Minnesota eLearning Summit

Minnesota eLearning Summit 2017

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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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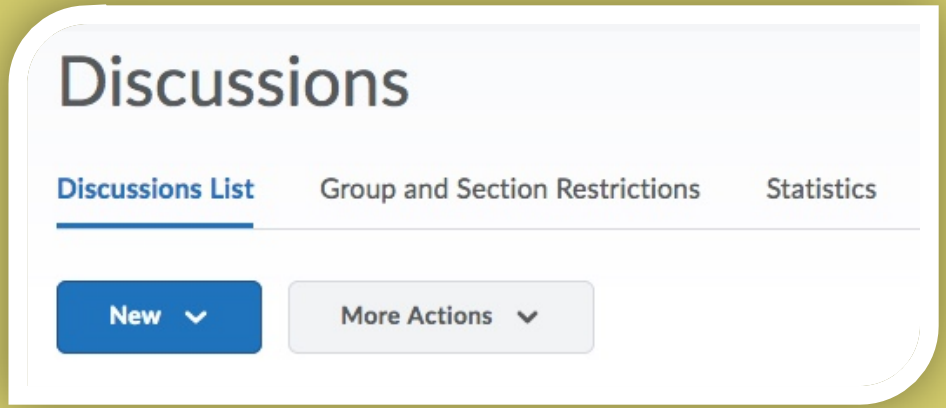
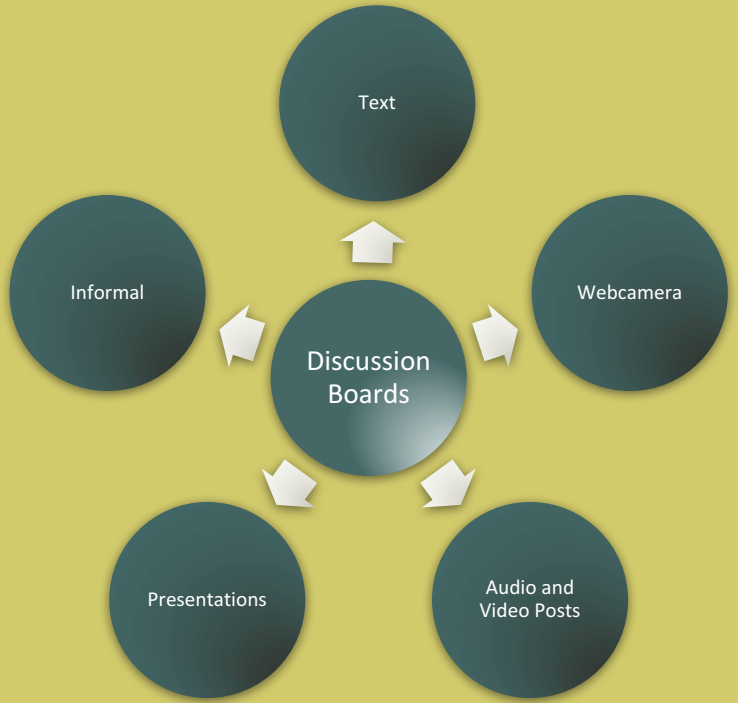
WINONA STATE UNIVERSITY

ABOUT WINONA STATE UNIVERSITY

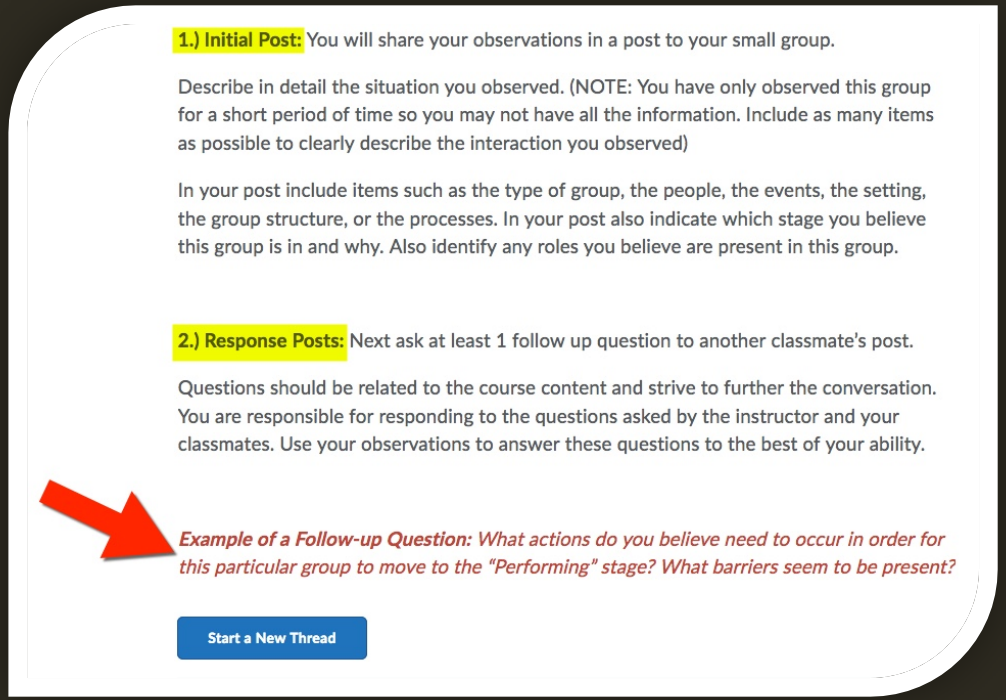




TYPES OF DISCUSSION BOARDS

INITIAL AND RESPONSE POST

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



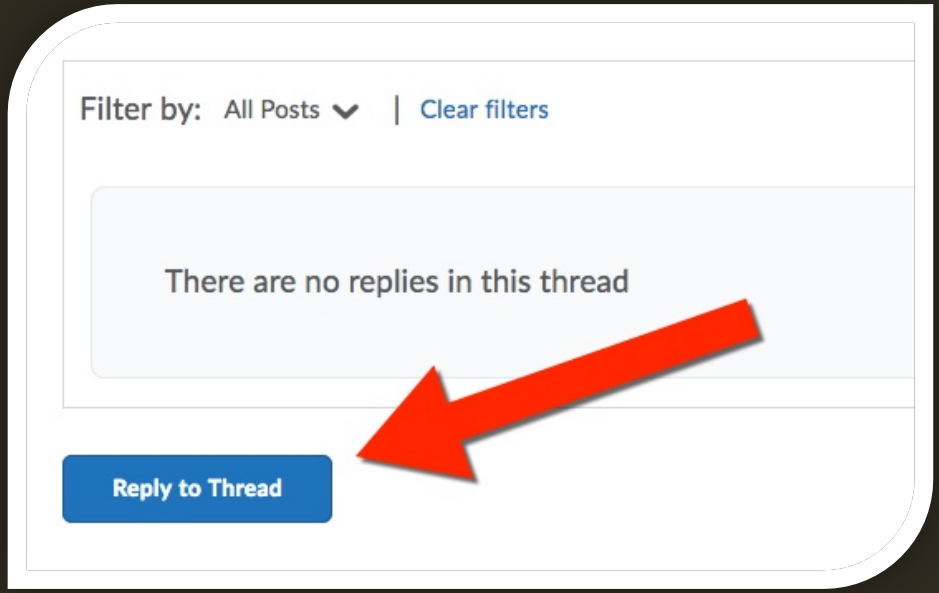
INSTRUCTOR PRESENCE

What role do you play?

