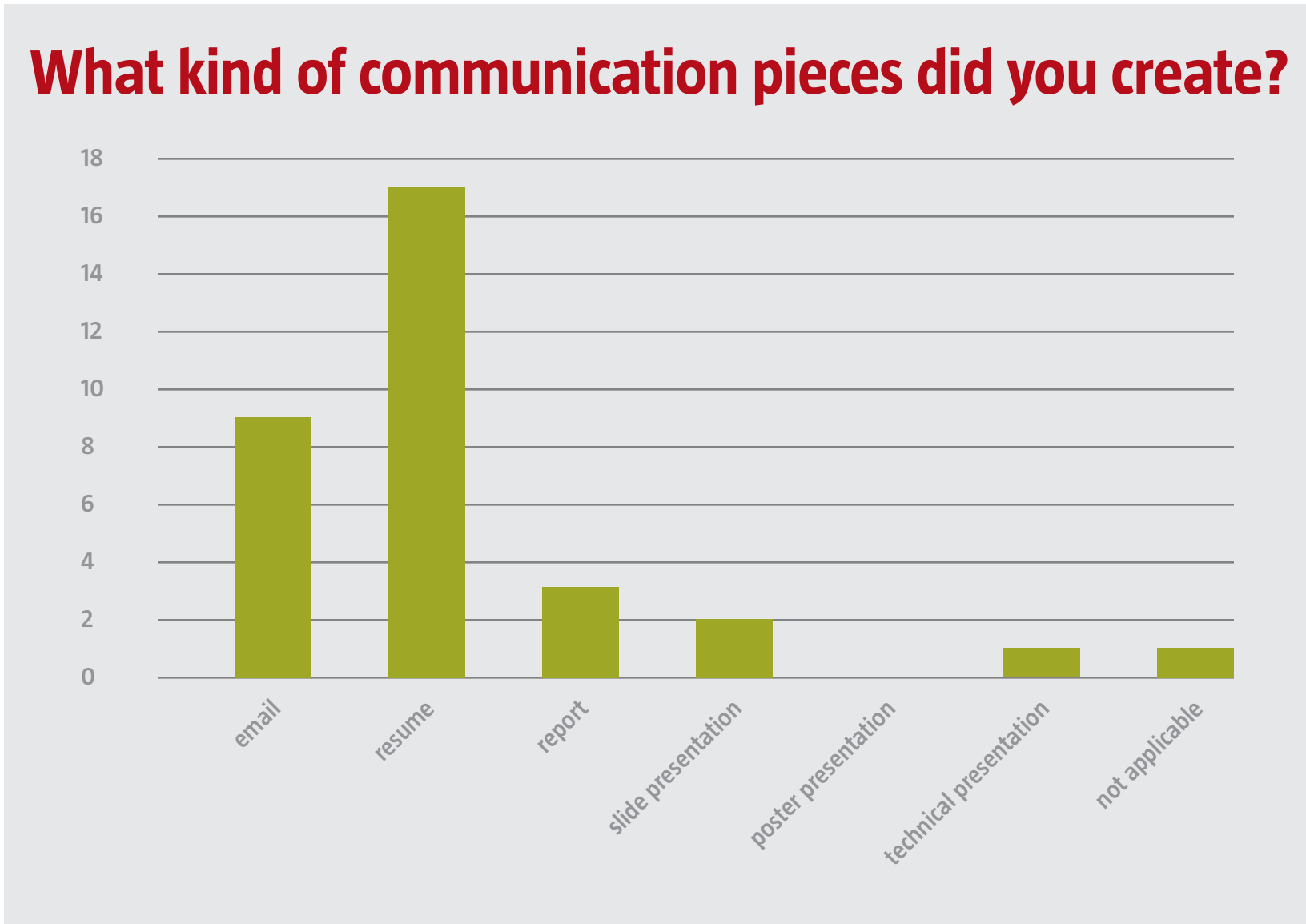
Anticipated Learning We believe our study, which we are currently conducting, will provide insights into:

- the **intrinsic motivations of students** and how they relate to the learning of visual communication skills using TEL tools
- how students approach the learning of visual communication skills** similarly/differently by highlighting commonalities/differences in their perceptions of visual communication skills, learning behaviors, motivations for learning, and obstacles/barriers that impede their learning
- students’ perceived value, use, and limitations of technology-based learning experiences**, which will inform the design and implementation of TEL tools and approaches in general

