



Minnesota eLearning Summit

Minnesota eLearning Summit

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Meeting Quality Matters Standard 5.2 with Engaging Discussions Boards

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MEETING QUALITY MATTERS STANDARD 5.2 WITH ENGAGING DISCUSSIONS BOARDS *ELEARNING SUMMIT 2017*

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ABOUT WINONA STATE UNIVERSITY



Discussions

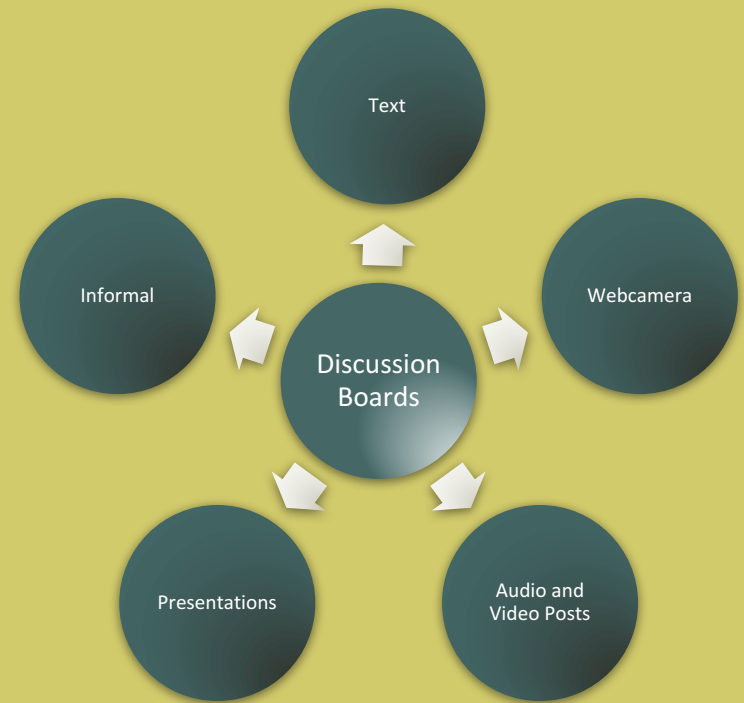
Discussions List

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

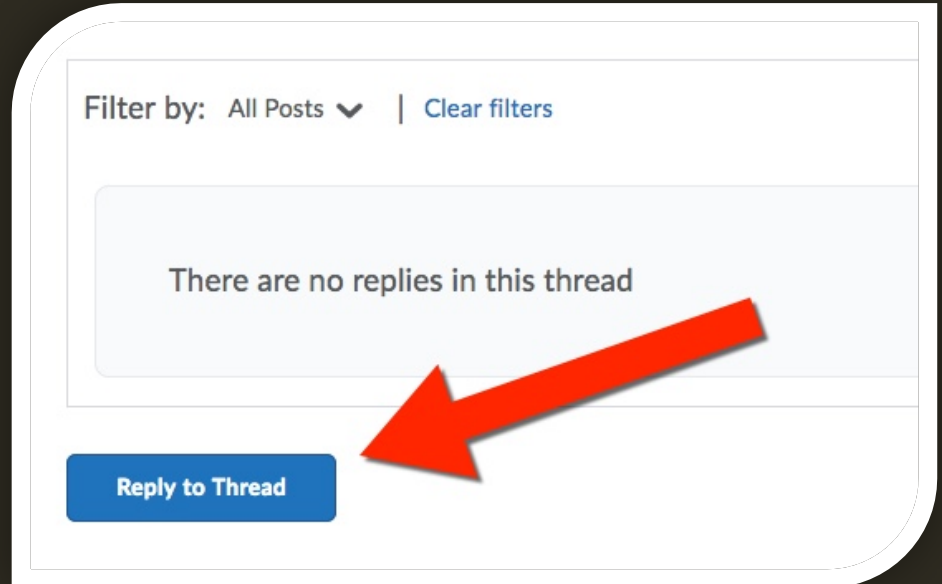


INSTRUCTOR PRESENCE

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



INSTRUCTOR FEEDBACK

- “Wrap-up” post. Provide each student an individual score. Provide entire class a summary.
- “Best of Comments”
- “Correct Answers” post

