

CREATING MULTI-MEDIA DISCUSSION BOARDS TO INCREASE STUDENT ENGAGEMENT *E-LEARNING 2018*

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Discussions

[Discussions List](#)

[Group and Section Restrictions](#)

[Statistics](#)

New ▾

More Actions ▾



TYPES OF DISCUSSION BOARDS

INITIAL AND RESPONSE POST

- Clearly define the expectations for the initial and response post
- Describe purpose of discussion
- Provide examples of posts (*model*)

1.) Initial Post: You will share your observations in a post to your small group.

Describe in detail the situation you observed. (NOTE: You have only observed this group for a short period of time so you may not have all the information. Include as many items as possible to clearly describe the interaction you observed)

In your post include items such as the type of group, the people, the events, the setting, the group structure, or the processes. In your post also indicate which stage you believe this group is in and why. Also identify any roles you believe are present in this group.

2.) Response Posts: Next ask at least 1 follow up question to another classmate's post.

Questions should be related to the course content and strive to further the conversation. You are responsible for responding to the questions asked by the instructor and your classmates. Use your observations to answer these questions to the best of your ability.

Example of a Follow-up Question: What actions do you believe need to occur in order for this particular group to move to the "Performing" stage? What barriers seem to be present?

Start a New Thread

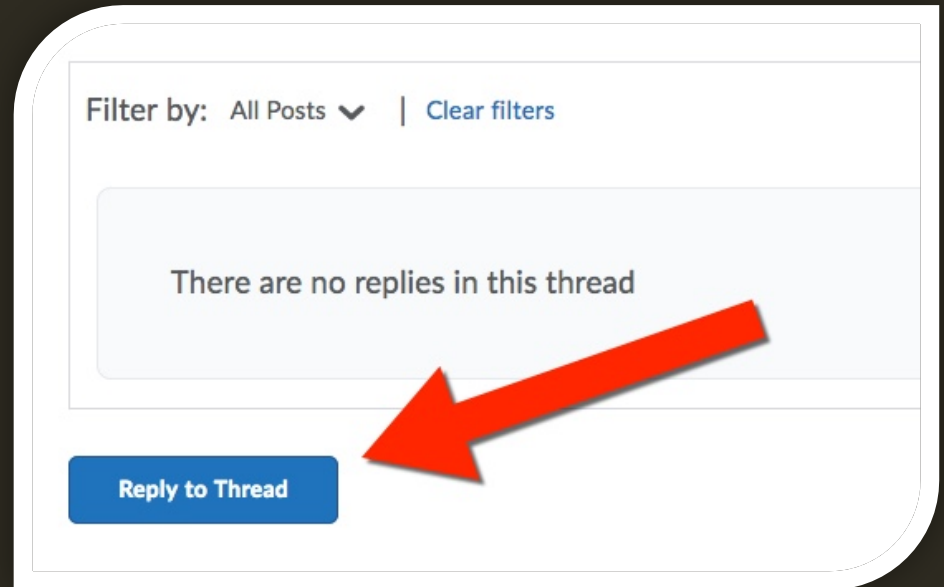


INSTRUCTOR PRESENCE

What role do you play?

INSTRUCTOR FEEDBACK

- Respond to individual posts or threads. Can be viewed by the individual and class.
- Comment as a peer :
 - Share an article
 - Website
 - Emoji
 - Ask a question
 - Connect student's post to one another



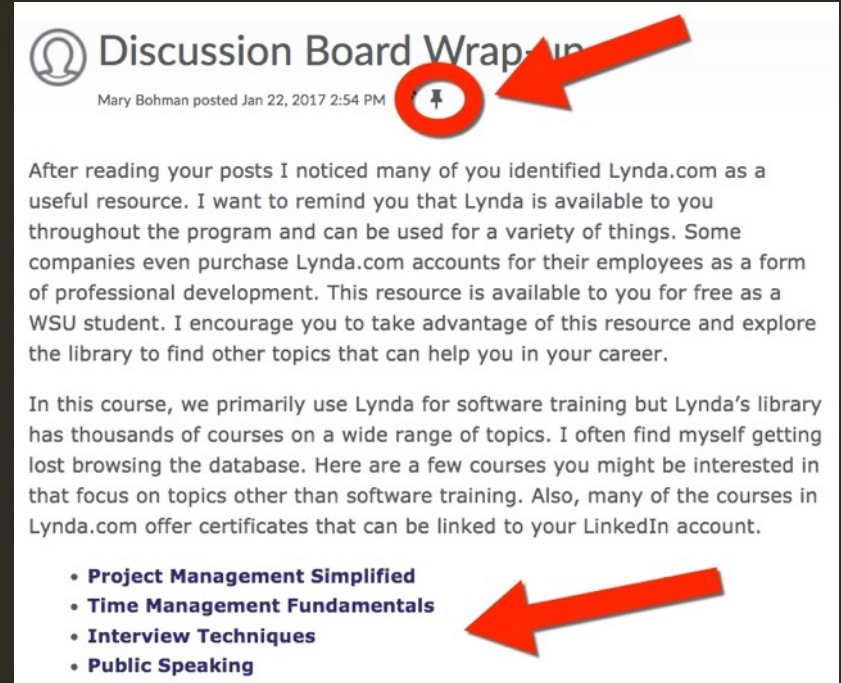
SUMMARY FEEDBACK

“Wrap-up” post

“Best of Comments”

“Correct Answers” post

○ Pin thread at top of discussion forum



The screenshot shows a discussion board post titled "Discussion Board Wrap-up" by Mary Bohman, posted on Jan 22, 2017 at 2:54 PM. The post content discusses the Lynda.com resource. A red circle highlights the pin icon in the top right corner of the post header, with a red arrow pointing to it from the right. At the bottom of the post, a list of course titles is shown, with a red arrow pointing to it from the right.

