Using Word Clouds to Elicit Engagement and Critical Thinking Online

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Introduction

• Engagement
  – Active involvement in learning
  – Positively related to gains in critical thinking (Tsui, 2002)

• Critical Thinking
  – “Cultivating students’ critical thinking skills is a major goal of American higher education” (Roth, 2010).

• Rise of fully online and mixed-mode/hybrid courses
  – Core challenge is to provide formats that give students opportunities to practice and demonstrate critical thinking skills (Joyner, 2012)
  – Mixed results with online discussions
What is a Word Cloud?

• Visual representation of text
• The size of words is determined by the frequency
• Popular sites: Wordle; Tagxedo
America
new
nation
must
common
people
day
work
peace
nation
spirit
words
less
world
life
crisis
answer
come
power
greater
time
cross
play
schools
maki
meanings
lines
old
prosperity
moment
forward
understand
carried
journey
journey
hope

future
today
health
freedom
big

men
history
life
winter
meet
man
economy
come

nations
year

take
prosper

charter
enduring
know
understand
work

peace

knowledge
restored
women

national

spirits

work

force
jobs

rather
God
brave

small

country

hope

just

many

planet
Word Clouds

• Strengths
  – Get a sense for the general themes
  – Make connections between concepts, ideas, and key terms
  – Less preconceived notions about the original text

• Considerations
  – Lose the context
  – Word choice
Research Purpose and Participants

• Previous study suggests gains in critical thinking and meaningful interaction using word clouds in online discussions (see Joyner, 2012).

• Effect of word clouds on critical thinking and engagement in online discussions
  – ANT3610 – Language and Culture, Fall 2013, UCF
  – Undergraduate
  – Online AND Mixed-mode or “blended” format
  – 62 participants (71% of class) in Fall 2013
  – 70 participants (55% of class) in Spring 2014
Procedure

• Assignment: Group Discussion 5 (online)
  – Discussions worth 40% of grade
• 12 groups, 5-8 students each
• Identical discussion prompt
  – Analyze two speeches
  – Groups 1-6 experienced speeches as linear text
  – Groups 7-12 experienced speeches as word clouds
Prompt

• Two speeches written at different points in history, no names included
• First post (due Wednesday)
  – Who wrote them? When? Why?
  – Compare the texts to each other.
• Second post (due Friday)
  – Go back to course content – how might this inform your analysis of the speeches?
• Third post (due Friday)
  – Pick someone in your group who has a different interpretation and respond to them.
Speech #1: Susan B. Anthony

Friends and fellow citizens, I stand before you tonight under indictment for the alleged crime of having voted at the last presidential election, without having a lawful right to vote. It shall be my work this evening to prove to you that in thus voting, I not only committed no crime, but, instead, simply exercised my citizen's rights, guaranteed to me and all United States citizens by the National Constitution, beyond the power of any state to deny.

Speech #2: John Lewis

We march today for jobs and freedom, but we have nothing to be proud of, for hundreds and thousands of our brothers are not here. They have no money for their transportation, for they are receiving starvation wages, or no wages at all. In good conscience, we cannot support wholeheartedly the administration's civil rights bill, for it is too little and too late.
Speech 1: Susan B. Anthony
Speech 2: John Lewis
Word Cloud – Text List

Speech #1: Susan B. Anthony
- State: 3
- Vote: 2
- Men: 1
- Crime: 2
- Republican: 1
- Male: 2
- Citizen: 2
- Aristocracy: 2
- Women: 7

Speech #2: John Lewis
- Must: 11
- Party: 8
- Danville: 2
- Black: 3
- Bill: 7
- Rights: 2
- Government: 5
- Freedom: 5
- Political: 6
Data Sources

• Discussion transcripts
• Survey (19 items, 5-point Likert)
  – Engagement
    • “I enjoyed doing this assignment.”
  – Critical thinking
    • “This assignment encouraged me to think outside of the box.”
  – Logistics
    • “The assignment instructions were clear.”
  – Interaction
    • “This assignment promoted interactions with my classmates.”
• Open-ended comments
Survey Findings

• For both critical thinking and engagement, the word cloud group had higher scores ("agree") than the linear group.