*Pin thread at top of discussion forum



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

Jan 23, 2017 11:19 PM



1 like

1 Unread 2 Replies 14 Views

Last post: January 25 at 9:01 PM

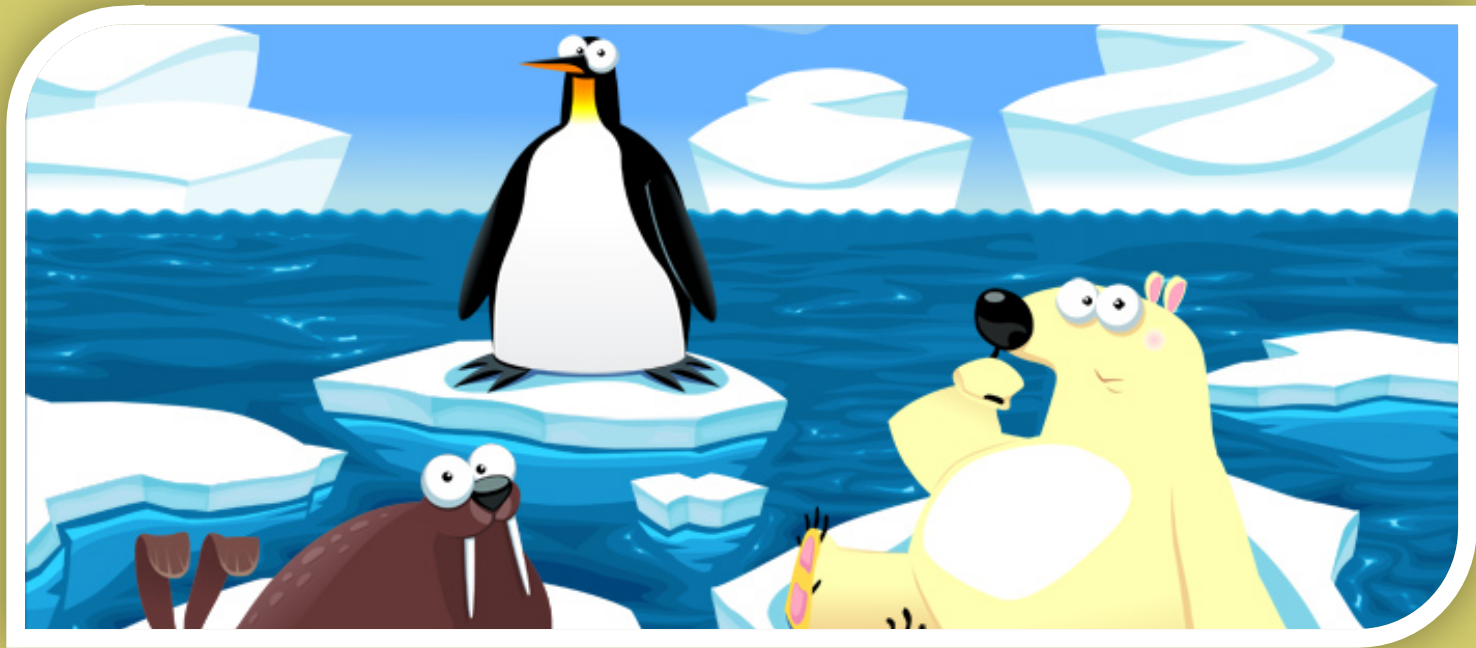
Leadership PowerPoint

Jan 23, 2017 8:26 PM

Leadership

Difference between Power and Authority

• There is a difference between Power and Authority. The difference being that Power is when a person takes and what the others of the group think and feel and try to accomplish in where they can while still getting the task at hand completed to the best of the groups ability; while Authority is a person that is in charge of a group and while they can listen to the groups ideas they have veto power and control over the end result of the activity regardless of what the others want.



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	

TEXTBOOK REFLECTIONS

- **Textbook/ Syllabus-**
Ask students to preview the textbook and discuss what they found interesting or how it might be relevant to the course or their career.