Discussion Board Wrap-up
Mary Bohman posted Jan 22, 2017 2:54 PM

After reading your posts I noticed many of you identified Lynda.com as a useful resource. I want to remind you that Lynda is available to you throughout the program and can be used for a variety of things. Some companies even purchase Lynda.com accounts for their employees as a form of professional development. This resource is available to you for free as a WSU student. I encourage you to take advantage of this resource and explore the library to find other topics that can help you in your career.

In this course, we primarily use Lynda for software training but Lynda's library has thousands of courses on a wide range of topics. I often find myself getting lost browsing the database. Here are a few courses you might be interested in that focus on topics other than software training. Also, many of the courses in Lynda.com offer certificates that can be linked to your LinkedIn account.

- **Project Management Simplified**
- **Time Management Fundamentals**
- **Interview Techniques**
- **Public Speaking**



MULTI-MEDIA POSTS |

VIDEO PRESENTATIONS

- Presentation Expectations
(*web camera on, PowerPoint, etc.*)
- Embed video on the discussion board
(*Others can view, comment, provided feedback, ask questions, etc.*)

Complete: Week 2 Lesson 3 Leadership PowerPoint Assignment Discussion Board Reaction

🔒 Locked after Wednesday, January 25, 2017 11:59 PM CST. 📄 Includes assessment.

Once you have recorded your presentation and uploaded it to YouTube, embed the presentation here. For directions on how to embed a video in discussion post: [Read: How to Embed a YouTube Video in a Discussion Thread](#)

Next read at least 3 other posts and respond to one. Response posts should be at least 100 words and provide feedback for improvement as well as what you liked about the presentation or what went well.

Rubrics

📄 Week 2 YouTube Discussion Posts

Start a New Thread

Filter by: All Threads

Sort by: Most Recent Activity

Leadership

23, 2017 11:18 PM



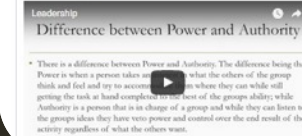
1 like

1 Unread 2 Replies 14 Views

Last post January 25 at 9:01 PM

Leadership PowerPoint

23, 2017 8:24 PM



VIDEO EXAMPLES

Introduction Video ▾

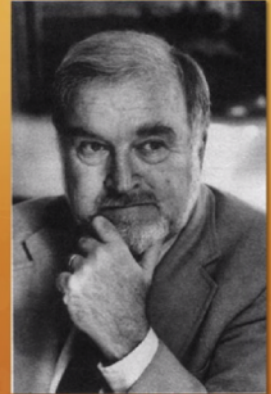
Mary Bohman posted Jan 3, 2017 9:36 PM ✎



Mihaly Csikszentmihalyi

Flow only occurs when you deploy your highest strengths and talents to meet the challenges that come your way, and it is clear that flow facilitates learning

Flow



Sources: Seligman & Csikszentmihalyi, 2000; Seligman, Gilham, Reivich, Linkins, & Ernst, 2009; Csikszentmihalyi, 2004

RESPONSE POST

Options:

- Ask questions
- 1 positive, 1 area for improvement
- Something they learned

Leading with Charisma: A Rags-to-Riches Story of One of the Most Powerful Leaders of Our Century - Oprah

Collaboration with Miranda Chambliss & Debra Newman, Western State University, Department of Leadership Studies, taught by Professor Mary O'Brien

0 Unread 0 Replies 7 Views

Martin Luther King Jr. - authoritative leader

posted May 3, 2018 4:28 PM ☆ Subscribe

MARTIN LUTHER KING JR. AUTHORITATIVE LEADERSHIP STYLE



ICE BREAKERS |

BEFORE, AFTER AND DURING

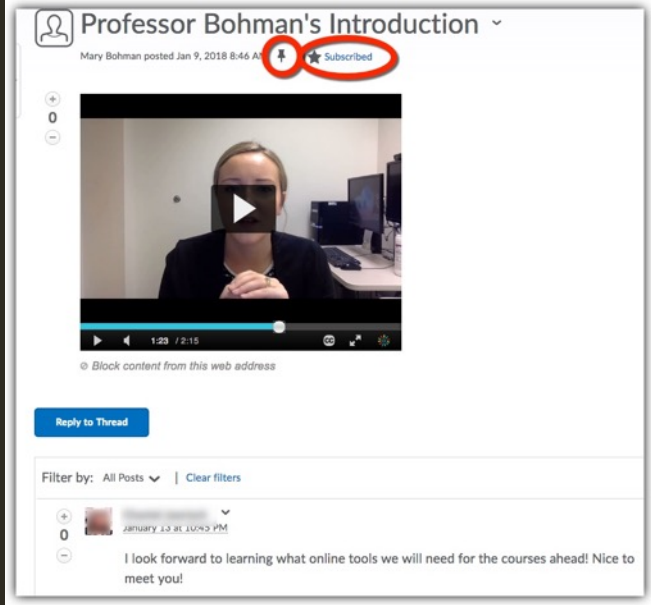
Icebreaker ▾

Please use this forum to introduce yourself to your classmates by answering each of the questions in the topics below. Next read 1- posts and respond to two people in each topic.

