

# Building Community in your Course with Yellowdig

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# Learning Objectives

Participants will be able to...

- Describe how Yellowdig builds community
- Explain features of Yellowdig
- Setup Yellowdig for their course
- Explain Instructor features and reports



# WHAT IS YELLOWDIG?



# Yellowdig

- Facebook-like
- Gamified through points-based interactions
- Badges and Reactions
- Topics and Tags
- Grade passback to Blackboard

The screenshot displays the Yellowdig interface for a community titled "Online Teaching and Learning - FALL2021WSE". The left sidebar contains navigation icons and links: Home, Community, My Participation, Activity, Members, Data, Settings, Management, and Getting Started. The main content area shows a post titled "MODULE 4 LEARNING THEORY" from "Yesterday at 9:00 PM EDT". The post text reads: "When I am learning 4 theories I found this online and think it's kind helpful. Because it's clear to show what's the focus, type of learning and examples of these theories. I feel that after viewed this form, it will help to understand a little better." Below the text is a table titled "Check it out!" with three columns: Behaviorism, Cognitivism, and Constructivism. The table provides focus, learner characteristics, and types of learning for each theory. The right sidebar features a "CREATE" button, a search bar, filter and sort options, a "Points Earned" section with a progress bar and a "Total Goal: 8000", and a "Setup Your Community" section with 3 of 3 steps completed and links for "Start and End Dates", "Conversation Topics", and "Community Expectations".

Behaviorism	Cognitivism	Constructivism
<b>Focus:</b> what the learner does; proper response to a given stimulus (observable)	<b>Focus:</b> processing of information; how the learner organizes new information within preexisting schema (internal)	<b>Focus:</b> how the learner interprets the new information and applies to their own reality (meaning constantly evolves)
<b>Learner is:</b> reactive	<b>Learner is:</b> proactive	<b>Learner is:</b> proactive
<b>Type of learning:</b> basic definitions and explanation of concepts; generalization, recall	<b>Type of learning:</b> higher-level reasoning and information processing; emphasis on memory, organization	<b>Type of learning:</b> higher-level problem solving and critical analysis; emphasis on real-world scenarios

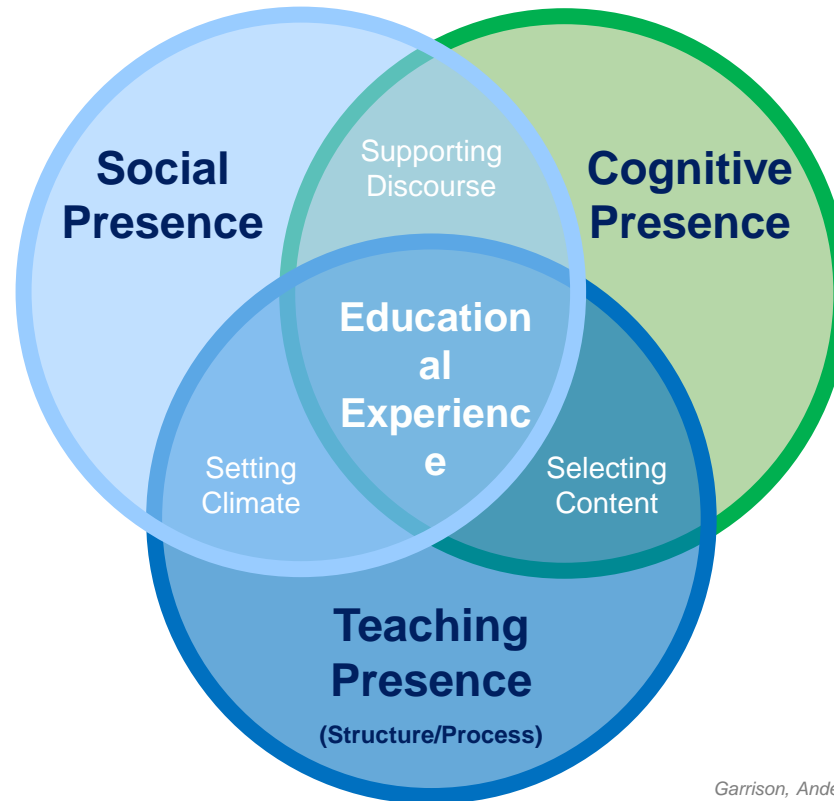


# A Complete Educational Experience

THE COMMUNITY OF INQUIRY

## Social Presence:

The ability of participants in a community of inquiry to project themselves socially and emotionally as 'real' people (i.e., their full personality), through the medium of communication being used.



## Cognitive Presence:

The extent to which learners are able to construct and confirm meaning through sustained reflection and discourse in a critical community of inquiry.

## Teaching Presence:

The design, facilitation, and direction of cognitive and social processes for the purpose of realizing personally meaningful and educationally worthwhile learning outcomes.