HOT SEAT

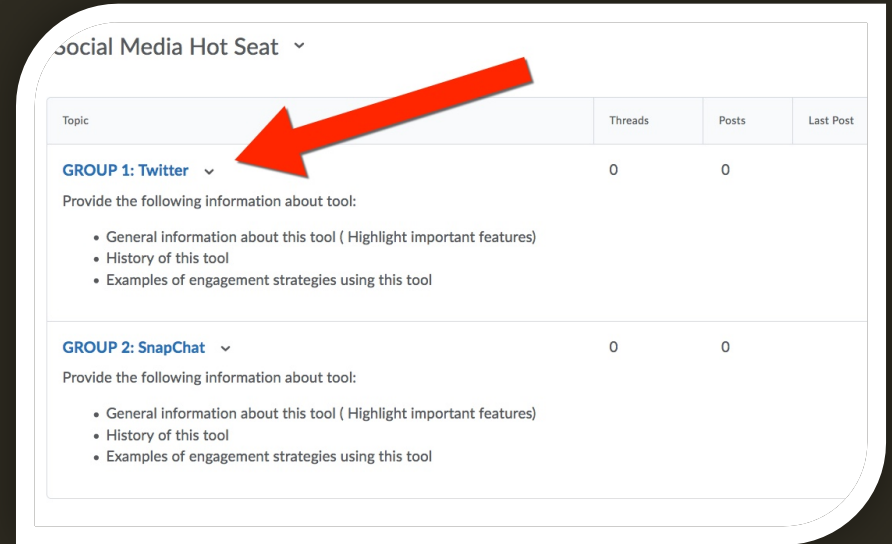
Long or Short Discussion Board

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.
 3. Each group prepares questions that may arise from their peers. They write answers to each question.

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



Social Media Hot Seat ▾

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	

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, dated June 9, 2015, at 9:10 AM. The post contains text describing Trello as a productivity application, its features, and potential uses in a classroom. It includes two links: a Wiki link to <http://learn.winona.edu/Trello> and resources from Trello to <https://trello.com/guide/organize.html> and <http://help.trello.com/category/694-category>. Below the text is a screenshot of an iPad app interface for 'CMST 191 Classes' showing a 'Topic Ideas' board with cards for 'Persuading public opinion' and 'Story telling activities'. A blue Trello logo is also present. Red arrows point from red-bordered boxes labeled 'Summary', 'Links', and 'Images' to their respective elements in the screenshot.

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

GRADING HOT SEAT

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





DISCUSSION BOARDS WITH APPLICATION

MOVING FROM QUESTIONS TO DISCUSSION

Module 1: Special Education Environment ▾

Answer the questions below based on Chapter 4 in your textbook.

Topic	Threads	Posts	Last Post
Least Restrictive Environment ▾ What is "Least Restrictive Environment?"	0	0	
Responsive Model ▾ What is the Response to Interventions Model (RTI)?	0	0	
Adapted Model ▾ How do you create an adapted model in a special education classroom?	0	0	

Module 1 Learning Objectives:

1. Define Least Restrictive Environment
2. Describe Response Intervention Model
3. Discuss adapted models for special education classrooms

SCENARIO- BASED LEARNING

- Based on your professional experience
- Based on case studies from your textbook or journals
- Based on local or national news stories
- Based on problem-solving, exploring new issues or decision-making
- Based having student consider then apply course topics
- Based on text, images or videos

Discussion Forum Instructions

The case study below on Cameron will be used to answer the four topics posted in this discussion forum. Each student will answer all 4 questions with an original post and then each student post 2 responses to other students posts.

After completing the steps above you will summarize all responses your peers made to your post.

Your original post should be 200 words. Each of your responses should be 100 words.

Cameron Case Study

Cameron is a freshman in high school who when you get to know him has a good sense of humor. He is often a social outcast in most settings largely due to his hyperactivity and inability to focus. While very bright in math he struggles with reading comprehension. His ability to use and comprehend written text is harmed by his major deficits in attention.

Physically, Cameron is very thin and walks with an awkward gate. He has tremors in his hands that make his handwriting nearly impossible to read. As a result he often loses points on assignments. In science he lost most of the points for a lab activity because he could not draw a precise graph with a pencil and graph paper.

Some of his teachers are skeptical of any view that he may have ADHD and a learning disability. These teachers see him as a highly capable student who chooses not to pay attention. Unfortunately Cameron exhibits behaviors that can be very challenging for teachers which earns him a lot of negative attention. He is consistently tardy to many of his classes and once in class he has a tendency to often either put his head down or have great difficulty sitting still. His classroom peers do not like to work with him on any type of group project for fear that he will not contribute his part.