Topic	Threads	Posts	Last Post
1 Current Skills ▾ What skills and knowledge related to the course topics do you currently have?	0	0	
2 Want to Learn ▾ What do you want to learn during this course?	0	0	
3 Your Success ▾ How will you determine whether this course has been successful for you?	0	0	

VIDEO INTRODUCTION

- Instructor & students record intro videos
- Example: Video could include...
 - Name
 - Hometown
 - Education background
 - Current Career
 - Favorite course you have taken and why
 - What you hope to learn from this course or program
 - One interesting fact about yourself



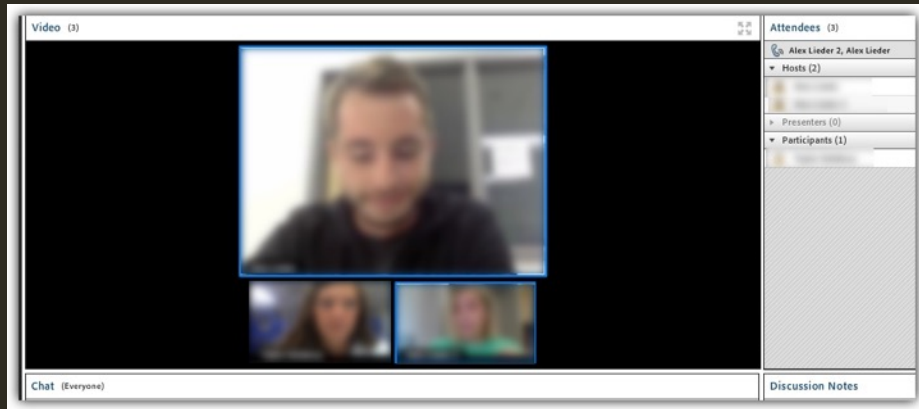
The screenshot shows a social media post titled "Professor Bohman's Introduction". The post is by "Mary Bohman" and was posted on "Jan 9, 2018 8:46 AM". The post features a video player with a play button in the center. The video player has a progress bar at the bottom showing "1:23 / 2:15". Below the video player, there is a "Block content from this web address" warning. A blue button labeled "Reply to Thread" is visible. Below the video player, there is a "Filter by: All Posts" dropdown and a "Clear filters" link. A comment is visible below the video, dated "January 13 at 10:42 PM", with the text "I look forward to learning what online tools we will need for the courses ahead! Nice to meet you!". The "Subscribed" button is circled in red.



RECORDING OF VIRTUAL DISCUSSION

How do you bring in
synchronous discussion?

VIRTUAL MEETING DISCUSSION

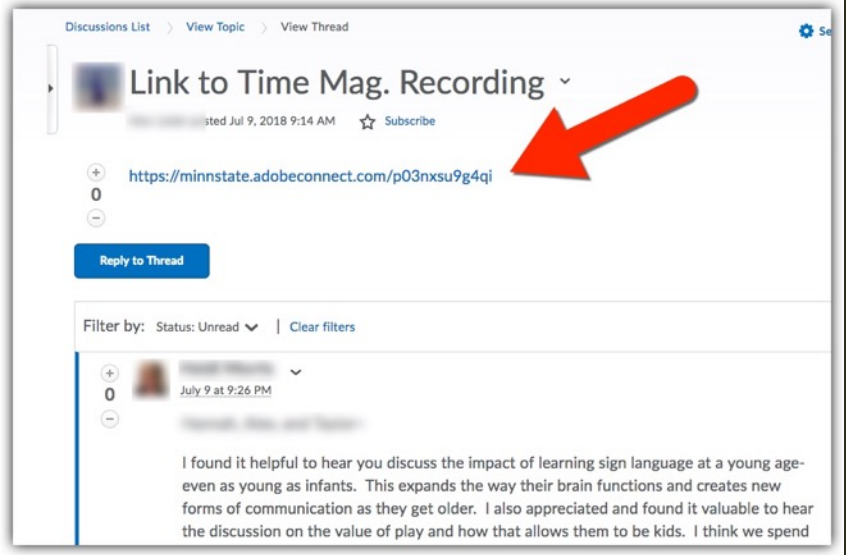


- 1) Select topic
- 2) Create clear expectations
 - Camera on
 - Time limit
 - Agenda
 - Roles
- 3) Provide technical support hosting information

VIRTUAL MEETING DISCUSSION BOARD

Activity Steps:

1. Student joins small group
2. Provided discussion prompts, expectations and roles
3. Record discussion
4. Post on course discussion board
5. Watch one other group's recorded discussion and leave a text response