INSTRUCTOR FEEDBACK

- Respond to individual posts or threads. Can be viewed by the individual and class.

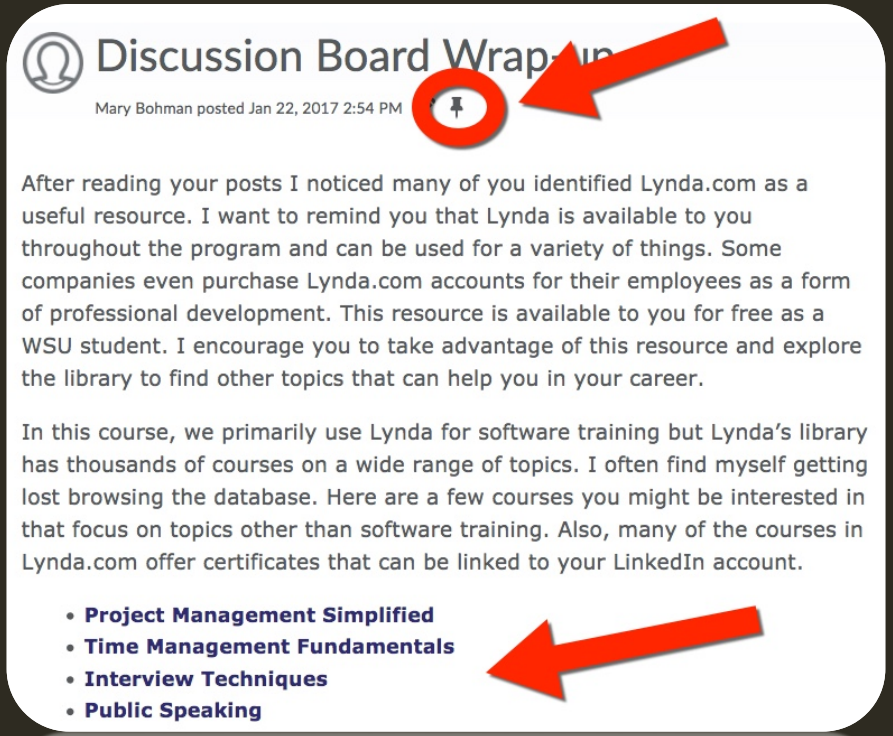
- Comment as a peer :
  - Share an article
  - Website
  - Emoji
  - Ask a question
  - Connect student's post to one another



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

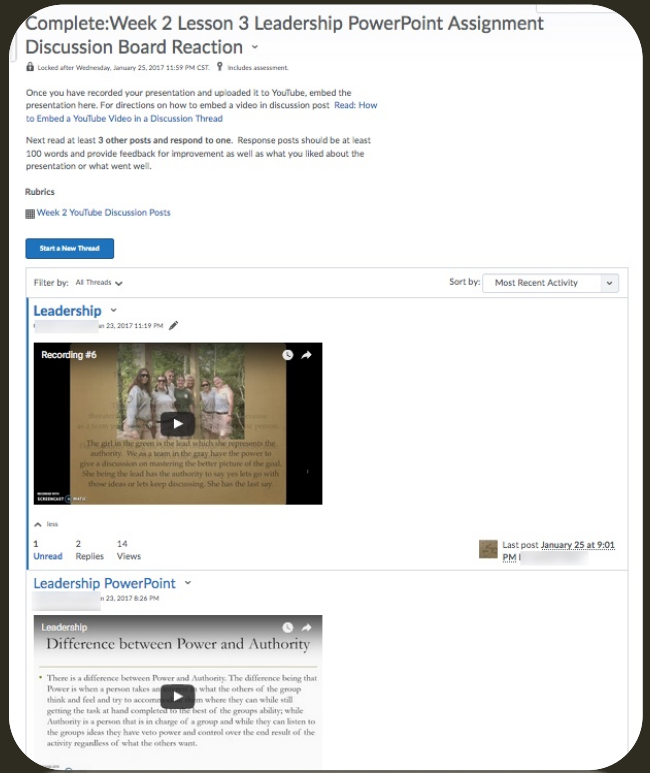


MULTI-MEDIA POSTS

VIDEO PRESENTATIONS

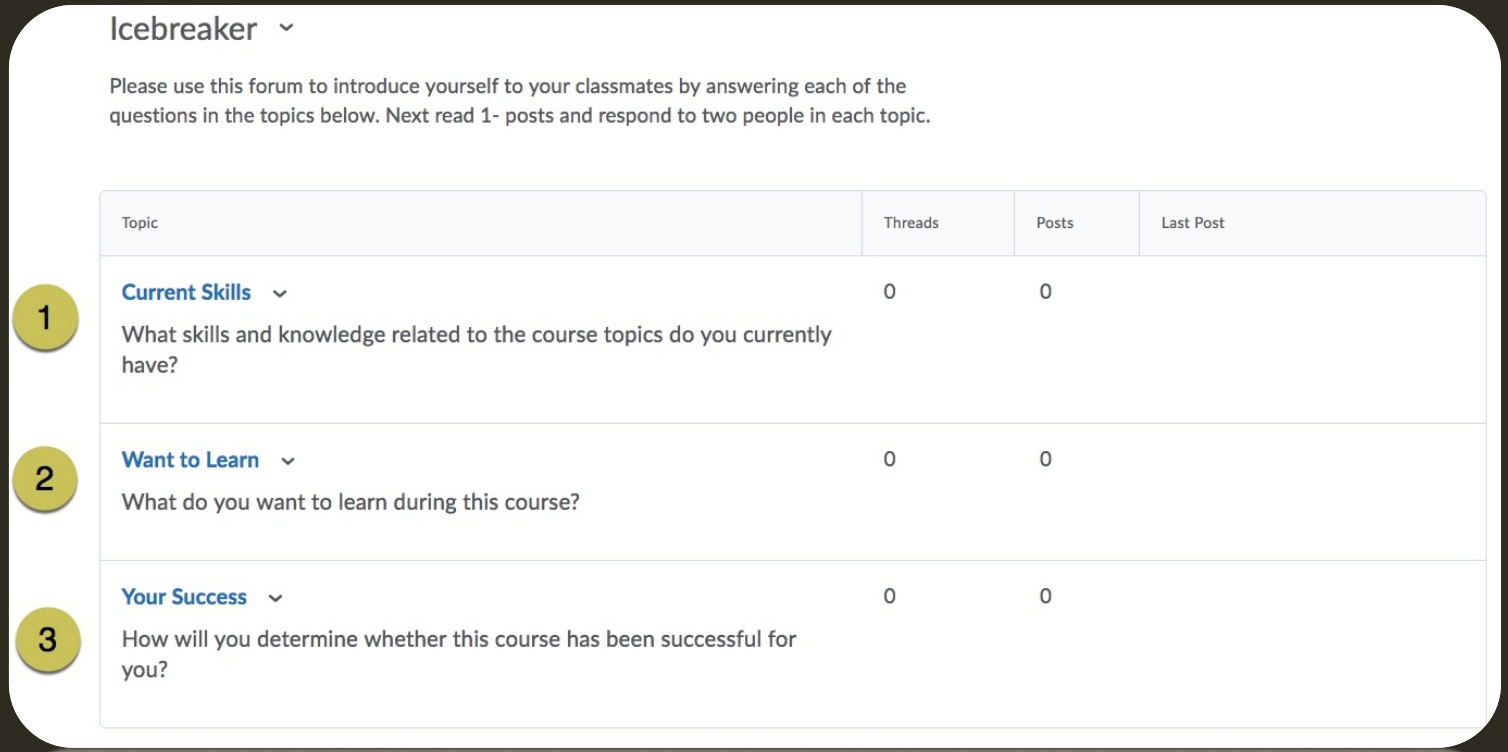
- Presentation Expectations *(web camera on, PowerPoint, etc.)*