Cameron's home has been undergoing significant changes recently. His parents have just finalized a highly contentious divorce. Cameron spends most of his time at his mother's house with occasional visits to his dad's. Both parents insist on receiving all the information about Cameron. This is difficult in part because he is having problems in multiple general education classrooms with different teachers. His mother has complained that all she gets is negative news while the father is upset that he is not getting all of the same information that the mother is getting. On server occasions Cameron has recently reported playing video games until 4:00 am on school nights. When asked about this both parents say they are trying to limit his access to video games.

SCENARIO- BASED LEARNING

Topic	Threads	Posts	Last Post
Question 1 ▾ When we study the continuum of services available to students with special needs what would be the "least restrictive environment" for Cameron? (Chapter 1)	0	0	
Question 2 ▾ Suppose for a minute that Cameron has not yet been identified for special education services, please describe the general education prereferral process – including establishing timelines, intervention strategies, and consultation – and provide specific details on how to apply the to response-to-intervention (RTI) model for Cameron. (Chapter 2)	0	0	
Question 3 ▾ Describe the importance of positive communication and collaboration with parents, families and other school personnel in helping to provide a system of support for Cameron. What techniques and or advice do you have for a teacher who needs to communicate with families and guardians of students like Cameron? Please discuss tools and or processes that you may use to enhance communication (Chapter 2)	0	0	
Question 4 ▾ Please describe in detail what recommendations you would have for adaptations and modifications to promote inclusion of Cameron in a general education classroom. (Chapter 3,4,5)	0	0	

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. Customer 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

EXAMPLE OF "PITCH TO YOUR BOSS"





STRUCTURED DISCUSSION DEBATE

Longer assignment

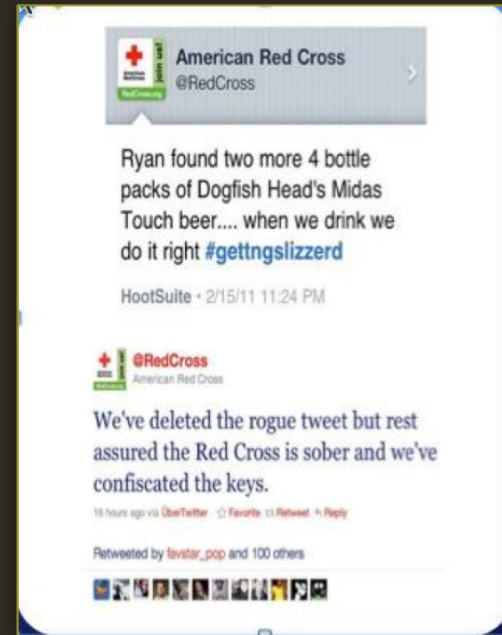
STRUCTURED DEBATE

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 is supported by readings/lectures, research and professional experience

POST 2: Con Team

- Con team posts why the employee should not have been fired
- Post is supported by readings/lectures, research and professional experience
- Ask 5 challenging questions to opponent

TO FIRE OR NOT TO FIRE....

