





**Center for Faculty Development and Excellence**

**Upcoming Events:**  
<https://cfde.emory.edu/programs/online-education/index.html>  
 Tuesdays in March & April, 10:00-11:00  
**Drop-in Working Hours**

Fridays March 12th - April 2nd, 10:30-11:45  
**It's About Flipping Time! program**


**Register:** <https://calendly.com/emory-cfde>

**Resources:**



**Teaching Toolkit:**  
<https://cfde.emory.edu/toolkit/>

**Recorded Zoom Engagement Webinars and Handouts:**  
<https://cfde.emory.edu/programs/online-education/recorded-webinars.html>

## Who's Here





<p><b>Facilitators:</b></p> <p>Liesl Wuest Associate Director of Learning Design &amp; Technology CFDE</p> <p>Alicia Lane Graduate Assistant LD&amp;T CFDE</p> <p>Savannah Post Graduate Assistant LD&amp;T CFDE</p>	<p><b>Faculty Panel:</b></p> <p>Sarah Bogue Assistant Professor in the Practice of the History of Christianity Director of Digital Learning, Candler</p> <p>John Kim Senior Lecturer in Organization &amp; Management, Goizueta</p> <p>Don Noble Instructor, Center for the Study of Human Health, ECAS</p> <p>Connie Roth Professor, Physics, ECAS &amp; Laney</p>
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## Program Outline

- Overview of Uses, Best Practices & Strategies - ~25 minutes
- Faculty Panel - ~35 minutes
- Q & A - remaining time - ~ 15 minutes

If you have questions, put them in the chat and we will address them during the Q&A time rather than directly in the chat.

## What do you use Discussion Boards for?

- Discussion of questions: general, essential, conceptual
- Scaffolding final assignments
- Shared information
- Blogs
- Encouraging students to read ahead, and show them that they can answer each other's questions; that they too are experts on the topic (emerging experts)
- Peer review
- Submitting video posts based on a given prompt related to course content
- I am a postdoc so I have had to complete them more so than create them

## What are some problems you've been experiencing?

- Quality of discussion
  - Hard to think of generative topics that create good discussion
  - Students engage with each other to get the homework points associated with posting... but then don't engage past that.
  - A lot of comments undergrads leave in discussions are just agreeing with others, e.g., "I liked your point on X", which doesn't really advance the discussion
- Every course having discussion boards
  - "death by popcorn" complaints by students
- Technical difficulties
  - video uploads
  - hard to follow thread at times
- How ~professional~ to be in your language

## Think About Purpose

- **Support Class Discussions** (classroom or Zoom)
  - Class preparation - reflect on materials before class
  - Follow-up - reflection, muddy points, I wonder
  - Alternative participation space for discussion (in class OR in Canvas)
  - Student-led discussions
- **Small Group Discussions**
  - More time for back and forth, reflection
  - Builds community with groups of students
- **Build Community**
  - Great for student intros/ice breakers in an on-campus course
    - Ask a fun question, hopes, concerns etc.
  - Throw in a fun prompt every few weeks
    - Favorite vacation, pet, movie



## Think About Purpose

- **Group Work**
  - Contributions
  - Drafts
  - Resources
- **Shared Resources**
  - Websites
  - Videos
  - Articles
- **Scaffolded Assignments**
  - Background research
  - Topic
  - Resources
  - Drafts/revisions
  - Final



## Provide Structure

### Clearly define expectations for participation

- How often students should post & when they need to post by
  - Length of posts: 200 word original post, two 50-word responses
- What is an acceptable post?
  - Contains new ideas; has substance
  - Responds to others with feedback and additional thoughts
  - X number of resources
  - Hitting specific project benchmarks
- Follow "netiquette" guidelines



## Provide Structure

### Style of response

- Conversational
- Academic
- Repository

\*This should be determined by the purpose of the DB



Journal of WWWVC Labors, September 2008, Vol. 1(2), pp. 1-10

References  
 [1] Paul W. Anderson, Kimberly A. Reardon, and Karl Berry. Q&A in the Classroom. 2008.  
 [2] Linda Lounsbury. JGEM: A Document Preparation System. Addison-Wesley, second Edition, 1996.



## Good Prompts for Engaging Discussions

- **Interesting** - don't have one right answer
- **Controversial** (but be sure to be aware of "hot topic" issues and how to facilitate this with respect and equity)
- **Evaluation** - which is better and why?
- **Tie content into frameworks of knowledge**- how does this fit with what you already know? Does it change anything?
- **How does this relate to your personal experience?**
  - Connecting to self is a great way to increase intrinsic interest in a subject and supports long-term learning! DBs are a great place for this.




## Not So Good Prompts for Not So Engaging Discussions

- Facts
- Questions with one right answer
- Yes/No questions (use polls for that!)
- Vague prompts:
  - Any questions? (there can be a space for this in Canvas, but it shouldn't be the weekly discussion if you want it actually be used!)
  - Who wants to start us off?
- Simply asking for an opinion - the opinion needs to be based on facts and they should be accountable for that




## Rubric Examples:

[https://docs.google.com/document/d/1mviOp901YtYgVb94w9Fe0ZcSi-KNPAQw\\_CtWuU0nrcE/edit?usp=sharing](https://docs.google.com/document/d/1mviOp901YtYgVb94w9Fe0ZcSi-KNPAQw_CtWuU0nrcE/edit?usp=sharing)




## Mix It Up

- DBs don't always have to be text-based!
- Ask for images, audio or video
- Easy to do with phones and tablets
- Help break up the monotony of text
- Can be more personal and engaging





...but don't forget guidelines, especially with audio/video

- Can you explain/critique/analyze/summarize
  - In 30 seconds?
  - Less than 2 minutes?
- This could be with the whole class or with a small group



## Facilitation Tips



- You don't have to respond to every post, but be present and involved in conversations
- Let students know how you intend to participate:
  - Example:
    - Expect posts twice a week – M/W
    - Expects responses before class
- Reference posts in class
  - Note ideas
  - Ask students to expand on their ideas etc.
- Students as facilitators

## Facilitation Tips

If the conversation starts to wane:

- Weave together different pieces of the conversation for them to consider
- Encourage the students to summarize or add a new thought for them to consider
- Pose a follow up questions
  - What reasons do you have for saying that?
  - Can you please elaborate?
  - How do you define x?
  - What do you think might be the implications of your previous statement?
  - Are there any alternatives to this approach?


## Let's hear from our faculty!