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



ICE BREAKERS

BEFORE, AFTER AND DURING



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.

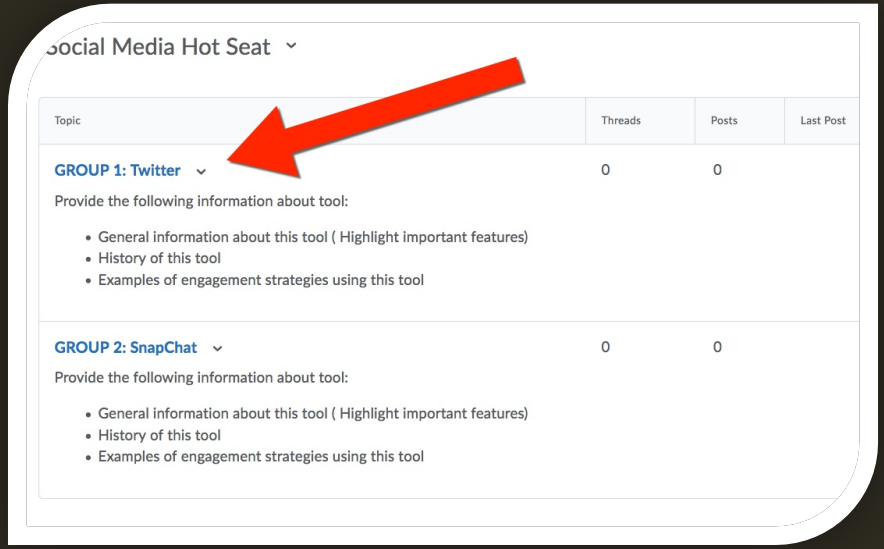
2. Groups research their assigned topic and put together a summary they post on a Discussion Board. Posting the summary will start the discussion.

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

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

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



HOT SEAT INDIVIDUALS

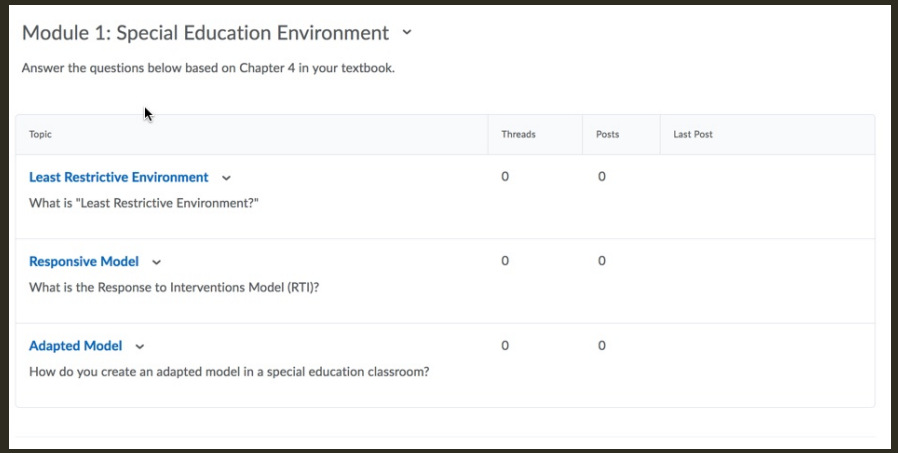
1. Self select a topic of interest
2. Gather resources (Images, links, etc.)
3. Share post
4. Respond to questions related to their topic
5. Post questions to other topics listed on the board

GRADING HOT SEAT

- The Summary – **Group Grade**
- Each person prepares a question and answer – **Graded Individually**
- Each person responses 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

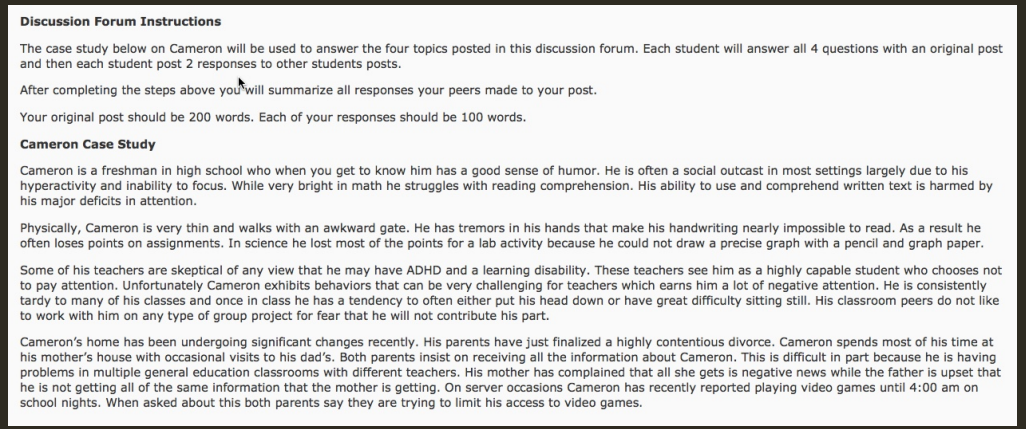


Module 1 Learning Objectives:

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.