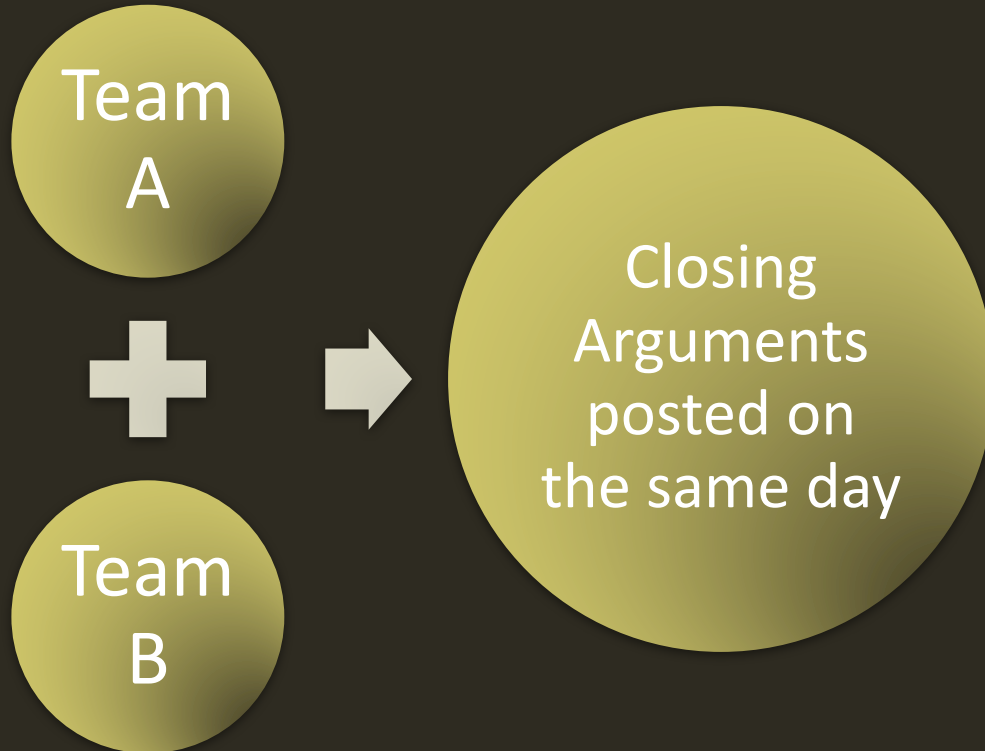
POST 3: Pro Team

- 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....

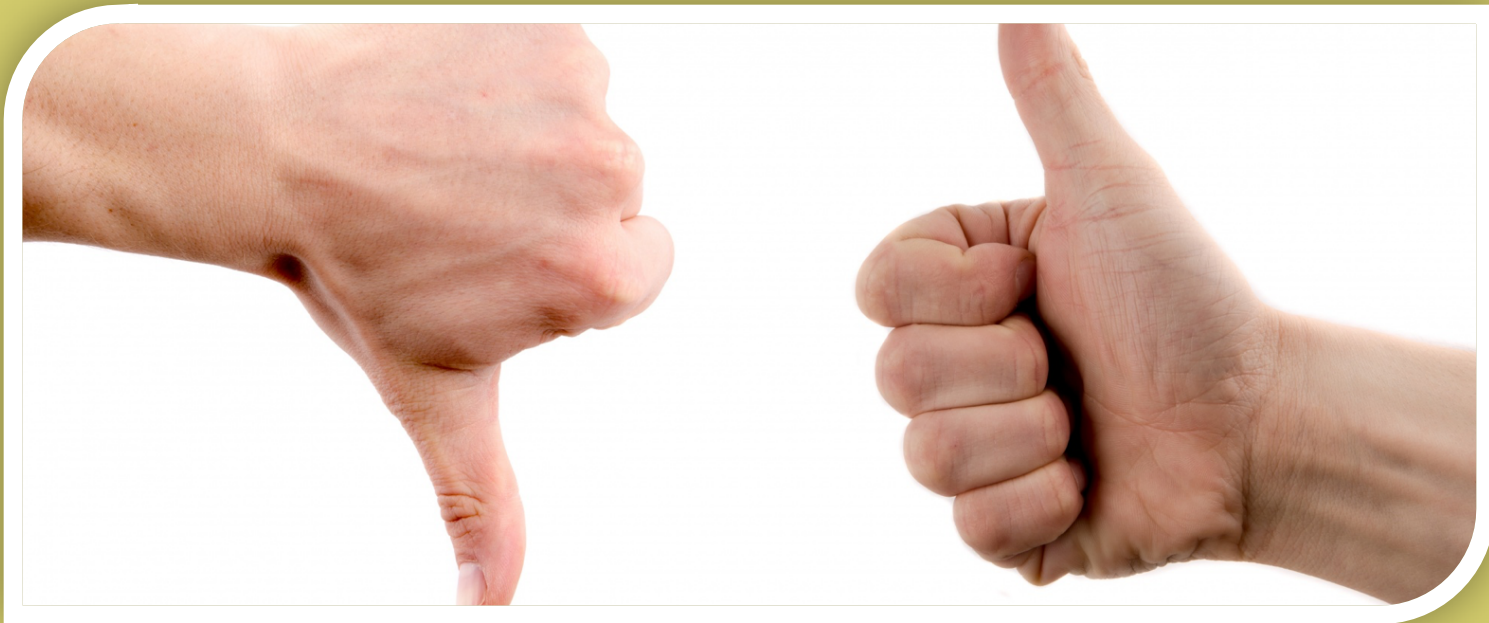


CLOSING ARGUMENT EXAMPLE

American Red Cross Rogue Tweet Debate



Should Rogue Red Cross Tweet Lead to Termination?