The screenshot displays a discussion board interface. At the top, there are navigation links: "Discussions List", "View Topic", and "View Thread". A user profile picture is partially visible on the left. The main post title is "Link to Time Mag. Recording" with a dropdown arrow. Below the title, it says "posted Jul 9, 2018 9:14 AM" and "Subscribe". A red arrow points to the URL: <https://minnstate.adobeconnect.com/p03nxsu9g4qi>. Below the URL is a "Reply to Thread" button. Underneath, there is a filter section: "Filter by: Status: Unread" and "Clear filters". A second user profile is visible, with a post dated "July 9 at 9:26 PM". The text of the second post reads: "I found it helpful to hear you discuss the impact of learning sign language at a young age—even as young as infants. This expands the way their brain functions and creates new forms of communication as they get older. I also appreciated and found it valuable to hear the discussion on the value of play and how that allows them to be kids. I think we spend".



HOT SEAT

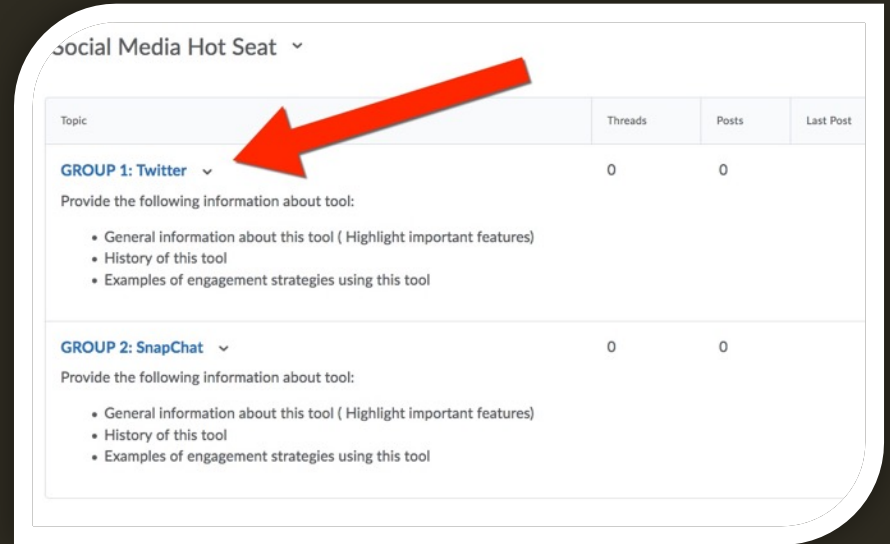
Long or Short Discussion Board

HOT SEAT DISCUSSION BOARD

- **Alternative to a group presentation or paper**
 1. Divide into small groups. Each group gets a topic, theme or issue.
 2. Groups research their assigned topic and put together a summary they post on a Discussion Board. Posting the summary will start the discussion (*Images, links, etc.*)
 3. Group responds to questions for their topic.

HOT SEAT IDEAS

- Textbook Readings
- Study activity for mid-term & final exam
- Main topics in the course
- Introduction to topics before the module to gauge what students already know

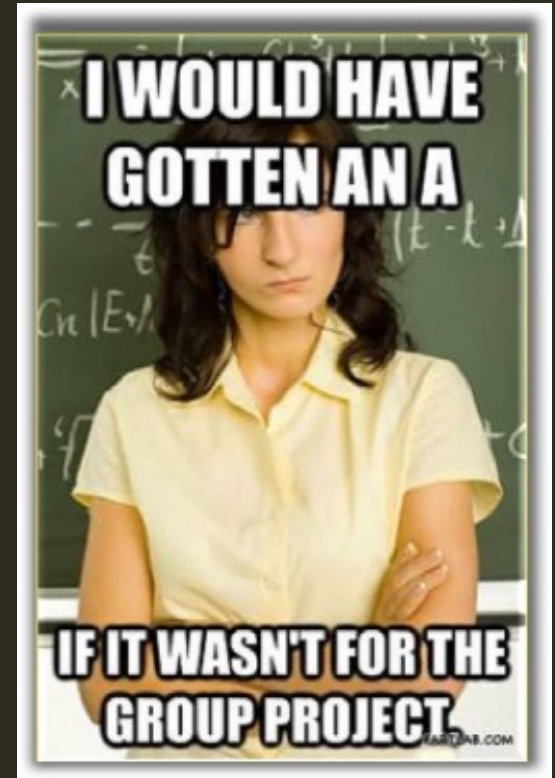


The screenshot shows a table titled "Social Media Hot Seat" with a dropdown arrow. The table has four columns: "Topic", "Threads", "Posts", and "Last Post". There are two rows of data, each representing a group. A red arrow points to the "GROUP 1: Twitter" row.