*Garrison, Anderson, and Archer  
(2000)*

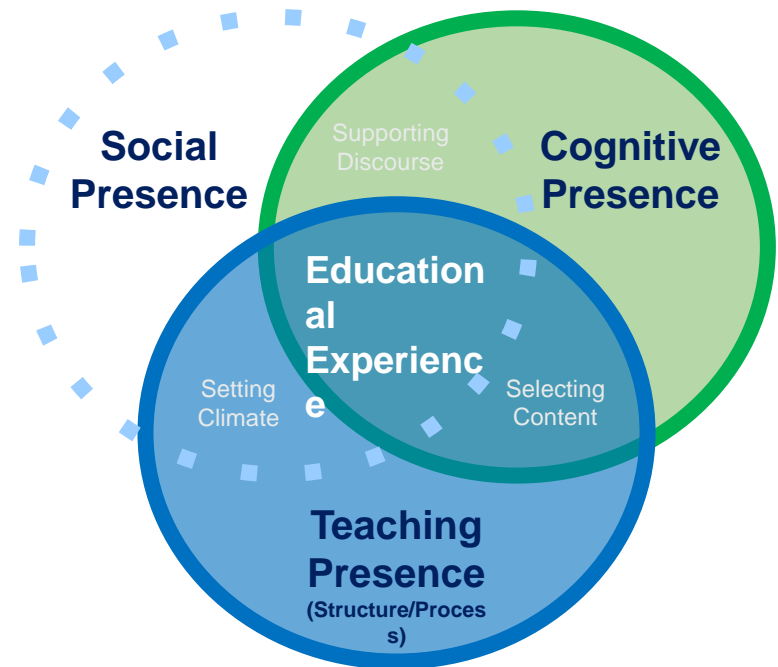
# Social Tools & Physical Proximity $\neq$ Social Presence

- Prompted discussions and “social” assignments heavily favor Teaching (and Cognitive) Presence
- Tools without students motivated to use them do not add social presence
- Being on campus or having synchronous sessions does not guarantee social presence
- Assessment makes instructors primary audience, not a social *partner*, and implicitly or explicitly disallows open communication and risk-free expression

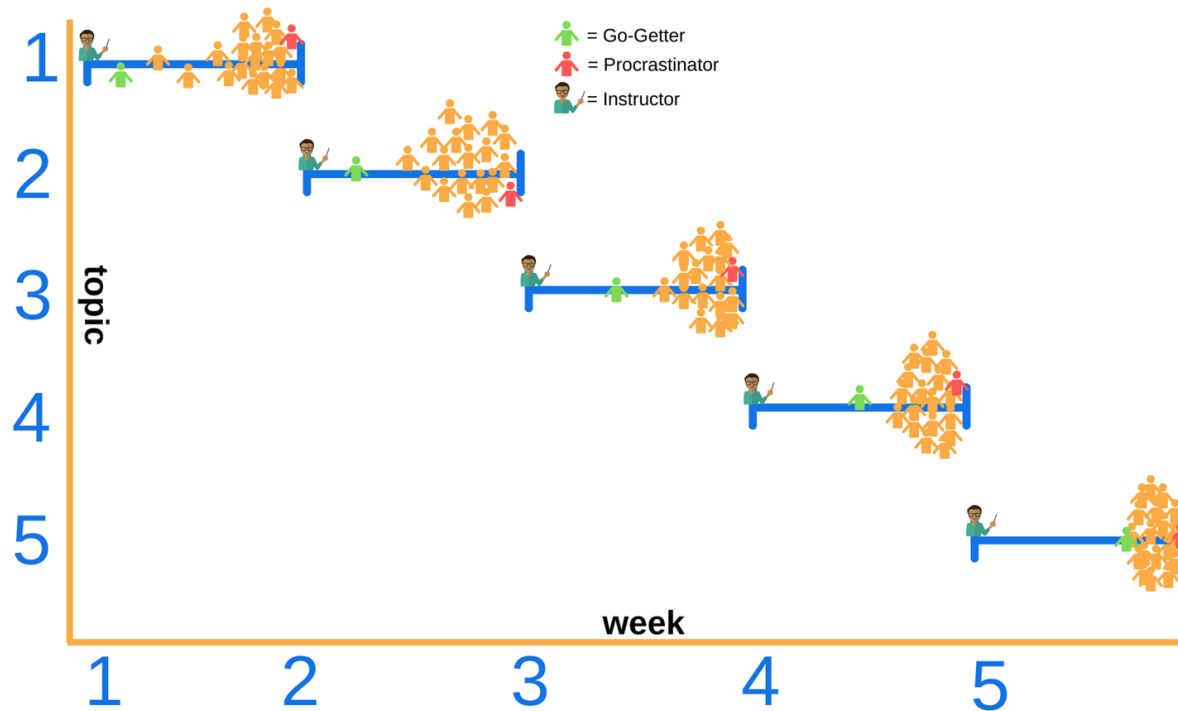
Course design choices must enable actual social presence:

*Students must “identify with the community (e.g., course of study), communicate purposefully in a trusting environment, and develop interpersonal relationships by way of projecting their individual personalities.” (Garrison, 2009)*

