

Online Discussions

Beyond the Podium

March 11, 2016

Previously Covered Guidelines

- Open-ended question in the prompt
 - Students are able to make unique contributions
 - Aligns with SLOs (often higher order)
- Define expectations for the original response *and the replies*
 - provide a rubric
 - address length
 - Set separate due dates for 1st & 2nd post
 - Formal writing or more conversational?
- Instructor needs to interact too (students don't respond well to perceived busy work)

Tips

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	Excellent	Satisfactory	Needs improvement
Original Response to Prompt (content)	Student provides a thoughtful reflection and critical analysis of the topic, showing that they have understood the material thoroughly. 3 points	Student provides either a thoughtful reflection or analysis of the prompt's topic but not both. 2 points	Student does not include a reflection nor do they focus their analysis on the main topic of the prompt. 0-1 point
Original Response to Prompt (communication of ideas/ grammar)	Student clearly communicates their ideas and uses proper grammar and spelling. 2 points	Student's message is mostly clear but there are multiple grammar or spelling errors, which make understanding difficult. 1 point	Multiple grammar or spelling errors lead to poor communication of ideas. 0-0.5 point
Response Post #1	Student provides a clear, respectful reply and critique, using proper grammar and spelling. Student adds to the comments of the classmate by explaining how the classmate's post impacted them or offering an alternative viewpoint to the classmate, or asking a question for clarification. 2.5 points	Student provides a respectful reply but an element of their reply is not well communicated and/or only superficially contributes to advancement of the conversation. 1.5-2 points	Student does not reply to another post, offers a very short reply that does not add anything new to the discussion, has a disjointed reply, or provides a disrespectful reply that is more attacking than critiquing the classmate's ideas. 0-1 point
Response Post #2	Student provides a clear, respectful reply and critique using proper grammar and spelling. Student adds to the comments of the classmate by explaining how the classmate's post impacted them or offering an alternative viewpoint to the classmate, or asking a question for clarification. 2.5 points	Student provides a respectful reply but an element of their reply is not well communicated and/or only superficially contributes to advancement of the conversation. 1.5-2 points	Student does not reply to another post, offers a very short reply that does not add anything new to the discussion, has a disjointed reply, or provides a disrespectful reply that is more attacking than critiquing the classmate's ideas. 0-1 point

Tips

2. Model the behavior you want whenever possible (Remember not to “jump in” too early to give the students a chance to make that comment)

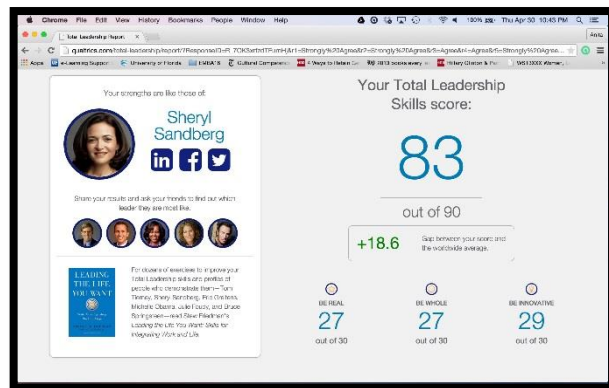
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- Example prompt:

Take the [Leading the Life You Want assessment](#) (18 questions) including entering in your e-mail address at the end so they can send you your complete leadership profile. In your post share your scores and discuss your results: Did it surprise you? What actions can you take to improve (integrate concepts from throughout the semester and include suggestions for others in your replies)?

Here is my result:



Example Continued

My leadership profile matches most closely to Sheryl Sandberg, which is interesting, because I really admire her as a woman and as the COO of Facebook. Despite the fact that her book, *Lean-In* has caused a lot of controversy with women—and I'm not just talking about "feminists" but really, many women who felt she was too elitist and out of touch with the reality of most women's day-to-day reality and working life—I have always admired her ability to be direct, to follow her own truth, and to stay strong when challenged.

In terms of acting with Authenticity my score was 27/30. In terms of acting with integrity my score was 27/30. And in terms of being innovative my score was 29/30. I was glad to see that the Qualtrics survey picked up on those aspects of my professional development that are most important to me. My personal goal over the next five years is to improve on the aspects of my leadership style—Acting with Authenticity and by learning how to clarify those things that are the most important to me—being healthy, being happy, and being successful. The other aspect of my leadership style that I want to improve on is "Being Whole: Acting with integrity by respecting the whole person." In other words, managing boundaries, maintaining work-life balance, communicating my intentions/goals more directly with people, and not being afraid to say "no" when I cannot take on additional responsibilities.

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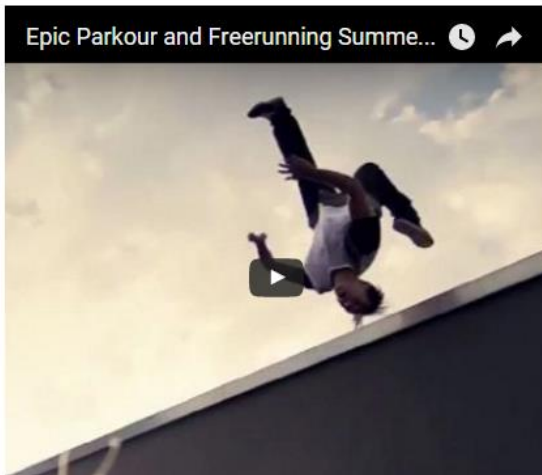
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■ Example prompt:

Parkour and "Freerunning" has gained significant popularity in recent years (see video below). From a muscular-skeletal perspective, what specific benefits and damage would you expect to find among parkour enthusiasts? In your opinion, supported by chapter readings, should parkour be advocated as a beneficial form of recreation and exercise? Why or why not?



(Cite time stamps when discussing specific movements/actions.)

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- Example prompt from *Psychology and Law*:

Step 1. POST Record yourself on this discussion board making 3 short, declarative sentences. They may be all truths, all lies or a mix. (Due Tuesday)



Step 2. SLEUTH Review your group's postings and reply whether you think they are being truthful or lying. (Due Thursday)

Step 3. REVEAL & ASSESS Go back to your post add these two things: Was your original post truth, lies or a blend? (Due Friday)

Step 4. LEARN! What was the group accuracy rate overall? Compared to the data we reviewed in this module, was your group better or worst at telling or detecting lies, or did you experience match the data? What about you personally? Post your closing thoughts by Saturday.

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- Another example set-up:

Our guest lecturer will join us for a discussion (via Conferences) at 3pm ET on Thursday. Join us live or post your question(s) for her below (we'll record the session).

Note: Extra credit is given for live attendance in the participation section of your grade. Also, we frequently run out of Q&A time so live session attendees get to ask their question first. After that, I'll choose questions from the discussion board based on the number of likes. So, be sure to like your favorite question in the thread to make sure it gets included as well as answer any question you can if you know it so we can better utilize our time with her.

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- Example set-up:

- Students sign-up for a group presentation week
- Group is in charge of providing the prompt (can be submitted as an assignment ahead of time) AND facilitating the discussion throughout the week AND writing a final summary
- All other students are required to make 2 posts
- *Alternative for large classes:* 1 person in each group is assigned as the facilitator each week

Other Ideas?

My Contact info:

Heather Maness

htdaniel@ufl.edu

352-294-2747

<http://citt.ufl.edu/>