Topic	Threads	Posts	Last Post
GROUP 1: Twitter ▾ Provide the following information about tool: <ul style="list-style-type: none">• General information about this tool (Highlight important features)• History of this tool• Examples of engagement strategies using this tool	0	0	
GROUP 2: SnapChat ▾ Provide the following information about tool: <ul style="list-style-type: none">• General information about this tool (Highlight important features)• History of this tool• Examples of engagement strategies using this tool	0	0	

GRADING HOT SEAT

- The Summary – **Group Grade**
- Each person responds to at least two questions asked of the group – **Graded Individually**
- Each person poses questions to the other groups - **Graded Individually**



HOT SEAT INDIVIDUALS

1. Self select a topic of interest
2. Gather resources (*Images, links, etc.*)
3. Share post
4. Respond to questions related to their topic
5. Post questions to other topics listed on the board

The image shows a screenshot of a Trello post by Mary Bohman from June 9, 2015. The post contains a summary of Trello, a list of resources (links), and a screenshot of a mobile app interface. Red arrows point from red-bordered labels to specific parts of the post: 'Summary' points to the introductory text, 'Links' points to the list of URLs, and 'Images' points to the mobile app screenshot. The mobile app screenshot shows a 'Topic Ideas' board with cards for 'Persuading public opinion' and 'Story telling activities', and a red arrow points to the 'Add card' button.

Trello

Mary Bohman posted Jun 9, 2015 9:10 AM

Trello is a productivity application that can be accessed from any browser or mobile device. Trello consists of colored boards that can be filled with task lists. Tasks can be moved from board to board as they are completed and tasks can be attached with images, check-lists, videos, documents, and comments.

Trello can be used by an individual or by a group. Boards can be shared with multiple members and tasks can be assigned to specific individuals. Trello is very flexible and can be customized to fit the needs of a variety of projects.

I could see this tool being used in several ways. One example is this could be used with an entire class and could be a storage space for students and the instructor to share resources. Or another example is this could be used by groups of students to facilitate group projects. This would be a great tool for students that are communicating from a distance to keep track of a project's tasks.

Wiki Link: <http://learn.winona.edu/Trello>

Resources from Trello: <https://trello.com/guide/organize.html>

<http://help.trello.com/category/694-category>

Summary

Links

Images



DISCUSSION BOARDS WITH APPLICATION

CHANGING MY APPROACH

Module 1: Social Media ▾

Topic

Compare and Contrast Social and Traditional Media ▾

After reading the articles for this week please draft a post to answer the following questions:

1. Compare and contrast the difference between social media and traditional media. What makes them different? What makes them the same? How does your company/organization leverage both to build an effective marketing plan? How have you seen other companies/organizations use both for marketing? In your post please provide **two narrative summaries or examples.**
2. What ways or techniques is your company or other companies **integrating** social media channels together and social media with traditional media? In your post please provide **two narrative summaries or examples.**

EMAIL & PITCH TO YOUR BOSS - APPLICATION

1. Read the scenario
2. Email to Your Boss
3. Presentation for Your Boss
4. Post your email and video on the discussion board
5. Review at least two other posts and respond

Topic

Pitch to Your Boss ▾

Week 1 Scenario: Pitch to Your Boss

In this scenario, you are the new Social Media Manager for a sandwich company named "Maple Grove Subs". This position was recently created and you have been on the job for about two months. The company is located about 20-minutes west of the Twin Cities in Minnesota. There are two other sandwich chains in the area which include Subway and Jimmy Johns. Maple Grove Subs is a smaller shop but has comparable pricing, products and offerings. They offer in-store and drive up purchasing as well as delivery. Their competition does not offer delivery.

Your boss the Executive of Advertising, Todd Stephens, does not think social media is a viable source of advertising and promotion. He is a little "old school" when it comes to marketing and thinks traditional media is the only media needed to reach customers. He invests much of the advertising budget on radio, television and print media. Maple Grove Subs started a Facebook fan page about three months ago but only posts once or twice a month. Customers are using this page to post pictures and positive and negative feedback. There are about four to five User-Generated Content posts a month.

As the Social Media Manager, you need to educate your boss, Todd, on the advantages to using social



STRUCTURED DISCUSSION DEBATE

Longer assignment

STRUCTURED DEBATE

Time/Directions

- 6 days or 2 weeks
- Select an issue that has two perspectives that can be debated...a pro versus con.
- Create teams of 2-4 students, assign teams a position on the issue and match the teams for the debate

Faculty Role

- Faculty will monitor the discussion the duration of the debate.
- Only chime in if the teams are not answer the challenging questions.
- After day 6, summarize the “best of comments” and declare a winner



TO FIRE OR NOT TO FIRE....

POST 1: Pro Team

- Pro team posts on why the employee should have been fired

POST 2: Con Team

- Con team posts why the employee should not have been fired
- Ask 5 challenging questions

TO FIRE OR NOT TO FIRE....