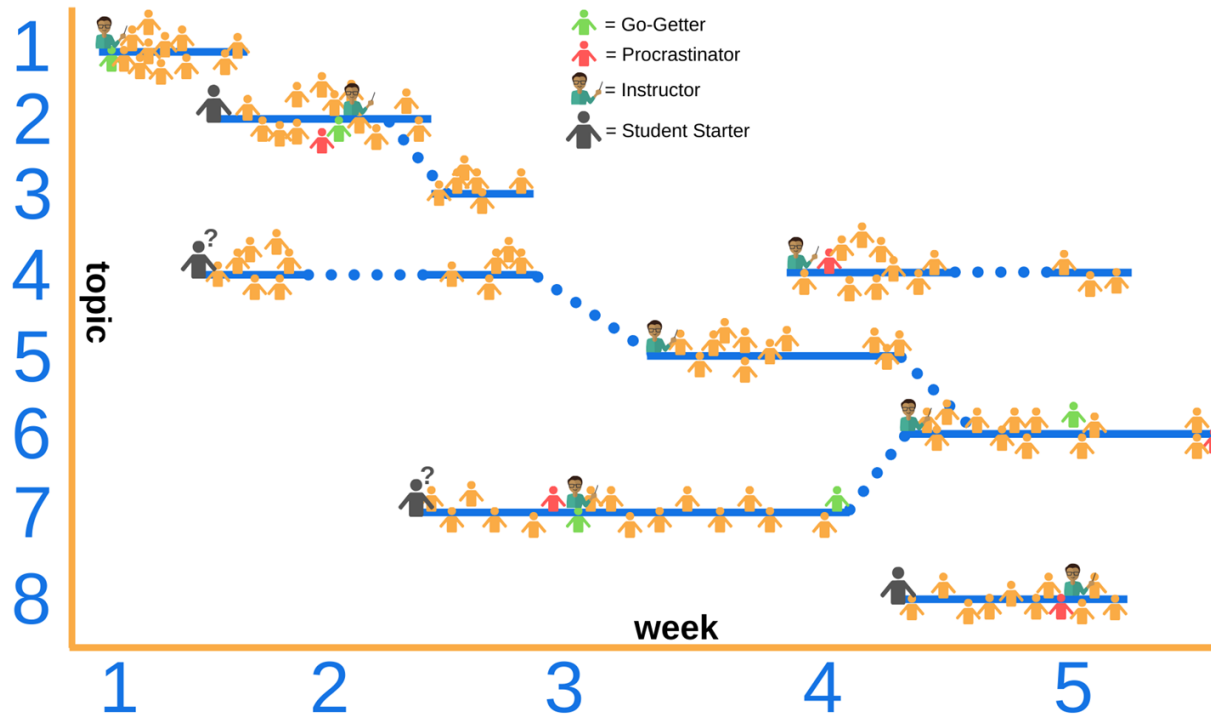
Prompted discussions & structured assignments just add more Teaching & Cognitive presence



# Typical “Social” Assignments



# Yellowdig Community





# Four Ways a Yellowdig Community Improves Your Course

## Motivation



## Course Relevance



## Instructor Presence



## Data Informed



# Motivation and Thoughtful Conversations

**Yellowdig point system is designed for two main purposes:**

- 1. To motivate students to enter the community and go back frequently.** They'll earn points by getting in early and starting and continuing conversations rather than procrastinating.
- 2. To incentivize thoughtful participation.** Students who share relevant information and interesting insights are rewarded by the interactions their conversations generate.



# Course-Relevance

**Students should be having conversations around learning objectives. Topics control that.**

1. Topics shape conversations, and allow instructors to provide focus, while allowing real student agency.
2. Topics provide context to every conversation, helping learners decide whether any particular post is what they need.
3. Choosing a topic compels learners to think about how their posts relate to course concepts.
4. Filtering by topic allows students to dig deeper into any particular course concept.
5. Topic data provides guidance to instructors on where learners are focused and allows instructors to make adjustments - reordering topics, disabling topics, no-point topics.



# Informed Teaching

**Yellowdig has rich data an instructor can use to provide insights into student understanding of course content as well as the health of the community itself.**

1. Topic tracking data allows instructors to use data to create better conversations and focus.
2. Community Health to show whether students are listening and interacting with each other.
3. Conversation Ratio shows the depth of conversations.
4. Community Report can provide guidance to instructor on specific behaviors in community (e.g., orphan posts).



# Instructor Presence

**Instructor presence in a YD community is vital to its success. It shows YD is an important aspect of the entire course and can be easily achieved without the drudgery of grading posts. It's largely done through modeling of desired behavior.**

1. Setting expectations with students for purpose of community, role of instructor, and expectations of students.
2. Interact as a community member. Exemplar post(s) at outset to model types of posts desired (student experience, relevant news items, etc.), rather than regular weekly prompts. Then reduce posting and interact more.
3. Comment to extend conversations. Commenting by instructors is more tied to community health and student participation than posting.
4. Use point-bearing Accolades to share outstanding posts and encourage students to create posts of similar quality. Accolades and instructor interactions further celebrate the best-of-the-best.
5. Yellowdig community should not exist in a vacuum. Sharing YD conversations in synchronous or other elements of a course can show value and drive student participation.