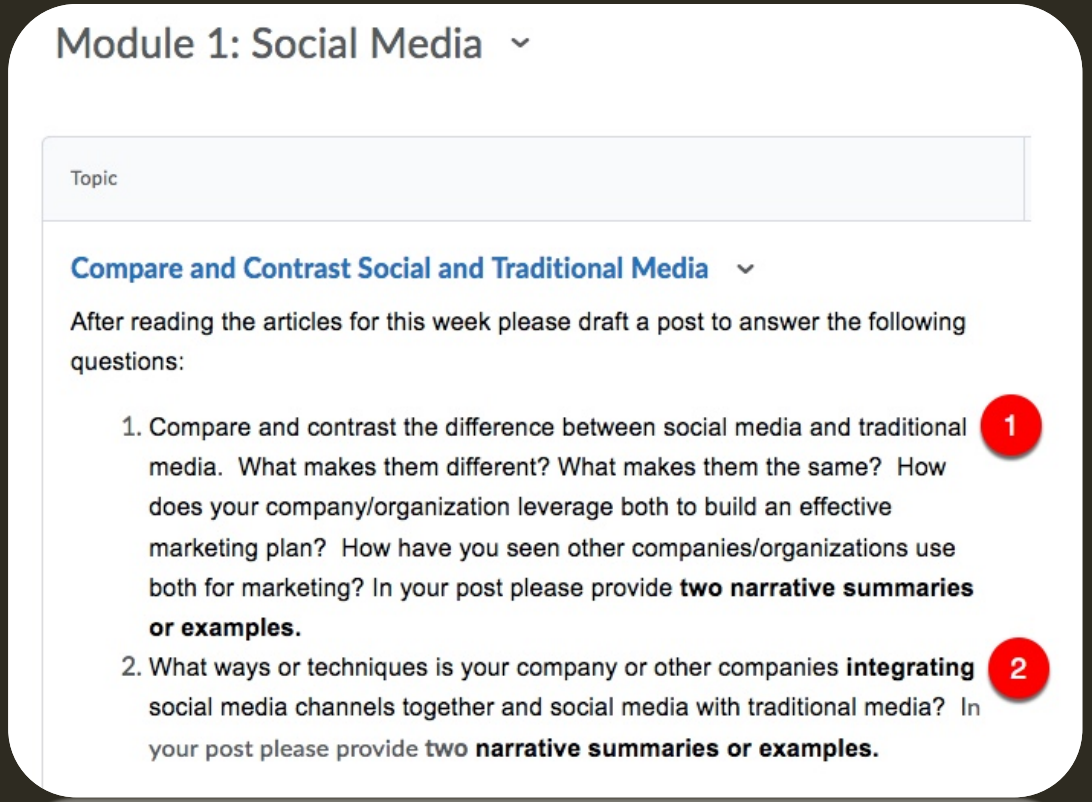
Some of his teachers are skeptical of any view that he may have ADHD and a learning disability. These teachers see him as a highly capable student who chooses not to pay attention. Unfortunately Cameron exhibits behaviors that can be very challenging for teachers which earns him a lot of negative attention. 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

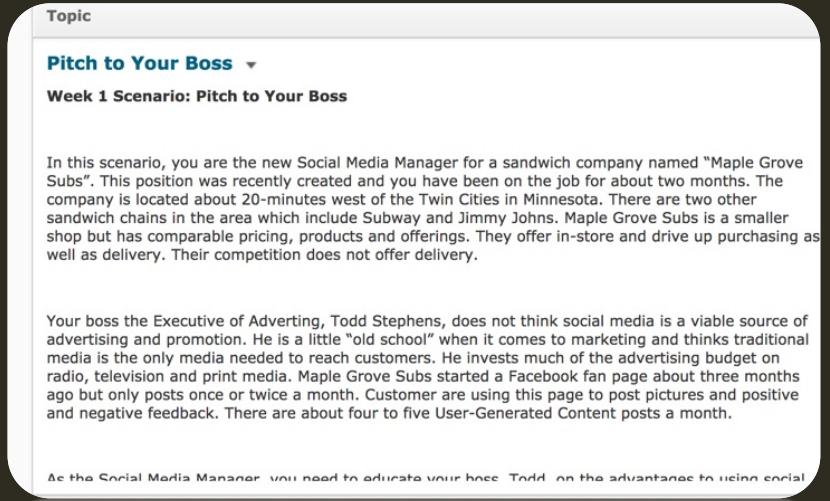
Topic	Threads	Posts	Last Post
Question 1 ▾ When we study the continuum of services available to students with special needs what would be the "least restrictive environment" for Cameron? (Chapter 1)	0	0	
Question 2 ▾ Suppose for a minute that Cameron has not yet been identified for special education 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



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 Adverting, 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

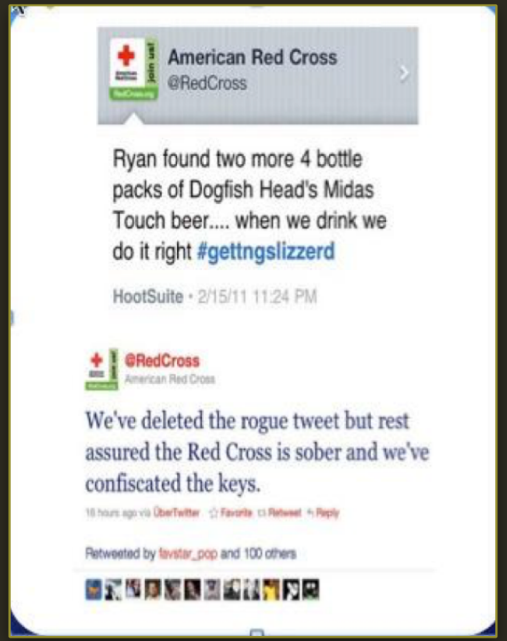
STRUCTURED DEBATE

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



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

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….