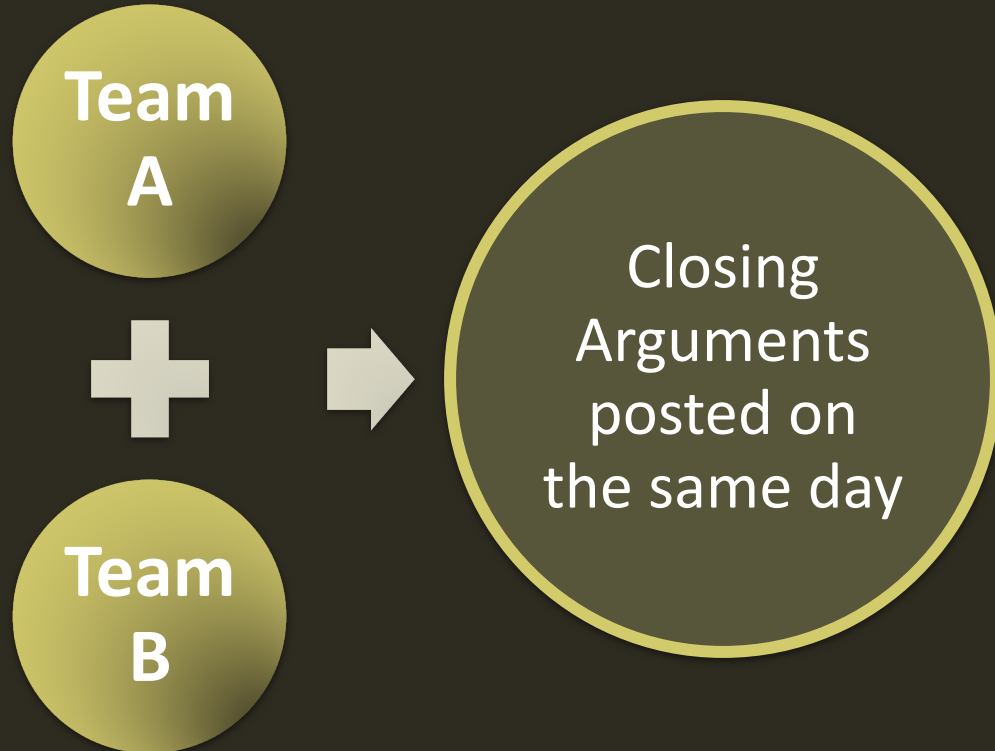
POST 3: Pro Team

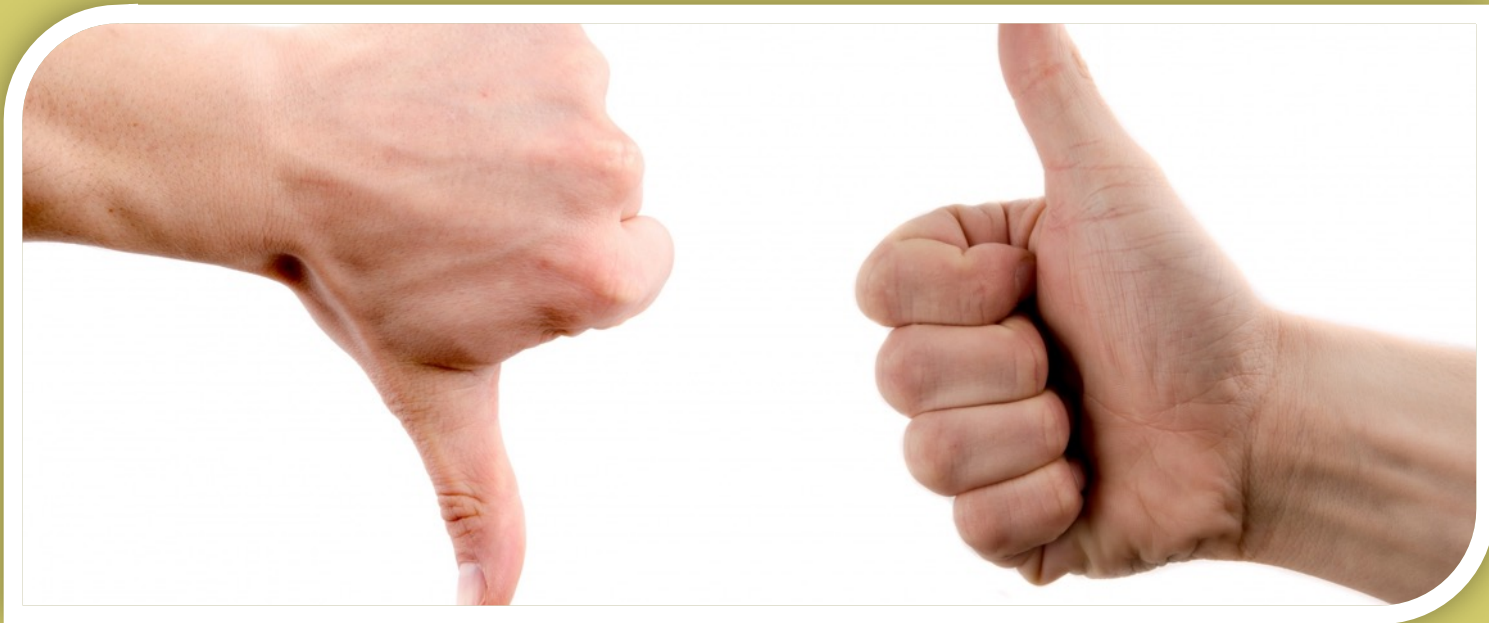
- Pro team response to the opponent's challenge questions
- Ask 5 challenging questions to opponent

POST 4: Con Team

- Con team responses to opponent's challenges questions

TO FIRE OR NOT TO FIRE....