# SETTING UP YELLOWDIG




# Turn on Yellowdig Engage

**Course Management**

- ▼ **Control Panel**
- ▶ Content Collection →
- ▶ Course Tools
- ▶ Evaluation →
- ▶ Grade Center →
- ▶ Users and Groups
- ▼ **Customization** →
- Guest and Observer Access
- Properties
- Quick Setup Guide
- Teaching Style
- Tool Availability**

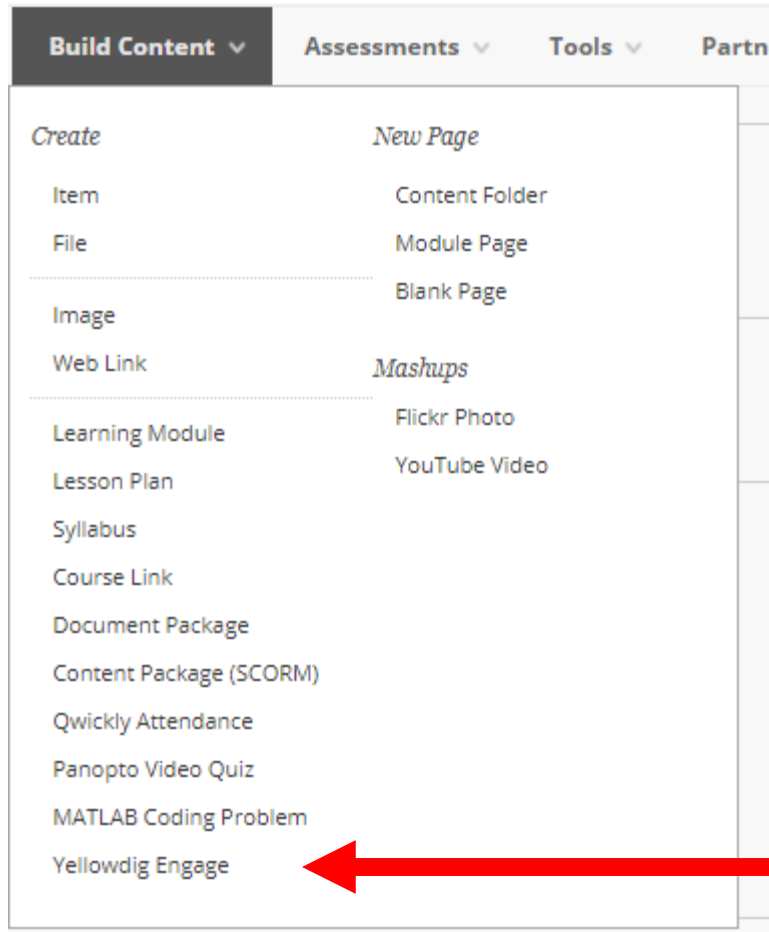
## Tool Availability



Wikis	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Wikis	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Yellowdig	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Yellowdig Engage	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
YouTube Video	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
YouTube Video (in Text Editor)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



# Choose Tool





# Tool Settings in Blackboard

Edit Yellowdig Engage: yellowdig

\* Indicates a required field.

## INFORMATION

\* Name

Color of Name  Black

Description



A rich text editor toolbar with various icons for text formatting, alignment, and insertion. The toolbar includes options for Paragraph, Arial font, 3 (12pt) size, and various text styles like bold, italic, underline, and strikethrough. It also features icons for bulleted and numbered lists, indentation, link, unlink, and image insertion. At the bottom of the toolbar, there are icons for video, audio, and Mashups, along with a grid icon and a toggle for HTML/CSS.

instructions

Path: p

Words:0



# Grade Passback?

## ATTACHMENTS

Select **Do Not Attach** to remove a selected file.

Attach File

Browse My Computer

Browse Content Collection

## GRADING

Enable Evaluation

Yes  No

To set additional evaluation options, use the Column settings in the Grade Center

\* Points Possible

10

Visible to Students

Yes  No

Due Date

Enter dates as mm/dd/yyyy. Time may be entered in any increment.

How many  
points in  
Blackboard?



# Availability

## OPTIONS

---


Permit Users to View this Content

Yes  No

Track Number of Views

Yes  No

Select Date and Time Restrictions

Display After    

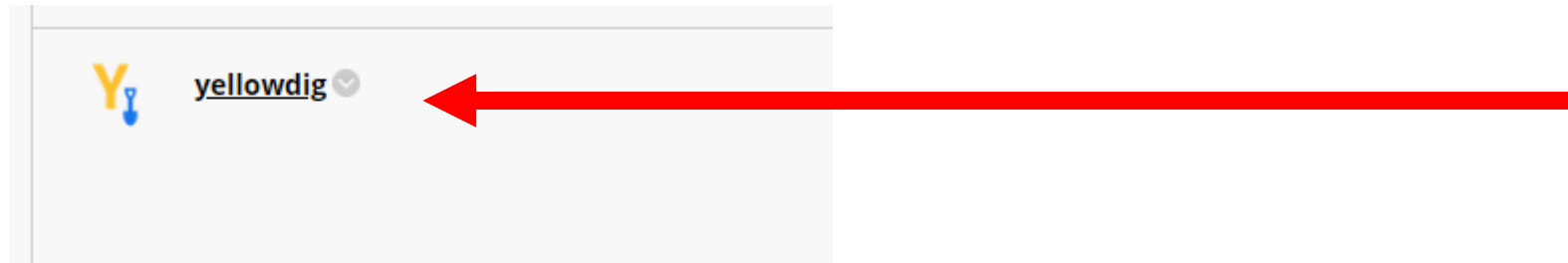
*Enter dates as mm/dd/yyyy. Time may be entered in any increment.*