AGREE OR DISAGREE

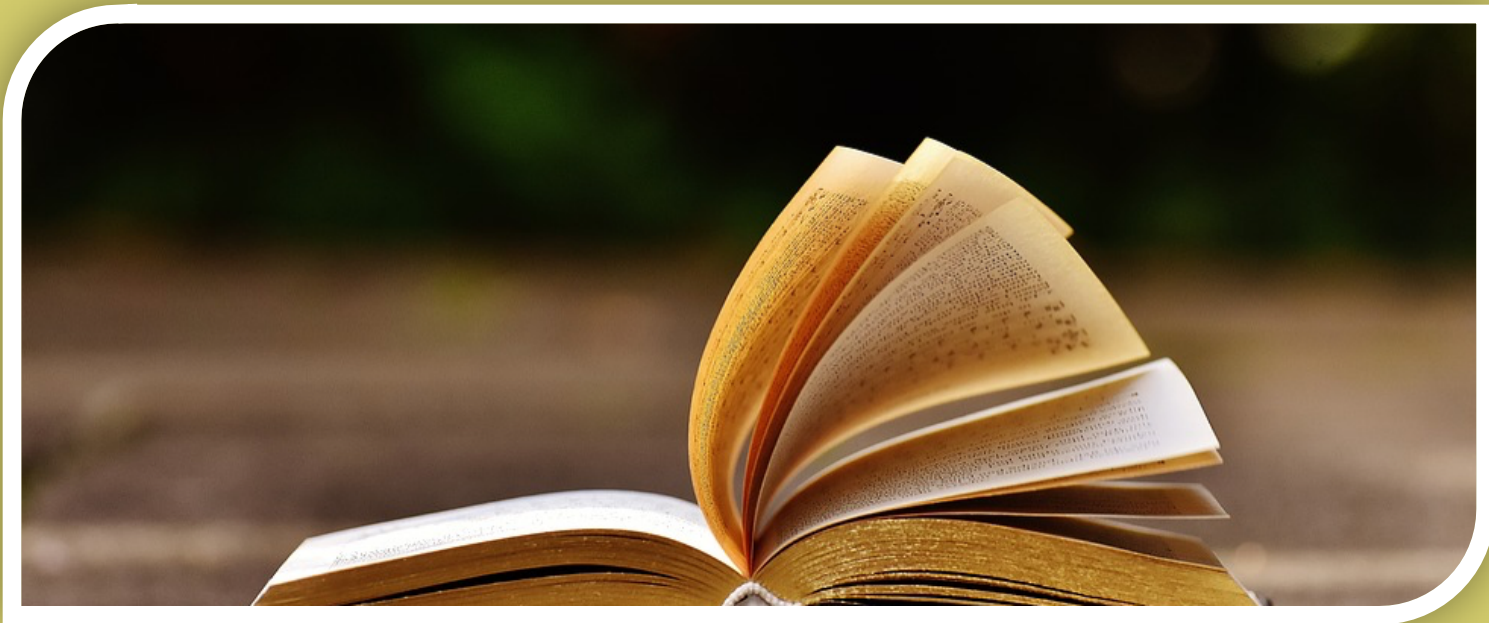
Short Discussion

AGREE OR DISAGREE DISCUSSION BOARD

- Select an issue that has two perspectives (an agree or disagree statement)
- **Post 1:** Students select their stance and provides examples and evidence to support stance
- **Post 2:** Review and respond to at least two of opposing stance including at least one challenge question for the opponent to answer.
- **Post 3:** Did you change your opinion after reading the other statements?

D2L AGREE AND DISAGREE

Topic	Threads	Posts
1 Don't Fire ▾ 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.	0	0
2 Should Have Been Fired ▾ 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.	0	0
3 Change Your Mind? ▾ Change Your Mind: Use this thread for your final posts. To reply to this stance, just click on this link and hit Reply.	0	0



STORY REVEAL DISCUSSION BOARDS

Release Conditions

DISCUSSION BOARDS AND RELEASE CONDITIONS






Create a Story Reveal or scenario based discussion

Each part of the story is a new topic

Draft questions/prompts for each topic

Draft post requirements for the post or use rubric tool

Complete: Module 3 EENT Discussion Board Forum ▾

Topic	Threads	Posts	Last Post
Complete: Module 3 EENT Patient Part One ▾ You are caring for a 21 year old woman with an 8 day history of malaise, fever, sore throat. She has no significant PMH and is currently not on any OTC or prescription medications. She endorses fever, chills, sweats, fatigue, throat pain, and enlarged lymph nodes. She denies shortness of breath, cough, wheezing, sputum productions, or hemoptysis. Please provide EBP/research for the following questions, this could come from the readings, lectures, and/or your professional experience: 1. What is your most likely diagnosis for this patient, and why? 2. What are the top 2 differentials, and why? 3. What your plan for management of your most likely diagnosis?	0	0	
			