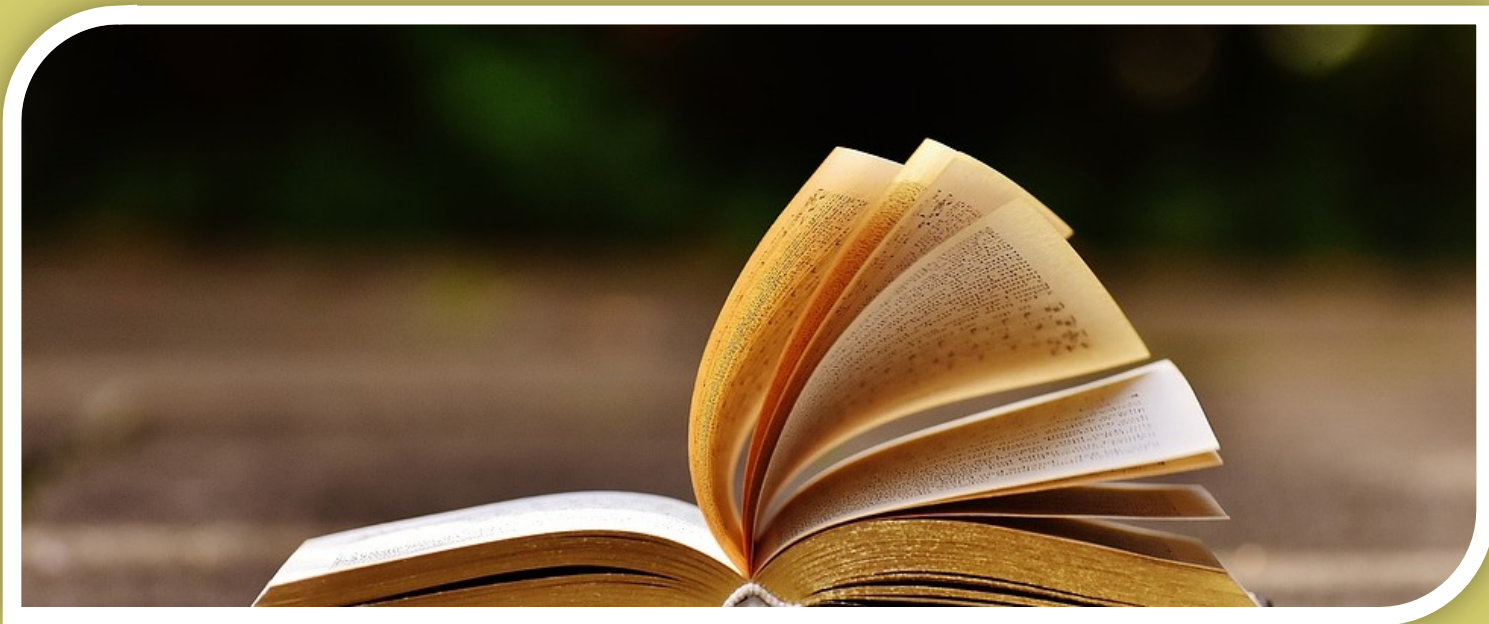


AGREE OR DISAGREE

Short Discussion

D2L AGREE AND DISAGREE

Topic	Threads	Posts
1 Don't Fire ▾	0	0
1 Don't Fire: It's clear it was a mistake and retention was the best choice. Agree with the Red Cross's decision not to fire the employee.		
2 Should Have Been Fired ▾	0	0
2 Should Fire: Brand mis-management should not be tolerated and this action should have resulted in termination.To reply to this stance, just click on this link and hit Reply.		
3 Change Your Mind? ▾	0	0
3 Change Your Mind: Use this thread for your final posts. To reply to this stance, just click on this link and hit Reply.		



STORY REVEAL DISCUSSION BOARDS

Release Conditions

STUDENT PATHWAY

Step One

Complete Discussion
Board Topic One

Step Two

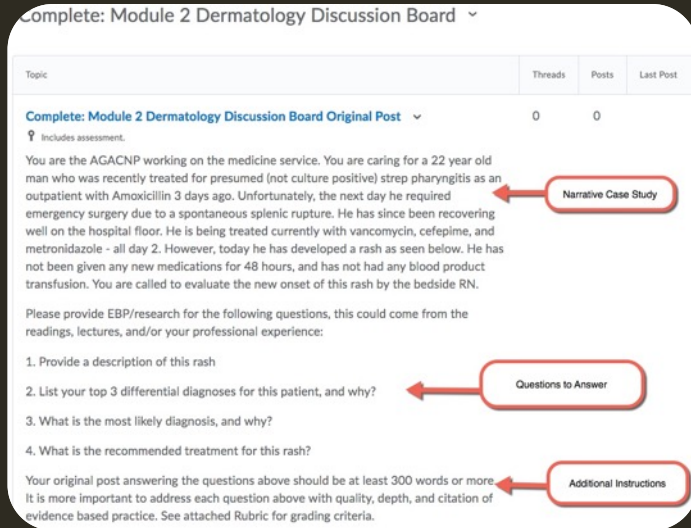
Review Content –
Lecture

Step Three

Complete Discussion
Board Topic Two

STORY REVEAL DISCUSSION

Step One: Create your Scenario for Discussion Topic One



Complete: Module 2 Dermatology Discussion Board

Topic	Threads	Posts	Last Post
Complete: Module 2 Dermatology Discussion Board Original Post	0	0	

Complete: Module 2 Dermatology Discussion Board Original Post Includes assessment.