Display Until    

*Enter dates as mm/dd/yyyy. Time may be entered in any increment.*



# Click to Initialize

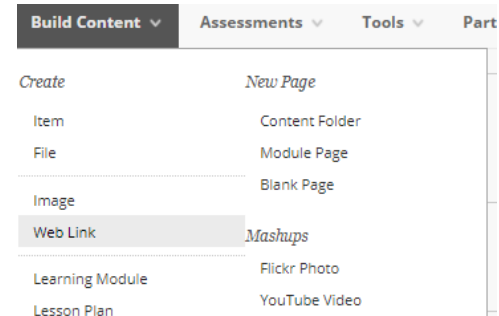


Launches Yellowdig and creates your Board.



# NOTICE

Only place ONE original Yellowdig tool link in your Blackboard course.



(NOT RECOMMENDED)

Make additional links using Web Link and **copy the original link** into these.



# Step 1

Community Organization ▾  
Select an organization

Community Title ▾  
Copy Course 2

Community Permission Level ▾  
Private

Should this community display in the discover tab?

Paste a template link

Copy Content From (Optional) ⓘ

Copy Settings From (Optional) ⓘ

University of Rochester

## Create Community

Home

### New Community

Want to link this LTI launch to an existing community? [Click Here.](#)

Community Organization ▾  
Select an organization

Community Title ▾  
Copy Course 2

Community Permission Level ▾  
Private

Should this community display in the discover tab?

Paste a template link

Copy Content From (Optional) ⓘ

Copy Settings From (Optional) ⓘ

SUBMIT



Filled in from Bb

Copy Settings  
from another  
Yellowdig  
community



# Next steps

## Welcome to your community, Lisa Brown!

Set these 3 essential things to get your community started.

- 1 Start & End Dates
- 2 Conversation Topics
- 3 Community Expectations



CONTINUE



# Start/End Dates

Step 1 of 3

## When does your community start and end?

Your members will earn points for thoughtful participation. Select the start and end dates below for earning points (usually the full length of your course).

First Day to Earn Points	Last Day to Earn Points	Rollover
<input type="text" value="09/22/2021"/>	<input type="text" value="11/24/2021"/>	Thu - 12am
Wed - 12am	Wed - 11:59pm	

This setup will create 9 earning periods. Your first earning period will be 1 week, 1 day long. [View periods >](#)

Enable Participation Points

BACK CONTINUE





# Topics

Step 2 of 3

## Spark interesting conversations

Topics help guide conversation and make information easier to find. Add topics that your community members will want to talk about. Course community? Simply add topics from your syllabus.

Add a new topic

SUBMIT

☰ COMMUNITY INFO

☰ BREAKING NEWS

☰ INTRODUCTION  

☰ NEED HELP

☰ QUESTION

Topics are required 

We highly recommend requiring topics. Learn more about topics [here](#).

BACK

CONTINUE



Step 3 of 3

## Kickstart your community

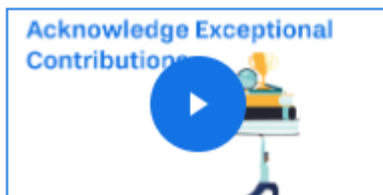
Watch 3 short videos to get a crash course on community best practices.



Introduce yourself (30 sec)



Model conversations you'd like to see  
(1 min)



Acknowledge exceptional  
contributions (1 min)

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Here is a link to our free [Instructor Certification Course \(~1hr\)](#).

Taking it is well worth the time and your students will thank you for it!

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BACK

DONE



# Live Demo



# Resources

- [Sample post for your course](#)
- [Sample Intro Video Script](#)
  
- [Shifting from Prompts to Topics](#)
- [Interaction Strategies](#)
- [Tuning your Topics](#)



# Getting Started Workshops

- ~~Getting Started: Collecting Assignments, Projects, and Presentations Online~~
  - ~~August 16, 2023 10am - 11am~~
- ~~Getting Started: Facilitating Student Discussion and Interaction~~
  - ~~August 17, 2023 10am - 11am~~
- **Getting Started: How to Create and Facilitate an Online Exam, Test, or Quiz**
  - August 22, 2023 10am - 11am
- **Getting Started: Planning to use the Blackboard Grade Center**
  - August 24, 2023 10am - 11am



# Additional Workshops in August

- ~~Add Interactivity to your Class: Poll Everywhere~~
- ~~How to Pre-Record and Deliver Video Content to your Students~~
- ~~How to Facilitate a Live, Interactive Zoom Session~~
- ~~Collaborative Annotation using Perusall~~
- ~~Building Community in your Course with Yellowdig~~
- Enhancing your Discussion and Student Interaction using VoiceThread
- Improve the Accessibility of your Course with Ally
- How to Use Padlet: A Digital Discussion Board
- Qwickly Tools for Attendance and Course Management
- Enhancing your Discussion and Student Interaction using Harmonize
- Repurpose, Reuse & Upcycle Video Content with PlayPosit! (Sept)