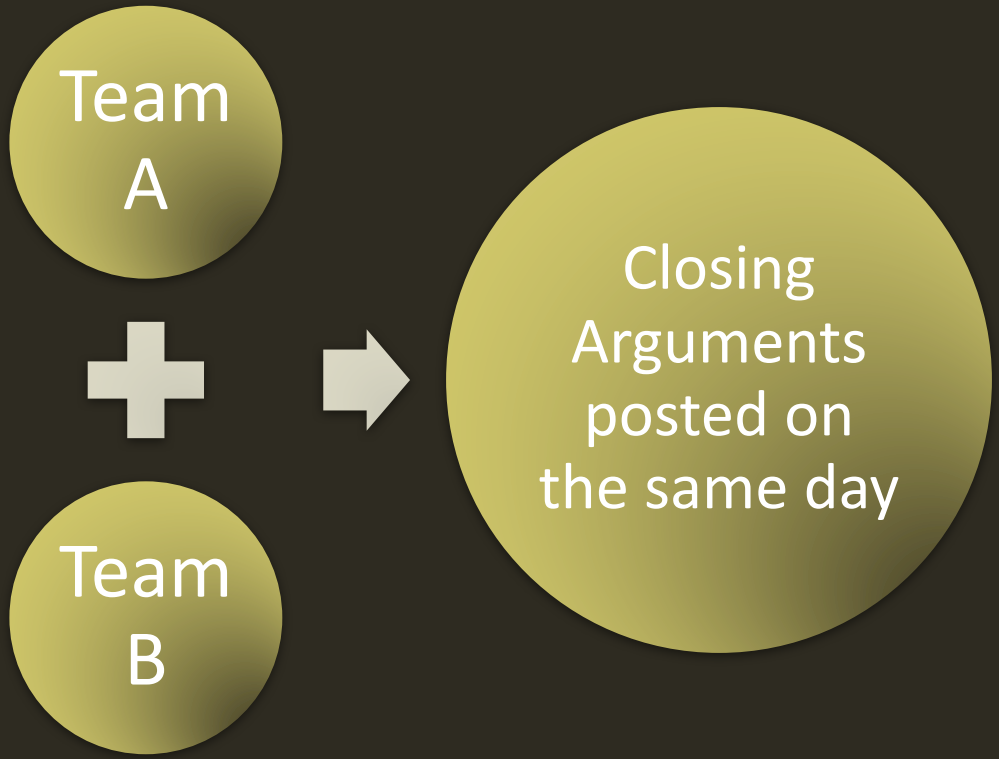
POST 3: Pro Team

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

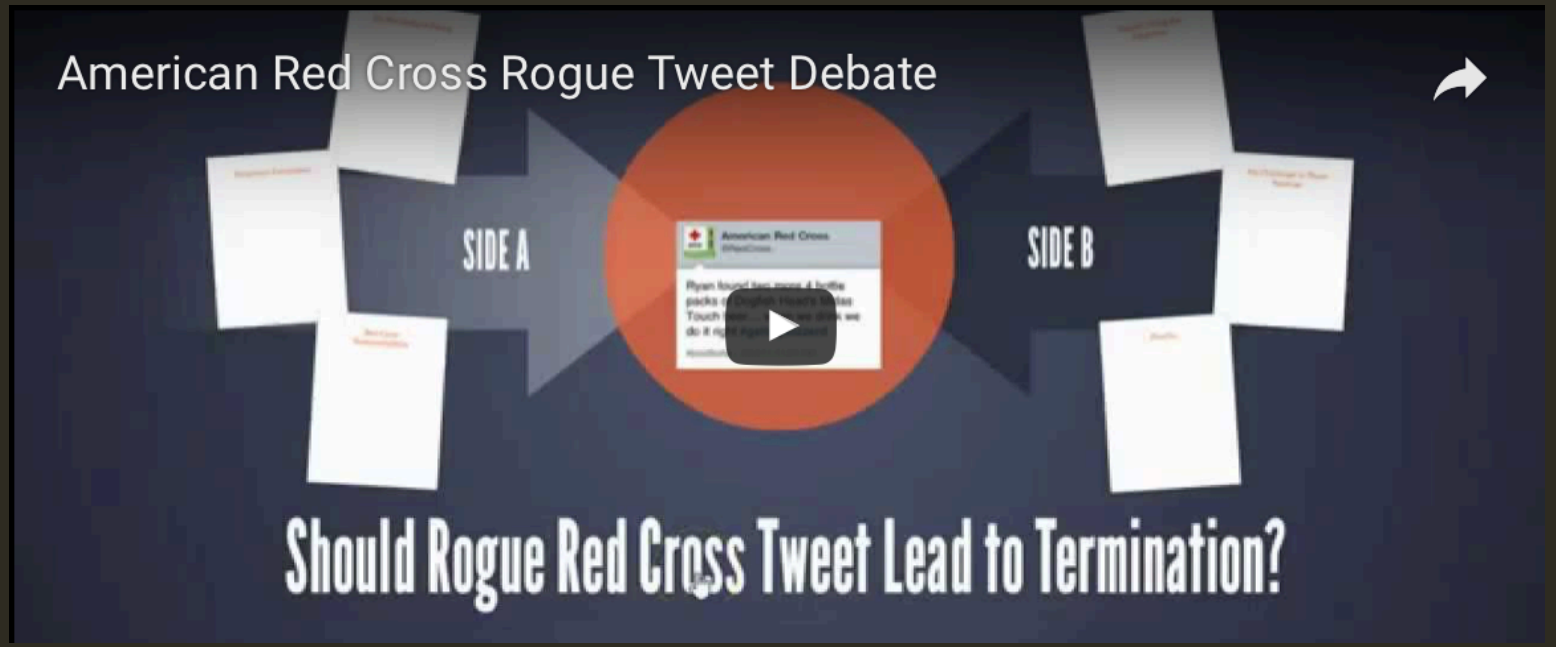
POST 4:Con Team

- Con team responses to opponent's challenges questions

TO FIRE OR NOT TO FIRE….



