Workshop #4 Activity

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Table 1

Description of Expected Genre and Register Features

DESCRIPTION OF EXPECTED GENRE AND REGISTER FEATURES FOR TARGETED DISCIPLINARY TEXT			
Model Text Genre:			
Name and function of expected **genre stage**	**Field patterns** (e.g., use of types of verbs, noun groups, adverbs, and prepositional phrases).	**Tenor Patterns** (e.g., use of statements of fact; questions, or commands; use of modal verbs; use of attitudinal language).	**Mode Patterns** (e.g., ways of weaving given and new information together; use of specific cohesive devices.)
Statement of Issue & Position. The student text argues that Yellowdig's default point system undermines deep learning and equitable communication. Introduces the platform and critiques its default mechanics using ISTE standards.			
Argument 1: Design Response Argues how the design choice for Artifact 2 strengthens the case for intentional platform			

use. Explains how the lesson blueprint reconfigures the platform to address the issues.			
Argument 2: Student-Facing Implementation Argues how the Artifact 2 supports argument that student engagement improves when purpose is clearly framed. Shows how student instructions reflect the redesign goals.			
Argument 3: Equity & Inclusion Justification This directly addresses the issue identified in the audit by promoting inclusive participation. Connects the redesign to broader goals of equity and access.			
Reiteration & Call to Action Provides the rationale in a summary that educators must move beyond default platform settings and intentionally design for equity and engagement. Summarizes the rationale and reinforces the shift			

from default to intentional design.			

Note. Adapted from Gebhard (2019) Table 4.B Description of expected genre and register features for targeted disciplinary text (p.114)

Table 2:

Annotating your exemplar with expected genre stages

[Add your model text here]	**[Add your annotation/comments here e.g., What are the genre stages? ~~What are the expected register features?~~]**
I argue that Yellowdig's default point system undermines deep learning and equitable communication. My Platform Audit (Artifact 1) revealed that Yellowdig's core mechanics are built on an automated, points-based scoring system. The default implementation incentivizes specific actions: points are awarded for creating a post, commenting, liking, and receiving "Likes" (Yellowdig, 2023). This design creates a powerful hidden curriculum where the primary goal becomes efficient point accumulation rather than genuine intellectual discourse. This structure neglects the ISTE Standard for Students 1.1.d 'Empowered Learner', as students are not encouraged to see technology as a tool for deep learning but rather to "game" a system for a grade. It also works against ISTE Standard for Students 1.6.d 'Creative Communicator' by favoring rapid, text-based responses over thoughtful, multi-modal communication (Garcia, 2021).	**Statement of Issue & Position**

To address this, my Lesson Blueprint (Artifact 2) for a module on ethical digital communication reconfigures the point system to prioritize quality of interaction. This design choice strengthens the case for intentional platform use. Points for simple comments and "Likes" were reduced, while the base points for a new post were increased. Crucially, bonus opportunities through manual "Accolades" were created to reward critical thinking. The core activity, "The Case Study Connector," requires students to find a current, real-world case study on digital ethics and share it using Yellowdig's media embedding feature. Each activity is aligned to an ISTE Standard for Educators, such as 1.6.b 'Designer', by designing "authentic learning activities that use digital tools to maximize active, deep learning" (ISTE, n.d.).	Argument 1: Design Response
My Student-Facing Materials (Artifact 3) make this new purpose explicit. This supports my argument that student engagement improves when purpose is clearly framed. The prompt for students reads: "Your goal is to be a conversation starter, not a point collector. Share your case study by embedding the video or article link. In your post, pose a specific, open-ended question to your peers about the ethical dilemma presented." This language and incentive structure intentionally reframes the discussion's purpose from accumulation to contribution and directly tackle the limitations identified in my audit.	Argument 2: Student-Facing Implementation

Furthermore, this redesign promotes equity and access, directly addressing an issue identified in my audit by promoting inclusive participation. By valuing the quality of a question and the depth of conversation it sparks, metrics rewarded manually by the instructor, the activity honors diverse ways of knowing and communicating. A reflective student can contribute one deeply thoughtful question that is as valued as a volume of comments, proactively removing barriers of timed competition and social popularity inherent in the default template. It also incentivizes using multiple media, truly supporting ISTE Standard for Students 1.6.d.	Argument 3: Equity & Inclusion Justification
In summary, educators must move beyond default platform settings and intentionally design for equity and engagement. This portfolio demonstrates a shift from passively accepting a platform's automated defaults to actively redesigning its use. The redesign uses Yellowdig's features not for "efficiency," but to intentionally build a more reflective, equitable, and critically engaged community of learners, directly addressing the problems found in the initial audit.	Reiteration & Call to Action