# Getting Help

## Online Documentation

<https://tech.rochester.edu/services/learning-management-system/>

## Upcoming Workshops

<http://rochester.edu/online-learning/>



# Reach Out!

**Blackboard Support**  
**Digital Instructional Design Support**

[UnivITHelp@Rochester.edu](mailto:UnivITHelp@Rochester.edu)

275-2000





**THANK YOU  
QUESTIONS?**



# IMAGES FROM LIVE DEMO



# Accolades

## Accolade Settings

Home / My Communities

### Accolades List

① Create custom accolades that Community Facilitators can publicly attach to exemplary posts. Recipients will earn bonus points.

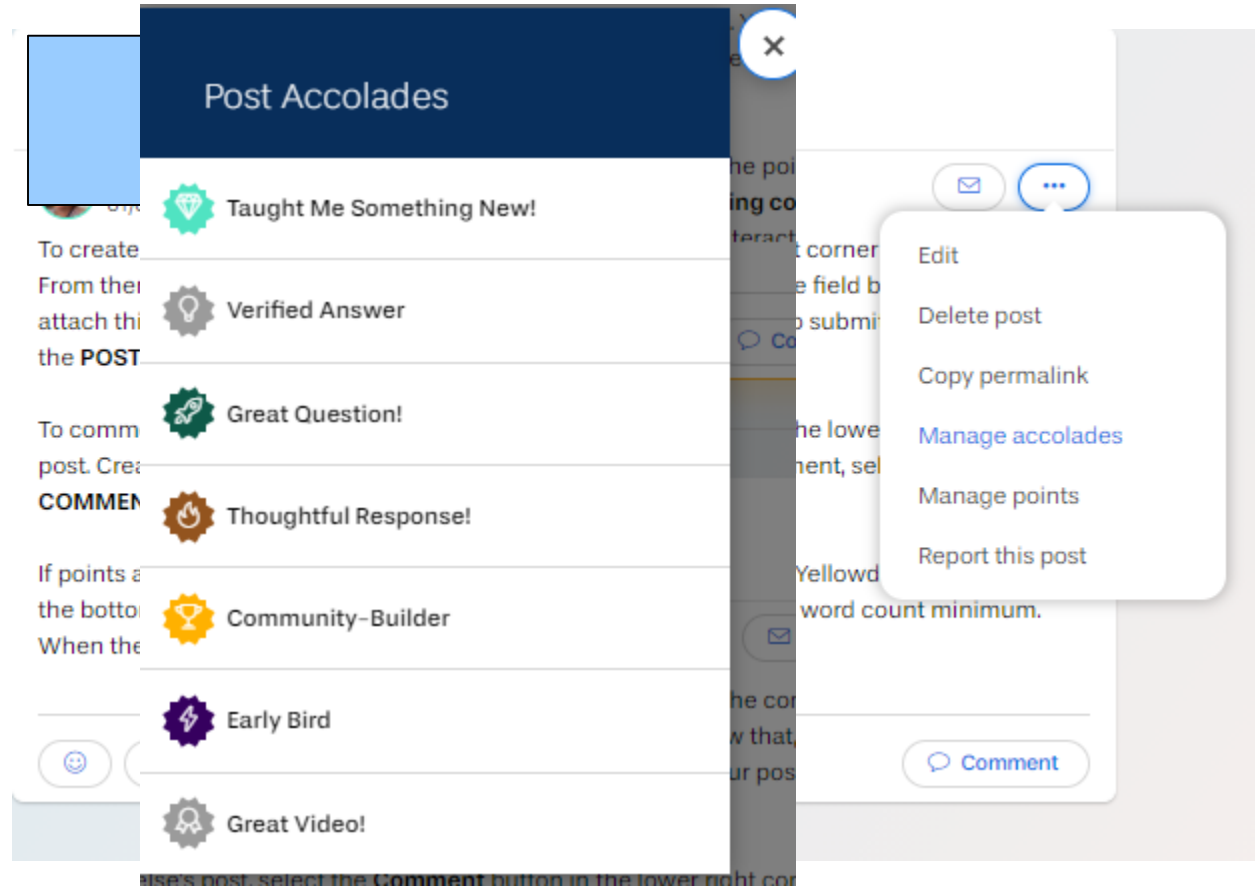


CREATE NEW ACCOLADE

Teacher Awarded Badges  
Additional Points



# How to Give Accolades



# How to Add/Remove Points

The image shows a user interface for managing points. A dark blue modal box is overlaid on a background page. The modal has a title bar with a close button (X) and the text "+/- POINTS" and "Give or take away points from Lisa Brown." Below the title bar, there is a text input field labeled "Point Value (can be positive or negative)", a text area labeled "Message (optional)", a "CANCEL" button, and a "SUBMIT" button. To the right, a context menu is open, listing options: "Edit", "Delete post", "Copy permalink", "Manage accolades", "Manage points" (highlighted with a red box), and "Report this post".