CLOSING ARGUMENT EXAMPLE



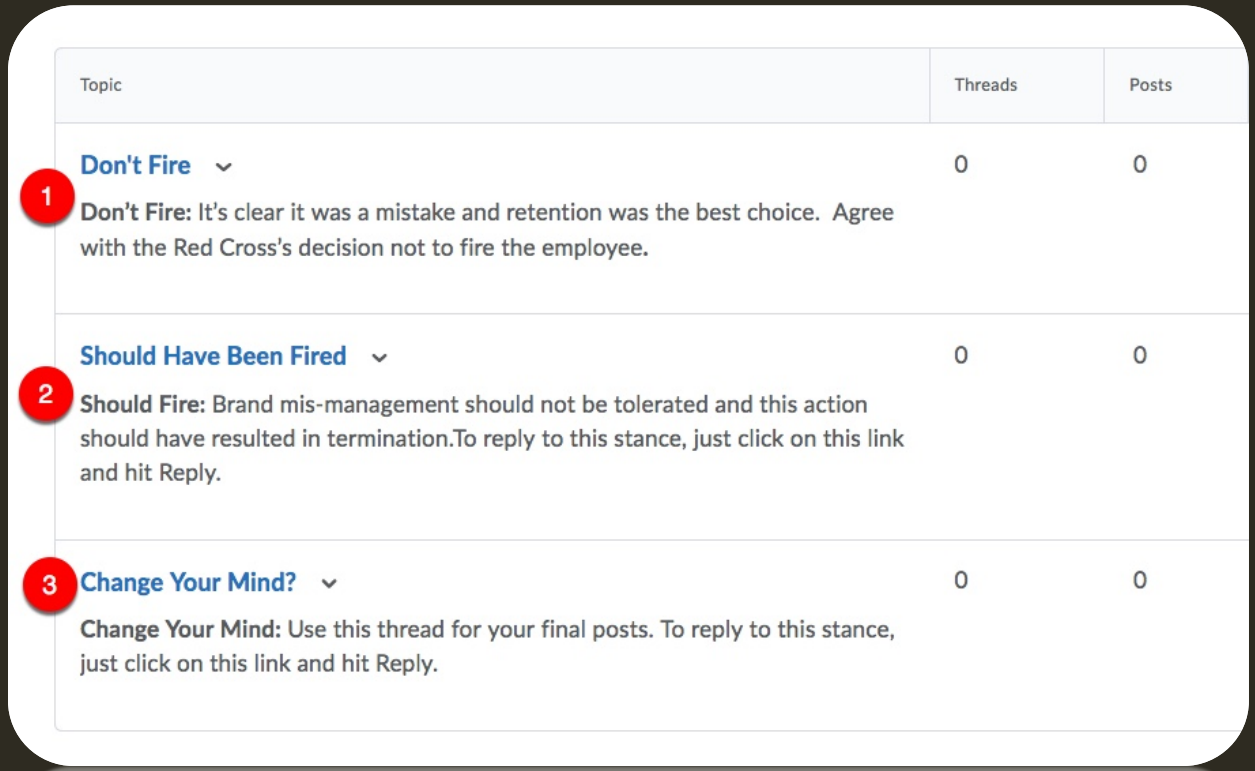
AGREE OR DISAGREE

Short Discussion

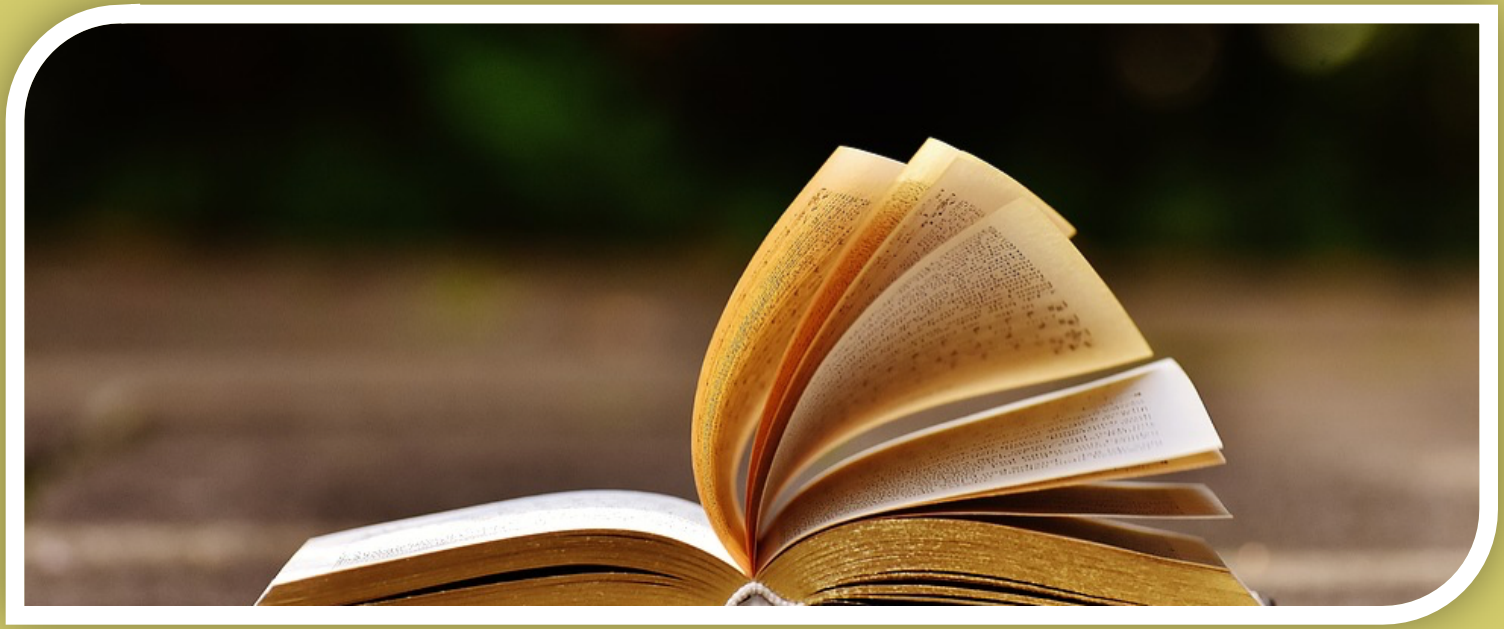
AGREE OR DISAGREE DISCUSSION BOARD

- 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

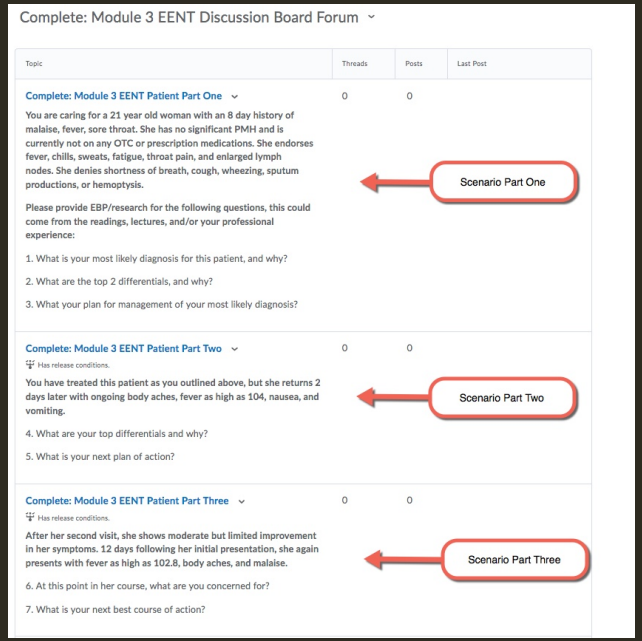
DISCUSSION BOARDS AND RELEASE CONDITIONS