• Engagement and critical thinking were positively correlated (.632).

• Word cloud group also had higher scores for interaction items than the linear group.
General Feedback

• Mostly positive feedback for both conditions
  – “Way better than the previous assignments. More exciting.” (linear)
  – “I liked how this assignment was different than all the rest of the ones and I found it interesting.” (linear)
  – “It was a creative and fun assignment.” (linear)
  – “It is nice to change it up once in awhile.” (linear)
  – “This assignment was great!!! I absolutely loved it!” (word cloud)
Not Knowing Authors

• “Not knowing the authors helped keep me focused on the speeches themselves.” (linear)

• “I found myself not feeling as interested in who the author was, as I was in trying to figure out the intentions and tone of the speeches based on the word choices.” (word cloud)

• “While it was a mini-mystery, it allowed us to still apply the themes and concepts we learned about in class.” (word cloud)

• “I don’t think that made me think differently than I usually do; I was simply analyzing a text without a name.” (linear)
Word Cloud: Critical Thinking

• “The format is one I’ve never seen before, and it is innovative and fosters new ways of thinking.”
• “The thing I liked most was how it forced me to think more objectively.”
• “[Word clouds] force you to look at words and derive meaning instead of just reading an entire sentence and taking it for what it is.”
• “I was able to use more of my creativity and look at things more in depth than I would for a regular assignment.”
Linear: Expectations

• “It should explicitly say that one specific guess is not required and that approximations are accepted.”

• “I would recommend this discussion, with very specific feedback about what’s expected though. It’s hard for a student to perform up to what’s expected of them.”

• “I thought having to write two responses was a little excessive.”
Linear: Interaction

• “I feel as though most students will just type anything to get credit.”

• “I do not enjoy having to comment on a peer’s post about ‘how they think’ especially when we have to reply to someone who had a ‘different interpretation.’ I’d rather analyze my own post after class.”

• “I did not like how I was to respond to a classmates response that was different because everyone said the same thing.”
“It was the most engaged I had been in any discussion because I found it interesting to see what cue words were most important for my peers.”

“I was most interested in seeing the difference in interpretation between my ideas of the speeches and those of my fellow classmates.”

“I pride myself on adding little details of thoughts that my classmates did not.”

“I would have liked to talk about it in class and hear everyone’s ideas.”
Transcript Analysis

• Iterative process: codes evolve, refine each round
  – Articulating thought process
  – Citing relevant evidence to support claim
  – Relating prior knowledge to task
  – Relating prior beliefs to task
  – Integration
  – Application
  – Reflection
  – Critical interaction with peers
  – Tone
  – Engagement

• 50% of the discussions coded
In contrast...

• Here are some excerpts from the linear group.
  – “From reading the first paragraph, I knew it was about voting.”
  – “The first paragraph mentions the fact that the speaker was being accused of a crime that didn’t make sense, simply casting a vote for an election.”
  – “The third and fourth sentence lets you know the speaker is pissed off, “too little and too late,”, etc.
  – “The speaker discusses equal rights not just for all races but for all people. As I continued reading I realized that they were using the principles of the 15th amendment to create an argument for the 19th amendment. The speaker used the issues of the 15th to help solidify the claim that women should be included in the right to vote.”
**Discussion Comparison**

**Linear**
- Prior knowledge/beliefs
- Reference the plot/quotations
- Use content to further strengthen their point
- Interaction: I agree; restatement

**Word Cloud**
- Prior knowledge/beliefs
- More articulating thought process and providing evidence for claims
- Use content to further explore their point
- Interaction: critique; reflection
- **More interesting for us to read!**
Implications

• Select a word cloud when...
  – The focus is thinking “big picture”
  – The process is more important than the “right” answer
  – Gauging prior knowledge and current beliefs is important
  – You want them to explore with peers

• Considerations
  – Explain what a word cloud is and why it is being used
  – Be very clear with instructions
  – The nature of the discussion prompt
  – Attempt to avoid misinterpretation
  – Follow up
References


Questions?

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