Complete: Module 3 EENT Patient Part Two ▾  Has release conditions. You have treated this patient as you outlined above, but she returns 2 days later with ongoing body aches, fever as high as 104, nausea, and vomiting. 4. What are your top differentials and why? 5. What is your next plan of action?	0	0	
			
Complete: Module 3 EENT Patient Part Three ▾  Has release conditions. After her second visit, she shows moderate but limited improvement in her symptoms. 12 days following her initial presentation, she again presents with fever as high as 102.8, body aches, and malaise. 6. At this point in her course, what are you concerned for? 7. What is your next best course of action?	0	0	
			

PART ONE STORY - STUDENT'S FIRST POST

Complete: Module 3 EENT Discussion Board Forum ▾

Topic	Threads	Posts	Last Post
Complete: Module 3 EENT Patient Part One ▾ <p>You are caring for a 21 year old woman with an 8 day history of malaise, fever, sore throat. She has no significant PMH and is currently not on any OTC or prescription medications. She endorses fever, chills, sweats, fatigue, throat pain, and enlarged lymph nodes. She denies shortness of breath, cough, wheezing, sputum productions, or hemoptysis.</p> <p>Please provide EBP/research for the following questions, this could come from the readings, lectures, and/or your professional experience:</p> <ol style="list-style-type: none">1. What is your most likely diagnosis for this patient, and why?2. What are the top 2 differentials, and why?3. What your plan for management of your most likely diagnosis?	0	0	

Scenario Part One

DISCUSSION BOARDS AND RELEASE CONDITIONS – PART TWO

Properties **Restrictions** Assessment Object **Restriction Tab**

Release Conditions

▼ Hide Topic Release Conditions

Attach Existing **Attach Release Conditions** Create and Attach

To access this item, users must satisfy

All conditions must be met **Release Conditions**


Adds 1 threads to discussion topic: Complete: Module 3 EENT Discussion Board Forum/Complete: Module 3 EENT Patient Part One

PART TWO STORY – STUDENT'S SECOND POST

Complete: Module 3 EENT Patient Part Two ▾

0

0

 Has release conditions.

You have treated this patient as you outlined above, but she returns 2 days later with ongoing body aches, fever as high as 104, nausea, and vomiting.

4. What are your top differentials and why?
5. What is your next plan of action?



DISCUSSION & CONTENT TOOL

Release Conditions

STUDENT PATHWAY

Step One

Complete Discussion
Board Topic One

Step Two

Review Content –
Lecture, readings,
articles, textbook,
website...etc.

Step Three

Complete Discussion
Board Topic Two

DISCUSSION AND CONTENT RELEASE CONDITION

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.

Narrative Case Study

Questions to Answer

Additional Instructions

Step Two: Release Conditions on Instructional Materials

Watch: Dermatology Outcome and Treatment Reveal Recorded Lecture

Content

All conditions must be met

Set Release Condition

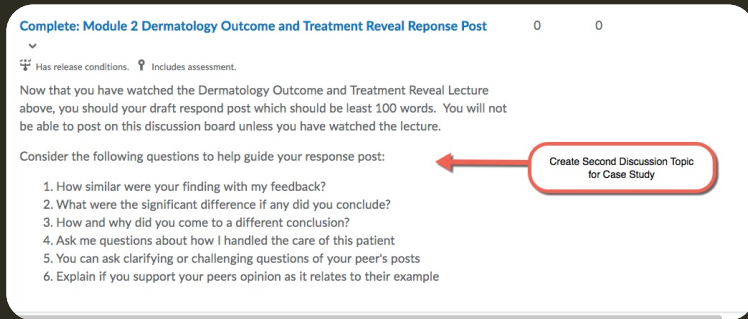
Adds 1 threads to discussion topic: Complete: Module 2 Dermatology Discussion Board/Complete: Module 2 Dermatology Discussion Board Original Post

Content

Set Release Condition

DISCUSSION AND CONTENT RELEASE CONDITION

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.