**+/- POINTS**  
**Give or take away points from Lisa Brown.**

Point Value (can be positive or negative)

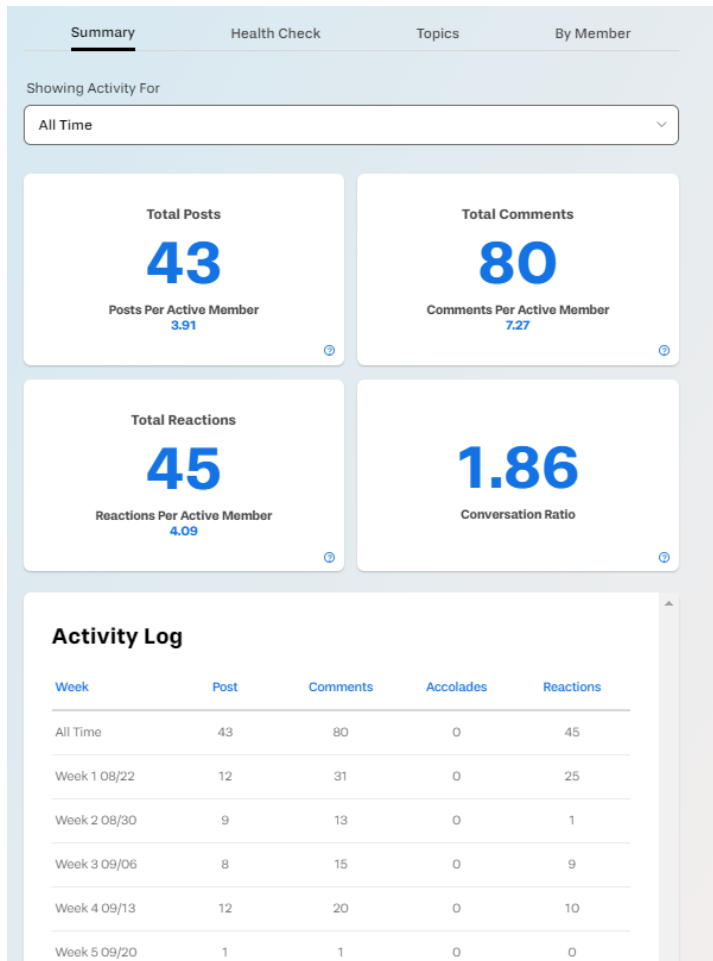
Message (optional)

**CANCEL** **SUBMIT**

Edit  
Delete post  
Copy permalink  
Manage accolades  
**Manage points**  
Report this post