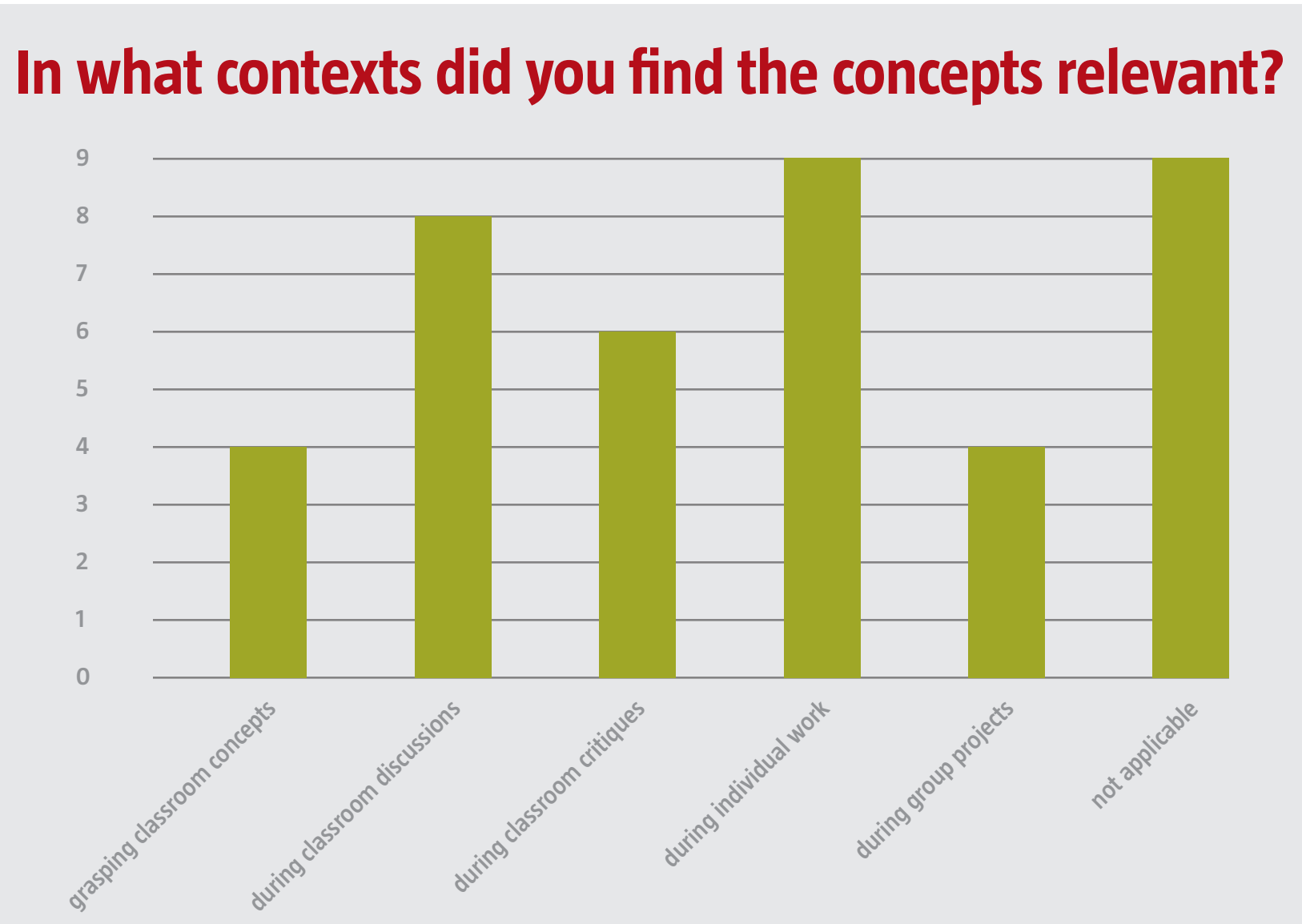
Project Evaluation Although we are in the early stages of data collection and analysis (starting fall 2016), our diary study reveals initial findings that we find interesting:



Despite being a communications resource, only 25% of students reported using the OLI course, noting forgetfulness, lack of time, seeing it as unnecessary or required as reasons for using/not using the course.



Between 85% and 100% of participants reported working on a communication piece each week. Resumes, emails, and reports were the kinds of pieces they listed as creating most often.



Collectively, participants noted their use of all of the OLI course principles over the four week period. Half of them found the concepts relevant to other course-work, citing individual work sessions and classroom discussions as particular contexts of use.