You are the AGACNP working on the medicine service. You are caring for a 22 year old man who was recently treated for presumed (not culture positive) strep pharyngitis as an outpatient with Amoxicillin 3 days ago. Unfortunately, the next day he required emergency surgery due to a spontaneous splenic rupture. He has since been recovering well on the hospital floor. He is being treated currently with vancomycin, cefepime, and metronidazole - all day 2. However, today he has developed a rash as seen below. He has not been given any new medications for 48 hours, and has not had any blood product transfusion. You are called to evaluate the new onset of this rash by the bedside RN.

Please provide EBP/research for the following questions, this could come from the readings, lectures, and/or your professional experience:

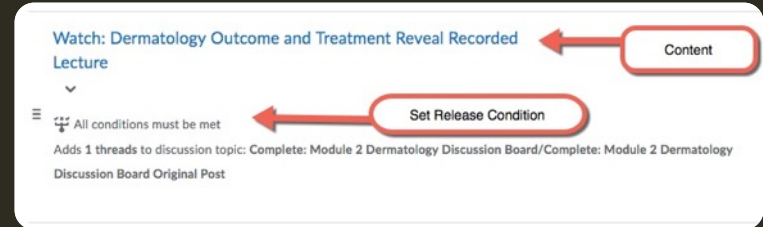
1. Provide a description of this rash
2. List your top 3 differential diagnoses for this patient, and why?
3. What is the most likely diagnosis, and why?
4. What is the recommended treatment for this rash?

Your original post answering the questions above should be at least 300 words or more. It is more important to address each question above with quality, depth, and citation of evidence based practice. See attached Rubric for grading criteria.

Annotations:

- Narrative Case Study (points to the patient scenario text)
- Questions to Answer (points to the numbered list of questions)
- Additional Instructions (points to the paragraph about word count and quality)

Step Two: Release Conditions on Instructional Materials



[Watch: Dermatology Outcome and Treatment Reveal Recorded Lecture](#)

All conditions must be met

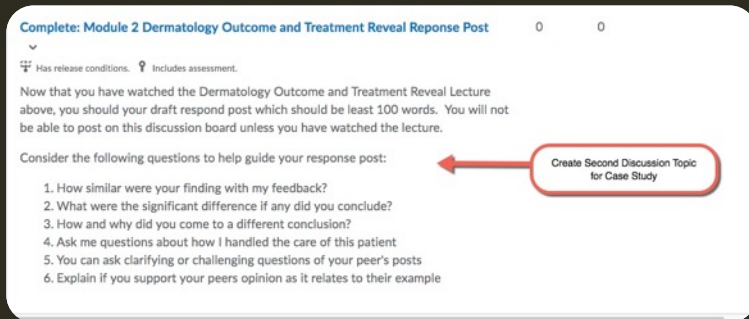
Adds 1 threads to discussion topic: Complete: Module 2 Dermatology Discussion Board/Complete: Module 2 Dermatology Discussion Board Original Post

Annotations:

- Content (points to the lecture title)
- Set Release Condition (points to the 'All conditions must be met' text)

STORY REVEAL DISCUSSION

Step Three: Create Questions for Discussion Topic Two



Complete: Module 2 Dermatology Outcome and Treatment Reveal Reponse Post 0 0

Has release conditions. Includes assessment.

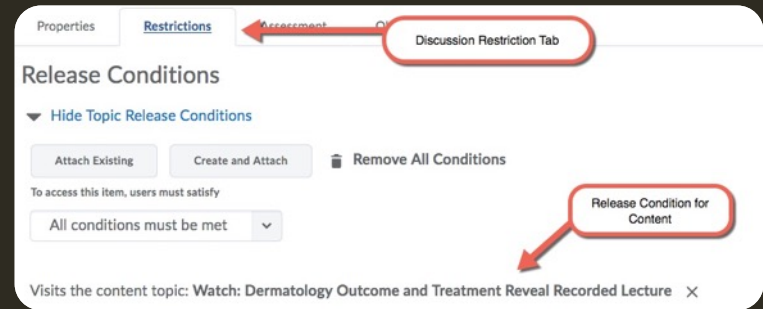
Now that you have watched the Dermatology Outcome and Treatment Reveal Lecture above, you should your draft respond post which should be least 100 words. You will not be able to post on this discussion board unless you have watched the lecture.

Consider the following questions to help guide your response post:

- 1. How similar were your finding with my feedback?
- 2. What were the significant difference if any did you conclude?
- 3. How and why did you come to a different conclusion?
- 4. Ask me questions about how I handled the care of this patient
- 5. You can ask clarifying or challenging questions of your peer's posts
- 6. Explain if you support your peers opinion as it relates to their example

Create Second Discussion Topic for Case Study

Step Four: Release Condition on Discussion Topic



Properties Restrictions Assessment

Discussion Restriction Tab

Release Conditions

Hide Topic Release Conditions

Attach Existing Create and Attach Remove All Conditions

To access this item, users must satisfy

All conditions must be met

Release Condition for Content

Visits the content topic: Watch: Dermatology Outcome and Treatment Reveal Recorded Lecture

| ANY
QUESTIONS?