Create a Story Reveal or scenario based discussion

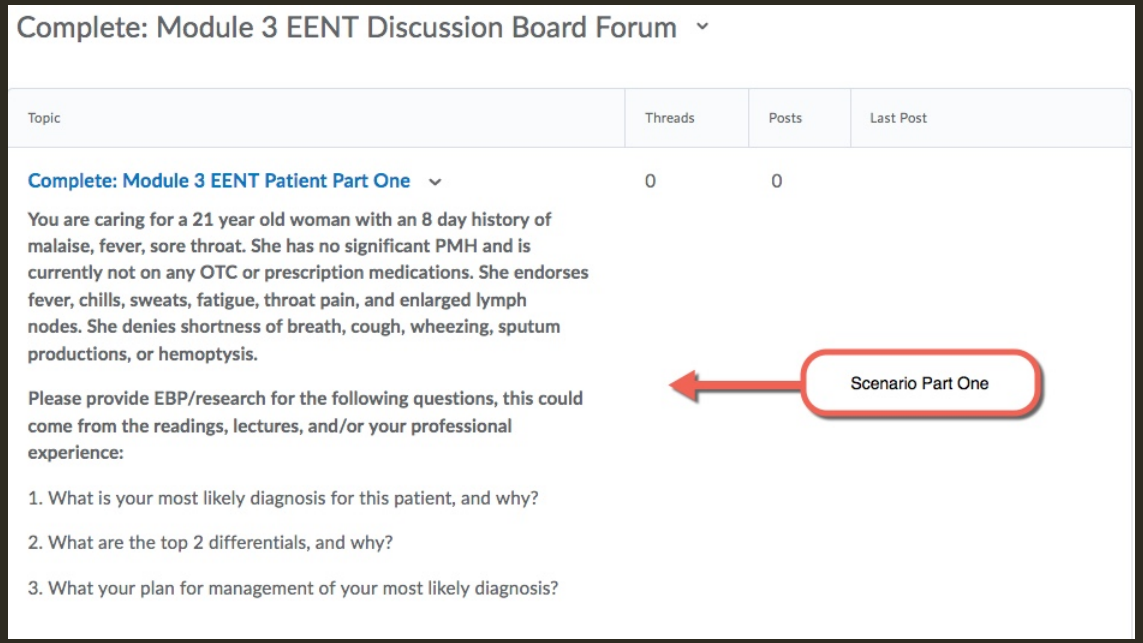
Each part of the story is a new topic

Draft questions/prompts for each topic

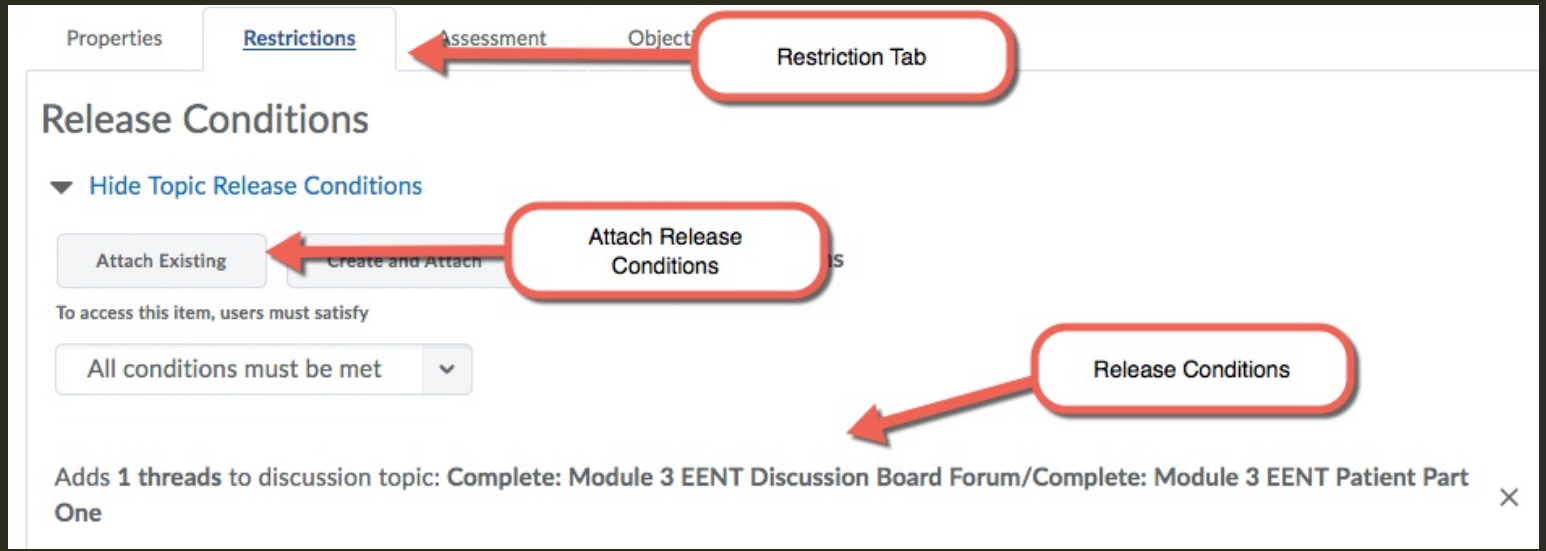
Draft post requirements for the post or use rubric tool



PART ONE STORY - STUDENT'S FIRST POST



DISCUSSION BOARDS AND RELEASE CONDITIONS – PART TWO



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.

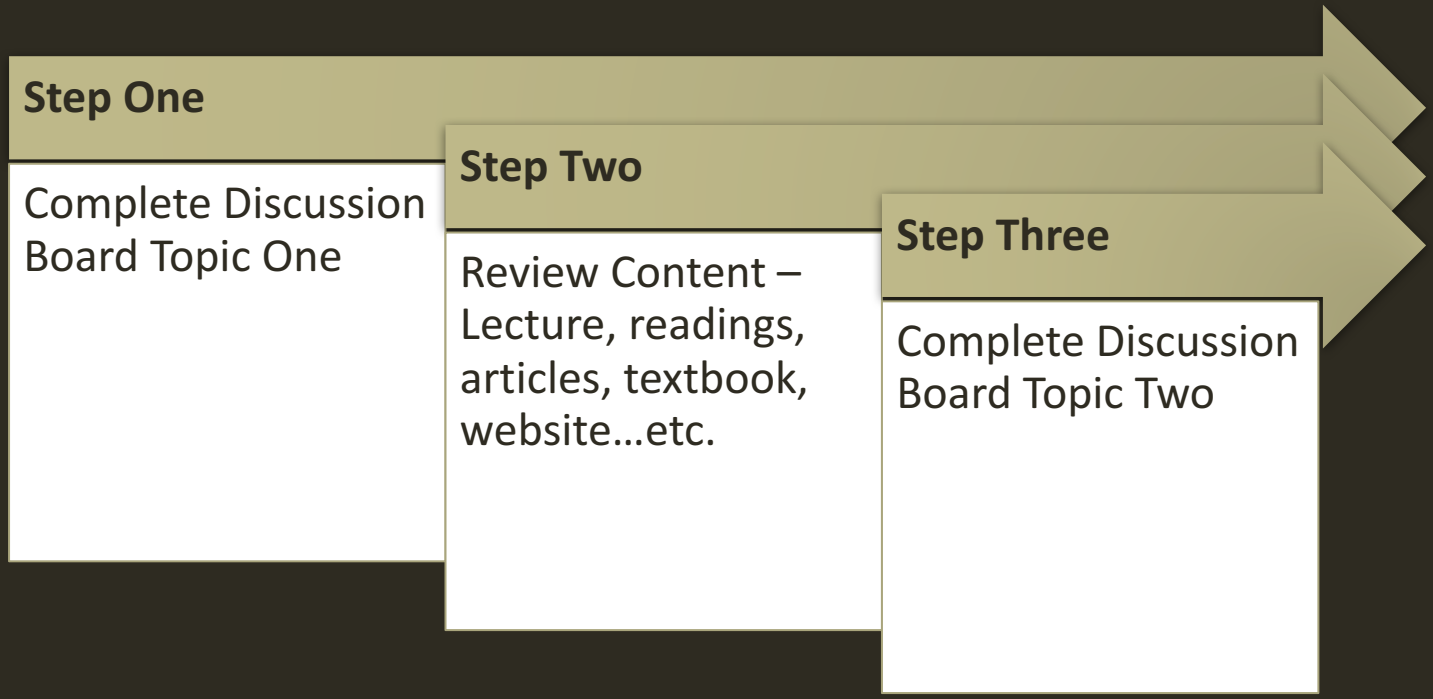
4. What are your top differentials and why?

