Intro – Use of online graffiti wall in in-person or online classes to work toward whole-class engagement and make room for learning that is collaborative
When we think of graffiti, we think of this
Or this
What is the line between graffiti and public art?
Why do people participate in works of graffiti like this?
Why did I??
✓ No special skills
✓ Evidence of participation
✓ Work-in-progress
✓ Designed for use
✓ Recognized a place for my contribution

For these reasons
To encourage participation in classroom, we try to do the same sorts of things in our instruction
Core tenets of class participation
When we make room for collaboration, peer learning, participatory activities, we’re implicitly sending the message that we believe some things about creating the best environment for learning.
When we consider engagement, we tend to think of behaviors that can be observed. Participatory behaviors, however, also involve emotional and cognitive aspects, so when we talk about wanting to develop students’ voices in class, we know it’s not just the vocal part we’re focused on.
Class participation as evidence of feelings of power, articulated in the work of Stephanie Vandrick (2008)
Class participation seen through the lens of culture, gender, race, and class – tied directly to ideas of information privilege and critical information literacy
Banksy’s work infused with ideas of race, class, and power
Why won’t students participate?
Fear of making a mistake, of how classmates and instructor will respond to them and their fledgling ideas
Don’t want to be disrespectful of instructor
Learning how to participate in an academic discussion and don’t understand the rules yet
Shy or fear public speaking
Unwilling to risk stepping outside classroom norms of behavior for librarian in once-and-done instruction session, who may be asking them to behave very differently

Barriers are great and incentives are low, so we must work to support an inclusive classroom environment that welcomes participation from all
Discovered Padlet in 2012 just in the day-to-day course of using the Web personally and thought it would be a useful tool for teaching and began using it then. Recognized in 2013 by American Association of School Librarians and The Internet Scout Report.
Works on a variety of different devices, no log-in required, free, no technical know-how necessary
Creating a wall
Modifying wall in appearance, web address, privacy controls
Embedding, exporting, subscribing, sharing
Supports a variety of media
Increasingly important for librarians to engage the full spectrum of media that can be used for information gathering, analysis, use, and creation
Used to support and showcase student work in classroom activities that you already use
Used as a version of think-pair-share
Provides opportunities for peer learning and self-assessment as well as formative assessment to determine how best to structure your teaching to scaffold student needs
Useful for evaluation activities
Rather than creating a poll and asking students to choose among answers you’ve already provided, free-write answers allow students to show you what they already know and the level of sophistication of their knowledge.
Whole-class peer learning can solve difficult problems relatively quickly. How do you write a short, 500-word essay about a big topic when you’re used to writing 10+ pages on the topic? What topics do you need to cover, and how can you concisely describe those topics? Used Padlet graffiti wall to help students think through and frame a difficult assignment.
When assignments require the use of images and video in final submissions, get students thinking early about how multimedia sources present their topics – particularly useful for first-year students.
Benefits of using real-time participatory technology in class:
Technology as great equalizer when participants can be anonymous – allows greater freedom and experimentation in the learning process
Novelty creates a memorable experience and encourages participation
Provides more representative picture of learning

Risks:
Fickleness of technology
Perception of use of technology for its own sake rather than for its educational value – important to be intentional with all activities and to explain to students their value and purpose in the learning process
A final risk: real-time means real-time! Potential for jokers can’t be denied.
Seeking out new ways to encourage involvement from all students will continue to be a necessity. An online graffiti wall such as Padlet provides a space for the collection and curation of collaborative classroom work, a place where all students can learn from each other and where all voices can be heard.
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