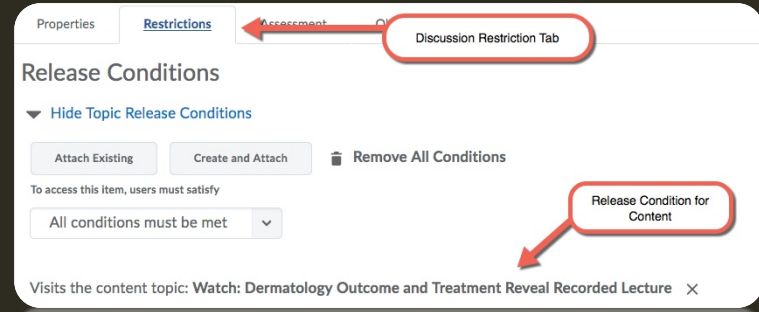
Now that you have watched the Dermatology Outcome and Treatment Reveal Lecture above, you should your draft respond post which should be least 100 words. You will not be able to post on this discussion board unless you have watched the lecture.

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

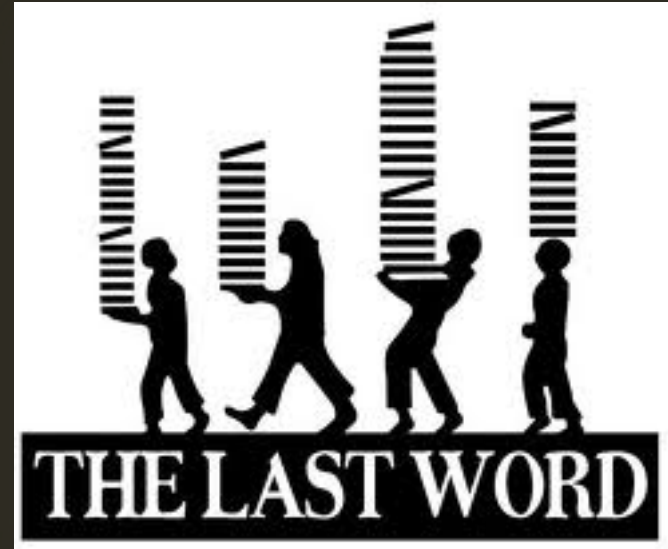
MINI DISCUSSION



SAVE THE LAST WORD
FOR ME

SAVE THE LAST WORD FOR ME

- **Student 1** post one quote or topic from the reading they are don't understand.
- **Students 2 and 3** offer ideas, interpretations or their understanding of the post.
- **Student 1** posts again and explains what they learned from the discussion.



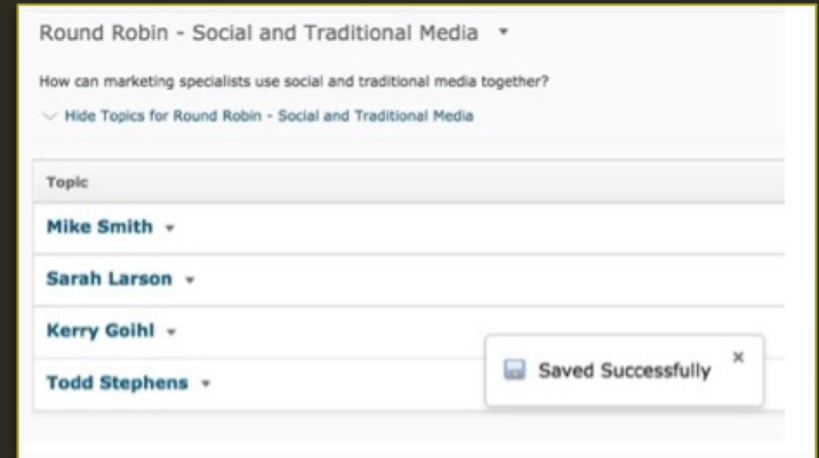
*Adapted from the book, 75 e-Learning Activities, by Ryan Watkins



ROUND ROBIN

ROUND ROBIN FOR BRAINSTORMING

- Create a **Forum** for a topical discussion and create a **Topic** using each students name
- The first name on the list starts the discussion with a summary of the main points from reading and asks one question.
- Second person answers that person questions and poses another question for the next person in the list



*Adapted from the book, 75 e-Learning Activities, by Ryan Watkins

| ANY QUESTIONS?

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