Chapter 2.1
Didactic Design Pattern:
Anonymous and Non-Anonymous Feedback

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ABSTRACT

According to the theory of moderate constructivism, learning processes contain a social dimension. In this context, a continuous feedback is essential for supporting (students') learning. Especially, digital learning environments should offer ways to give and receive feedback, because they lack the possibilities of personal interaction. The pattern presented in this chapter captures a best practice on evaluating certain aspects of the learning process in regard to the learning content and learning atmosphere. Feedback on the content is given non-anonymously in a discussion forum, whereas the learning atmosphere is rated anonymously within a virtual learning environment. The pattern captures a specific, didactic driven method within a learning environment and is therefore particularly useful for lecturers who want to give and receive feedback on specific learning topics, and lecturers who want to gain an insight in their student's learning emotions.

DIDACTIC DESIGN PATTERN: ANONYMOUS AND NON-ANONYMOUS FEEDBACK

The present pattern is part of a pattern language which will include the related patterns shown in Figure 1.

The pedagogical elements are integrated into a new pattern format (meta-pattern structure). The format emphasizes a pedagogic view upon patterns to submit information which is needed for planning and using learning scenarios (Siebert 2006). The structure of each Didactic Design Pattern follows four main sections (Wippermann 2008): metadata, didactic motivation, implementation, and reflection

Figure 1. Relation to other patterns
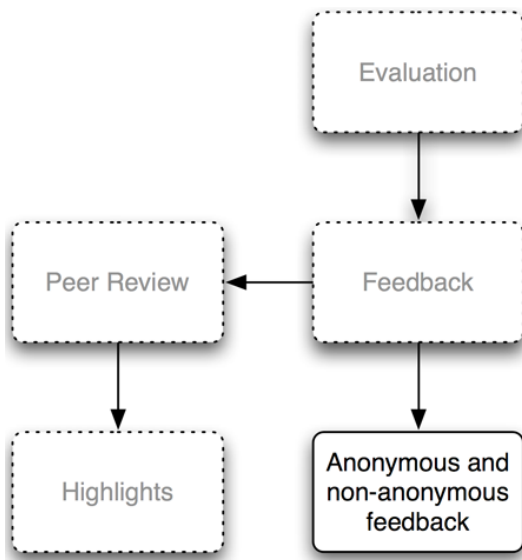
The aspects considered in the pattern format refer to the constructivistic didactic (Reich 2002). It contains the most holistic processes for arranging learning scenarios under a pedagogic perspective and is therefore essential for the didactic design patterns. Each section contains specific items (some of them are visualized by icons others are specified verbally) to structure the knowledge within each pattern as shown in Table 1.

To provide an overview regarding didactic aspects each pattern starts with a visualization showing the characteristics of seven didactic items. Figure 2 shows the variety of each item linked to a specific icon that allows a better understanding (Wippermann 2008).

The characteristics of all items are gathered and visualized in order to provide selective knowledge of the pattern. Additional information about a pattern (version number, status, ratings) are also provided next to the characteristics stated above

Table 1. Pattern format to capture didactical aspects

1. metadata	2. didactic motivation

• name,
• date,
• status,
  ○ draft version,
  ○ work in progress,
  ○ final version,
• author,
• characteristics of E-Learning,
  ○ communication vs. content centered,
  ○ synchronous vs. asynchronous,
  ○ independent on vs. dependent on special location
	• abstract,
	• didactic motivation,
	• hints for implementation,
	  ○ amount of learners,
	  ○ social learning aspects,
	  ○ state of learning,
	  ○ time needed for implementation,
	  ○ degree of competencies,
	  ○ instruction vs. construction

3. implementation	**4. reflection**

• didactic steps
  ○ planning and preparation,
  ○ information and instruction,
  ○ activities,
  ○ implementation,
  ○ evaluation,
• drama,
  ○ roles,
  ○ learning activities,
• tasks,
• embedding,
  ○ learning activities before pattern usage,
  ○ learning activities after pattern usage,
• technical preconditions,
  ○ tools
	• problems,
	• discussion,
	  ○ advantages,
	  ○ disadvantages,
	  ○ alternatives,
	• examples,
	• references,
	• related patterns

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