5. What is your next plan of action?

DISCUSSION & CONTENT TOOL

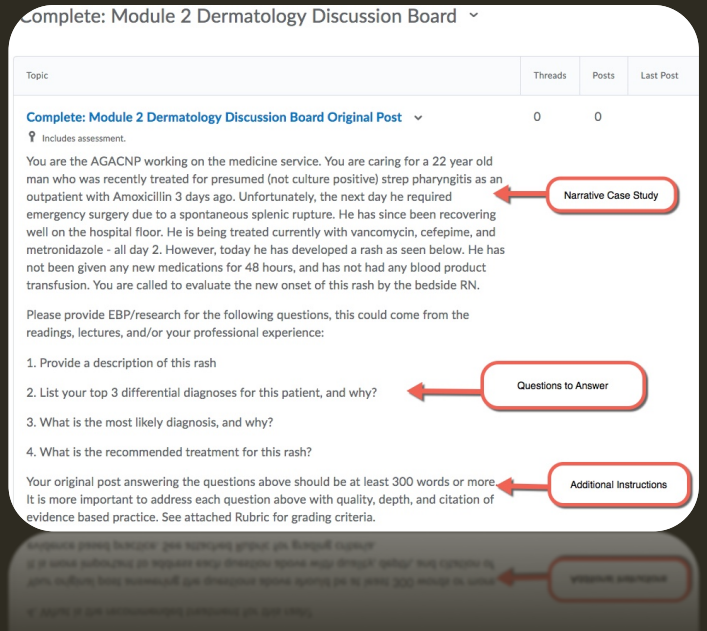
Release Conditions

STUDENT PATHWAY



DISCUSSION AND CONTENT RELEASE CONDITION

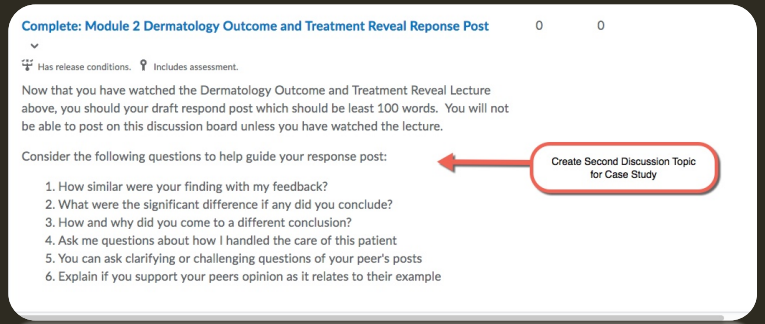
Step One: Create your Scenario for Discussion Topic One



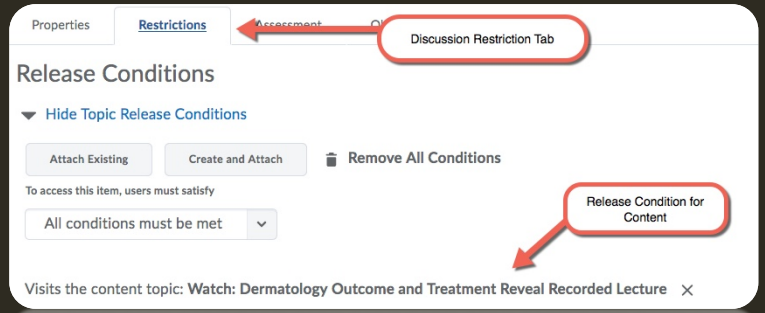
Step Two: Release Conditions on Instructional Materials

DISCUSSION AND CONTENT RELEASE CONDITION

Step Three: Create Questions for Discussion Topic Two



Step Four: Release Condition on Discussion Topic



MINI DISCUSSION

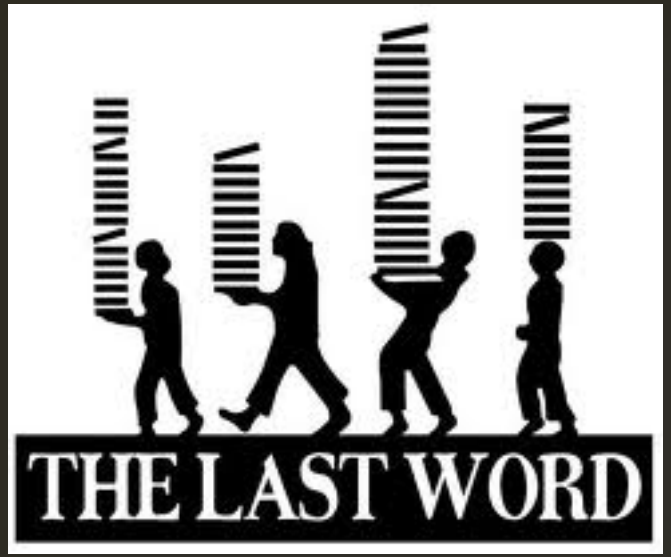
SAVE THE LAST WORD FOR ME

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

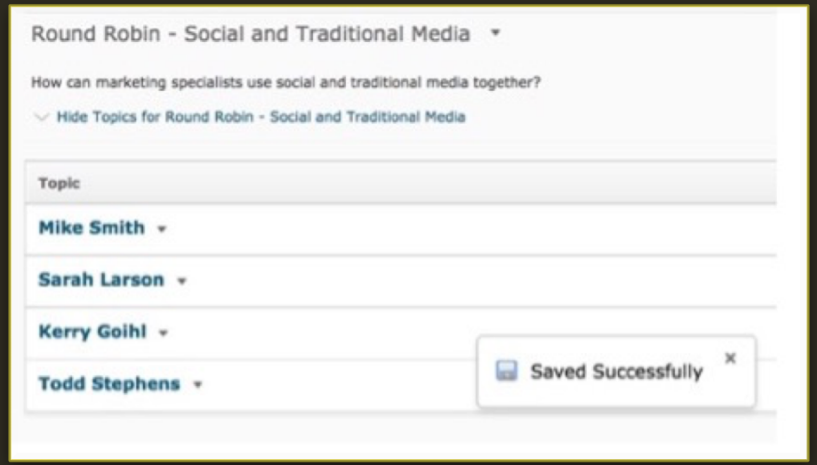
ROUND ROBIN

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



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ANY QUESTIONS?

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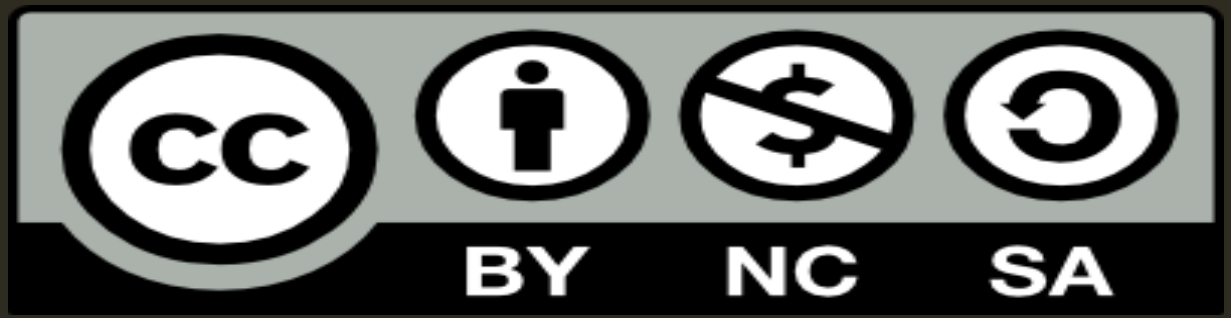
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