Training Objectives

- Set expectations
- Review best practices
- Planning and facilitation
- Create engaging and interesting topics
- Share strategies and tools to improve discussions
2017 Learning House, Inc. survey confirms that students want to be a part of a community.

- 57% of the students felt it was important to regularly engage with classmates and instructors.
- 86% were willing to log in for synchronous meetings at least once per course.
Online Discussions

- Build on prior learning
- Prepare for future assignments
- Facilitate community development and collaboration
- Allows reflection before sharing
- All learners participate
Discussion Expectations

Why It Matters?
- The WHY and the HOW
- No way to read facial expressions and body language
- Safe learning environment

Steps you can take
- Post netiquette rules: global.ksu.edu/students/courses/netiquette/
- Use a rubric
- Learner contract
- Orientation quiz
Ways to set yourself up for success

- Introduce yourself
- Survey your students
- Develop the rules as a group
- Be engaged
- Build confidence
Creating strong discussion structure

- Requirements
  - Clear topic
  - Due date – initial post and responses
  - Quantity and quality
- Model a quality post and response
- Rubric - the level and quality of participation
## Discussion Rubric

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Ratings</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quality of Initial Discussion Post</td>
<td>20 pts</td>
</tr>
<tr>
<td>20 pts Initial post thoroughly addresses each prompt of the assignment, using examples from the readings and other course materials.</td>
<td></td>
</tr>
<tr>
<td>15 pts Initial post addresses each prompt of the assignment, and somewhat uses examples from the readings and other course materials.</td>
<td></td>
</tr>
<tr>
<td>10 pts Initial post only somewhat addresses each prompt of the assignment. Minimal to no use of examples from the readings and other course materials.</td>
<td></td>
</tr>
<tr>
<td>5 pts Minimal references to prompt of assignment. Does not use support from text or materials to support post.</td>
<td></td>
</tr>
<tr>
<td>0 pts No references to prompt of assignment. Does not use support from text or materials to support post.</td>
<td></td>
</tr>
<tr>
<td>Participation</td>
<td>20 pts</td>
</tr>
<tr>
<td>20 pts Student responds to 2 peers; elaborates on their posts, and ends response with a thoughtful question.</td>
<td></td>
</tr>
<tr>
<td>15 pts Student responds to 2 peers; and somewhat elaborates on their posts. Ends response with a question.</td>
<td></td>
</tr>
<tr>
<td>10 pts Student responds to 1 peer, elaborates on their posts, and ends response with a question.</td>
<td></td>
</tr>
<tr>
<td>5 pts Responses to peers are limited to a single commendation for a post (e.g. “nice post”) and does not add to the discussion.</td>
<td></td>
</tr>
<tr>
<td>0 pts Student does not respond to peers</td>
<td></td>
</tr>
<tr>
<td>Organization, Style, Tone</td>
<td></td>
</tr>
<tr>
<td>5 pts Structure of the postings are consistently clear and easy to follow. The postings are enhanced by the organization and structure. Academic tone used.</td>
<td></td>
</tr>
<tr>
<td>4 pts The structure and organization of the discussion postings good but could be strengthened to increase the impact of the posting. Somewhat of an academic tone used.</td>
<td></td>
</tr>
<tr>
<td>2 pts Structure of the discussion postings is not easy to follow. Paragraph transitions need improvement. Informal tone used.</td>
<td></td>
</tr>
<tr>
<td>0 pts Lack of organization and structure detracts from the message of the writer. Paragraphs are disjointed and lack transition of thoughts. Informal tone used.</td>
<td></td>
</tr>
<tr>
<td>Grammar, Punctuation &amp; Spelling</td>
<td></td>
</tr>
<tr>
<td>5 pts Rules of grammar, usage, and punctuation are followed; spelling is correct.</td>
<td></td>
</tr>
<tr>
<td>4 pts Rules of grammar, usage, and punctuation are usually followed; spelling is correct.</td>
<td></td>
</tr>
<tr>
<td>2 pts Discussion postings contains several grammatical, punctuation, and spelling errors.</td>
<td></td>
</tr>
<tr>
<td>0 pts Discussion postings contain numerous grammatical, punctuation, and spelling errors.</td>
<td></td>
</tr>
</tbody>
</table>

**Total Points: 50**
Offering Technical Help

Instructions on How to Respond: Click into the Reply box below. Prepare your reply and when finished click Post Reply.

- Canvas Help Guides
  - post to a discussion
  - add a hyperlink
  - add an attachment/video
Strategies

How do we make our discussions more effective?
## Discussion Types

<table>
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<tr>
<th>Informational / Social</th>
<th>Educational</th>
</tr>
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<tbody>
<tr>
<td>Introductions</td>
<td>Weekly module</td>
</tr>
<tr>
<td>I’ve Got Questions</td>
<td>Small groups</td>
</tr>
<tr>
<td>Student Lounge</td>
<td>Peer review</td>
</tr>
<tr>
<td>Course Feedback</td>
<td>Study group/Review</td>
</tr>
</tbody>
</table>
Ask Good Questions

- Tied to course objectives
- Current event or applied concepts
- Open ended
- Higher order thinking
- Consider alternative discussion styles
  - Student led Q&A, “chain-linked”, student created topics, reflections
Encourage creative responses

- Asking a question
- Elaborate on one of the points
- Provide a different perspective
- Suggest an improvement
- Relate to personal life, work life, or volunteer experience
Follow up during the discussion

- Let the students lead
- Ask probing questions if things begin to stagnate
- Address any inappropriate communication immediately
- Be aware of abandoned threads or students who are hesitant to respond
- Summarize the discussion and give feedback
Secondary Questions

- How do you believe that this assignment/discussion topic is related to your professional goals?
- Apply what you learned from this activity to some aspect of your life and share your findings.
- What best practices have you identified as a result of your research for this topic?
- What additional resources have you found on the topic that might further inform our discussion?
- If you were to pose your own question on this topic, what would it be?
Discussion strategies

- Classroom strategies
  - Save the last word
  - Four “A”s
  - Jigsaw Strategy
  - 5 Practices

- Question Types
  - Case Study
  - Controversy/Debate
  - Transfer
Tools to consider using

- **Flipgrid** – Free, ☺, LTI
- **Padlet** - $, ☺, LTI
- **VoiceThread** - $, ☺, LTI
- **Yellowdig** - $, ☺, LTI
- **Nearpod** – $, ?, LTI
- **TopHat** - $, ☺, LTI

Social Media tools
More ideas from the experts!

- What do you do that works well in your courses?
- What ideas have your colleagues shared with you?
Thank you!

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Resources

- Creating, Managing and Facilitating Online Discussions, Cardinal Stritch University. https://online.stritch.edu/Academics/Courses/Creating,-Managing-and-Facilitating-Online-Discuss