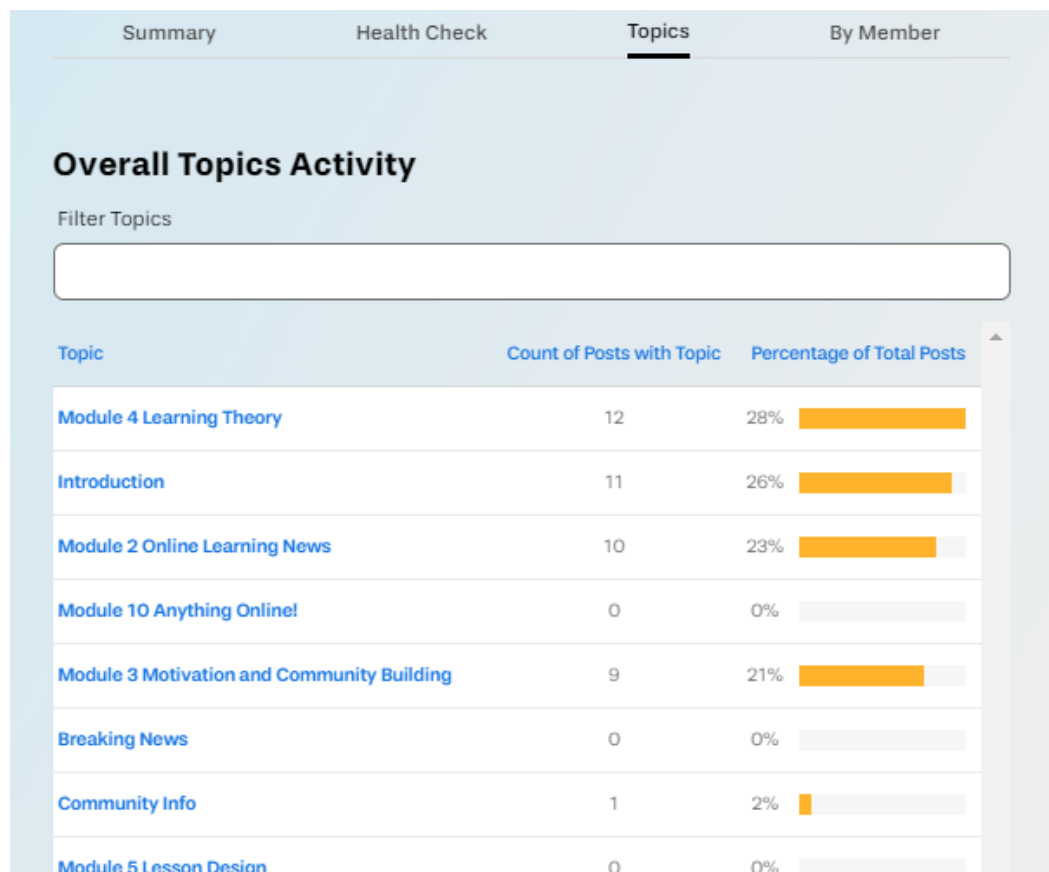
# Community Health / Summary



Which Weeks are Most Active



# Community Health / Topics



# Community Health / By User


Summary Health Check Topics By Member

Community Members

Select a member to view their activity

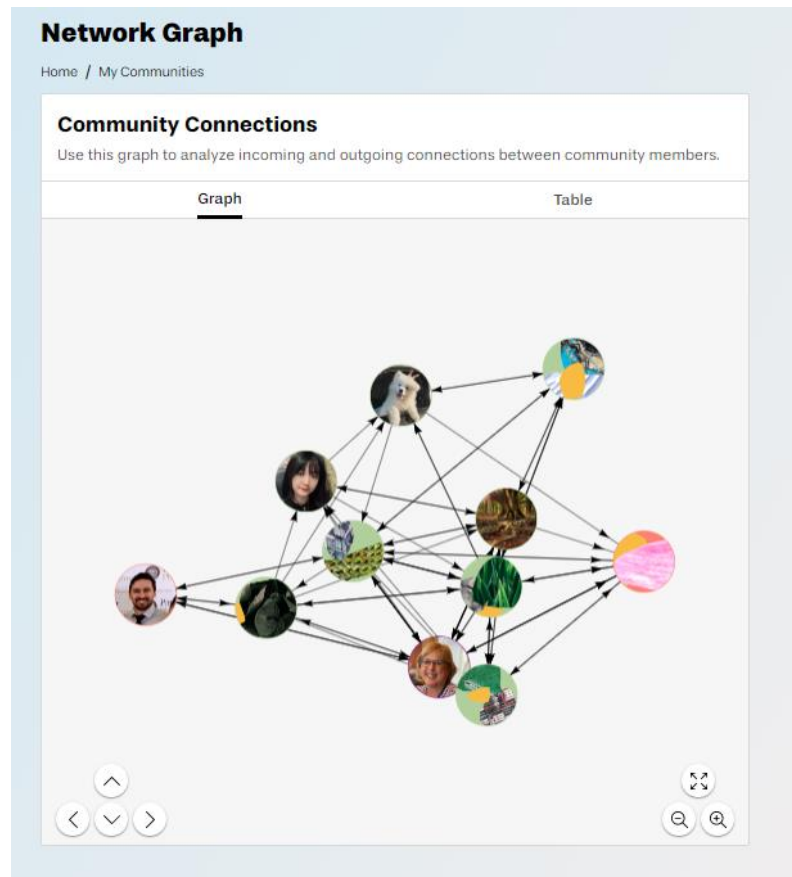
User Name	Posts	Comments Given	Comments Received	Reactions Given	Reactions Received	Accolades Received
Lisa Brown <b>OWNER</b>	6	13	8	1	7	-
S	5	10	9	3	6	-
H	4	12	10	7	8	-
L	3	3	5	6	1	-
F	1	3	3	-	4	-
Y	4	8	6	6	1	-
A	4	4	9	4	8	-
A	3	5	10	2	3	-
Z	4	3	5	2	4	-
Nantia	5	15	10	13	1	-
Tianxiang Zhu	4	4	5	1	2	-

Which Users are Most Active





# Network Graph



# Points Report

The screenshot displays the 'Points Report' interface. At the top, there are three tabs: 'Points Report' (selected), 'Community Report', and 'Member Report'. Below the tabs are two blue buttons: 'DOWNLOAD POINTS REPORT' and 'DOWNLOAD OVERVIEW POINTS REPORT'. The main content area is titled 'Points' and shows a list of members. On the left side of the list, there is a vertical blue bar. The list itself consists of rows of member avatars, 'Show Log' buttons, '+/- Points' buttons, and numerical point values. A red rectangular box highlights the 'Show Log' and '+/- Points' buttons for the first ten members. A red arrow points from the text 'See Log of Activity' to the 'Show Log' button of the member with 2400 points. Another red arrow points from the text 'Add/Remove Points' to the '+/- Points' button of the same member.

Member	Show Log	+/- Points	Points
[Avatar]	Show Log	+/- Points	3600
[Avatar]	Show Log	+/- Points	3450
[Avatar]	Show Log	+/- Points	2950
[Avatar]	Show Log	+/- Points	2400
[Avatar]	Show Log	+/- Points	2150
[Avatar]	Show Log	+/- Points	2150
[Avatar]	Show Log	+/- Points	1950
[Avatar]	Show Log	+/- Points	1600
[Avatar]	Show Log	+/- Points	1550
[Avatar]	Show Log	+/- Points	900

See Log of Activity

Add/Remove Points

