

ENCOURAGING RICH ONLINE- DISCUSSIONS WITHOUT SPENDING EVERY MOMENT TEACHING ONLINE

Dr. Sarah B. Boesdorfer
ISU Teaching & Learning Symposium
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YOUR ELEMENT

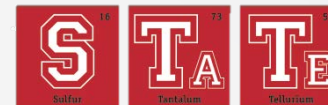
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OUTLINE

- Why Discuss?
- What I used to do
- Problems/Issues I found
- What I do know?
- Questions/Resources



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WHY DISCUSS ONLINE?

Learning Theory and Research tell us learning requires

- Effort/Work by the learner- Active engagement with the material
- Communication
- Social Interactions to support confronting beliefs and deep processing

References: Howard, J. (2021). How to hold a better class discussion. *Chronicle of Higher Education*. https://www.chronicle.com/article/how-to-hold-a-better-class-discussion/?cid2=gen_login_refresh&cid=gen_sign_in#1

Weaver, G. (2009). Teaching to Achieve Conceptual Change. In Pienta, N. J., Cooper, M. M., & Greenbowe, T. J. *Chemists' Guide to Effective Teaching: Volume II*. Prentice Hall: Upper Saddle River, NJ.



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DISCUSSIONS ONLINE AT FIRST

Discussion Members will:

- As a discussion member in your group, you are expected to respond to the initial prompt **by the date/time listed on the Course Schedule.** Your initial response is expected to be *about 250-300 words (a long abstract)*.
- you are also required to respond to others' postings by the times in listed in the course schedule. **The required responses deadlines will be spread out. You will be expected to reply, step away from the discussion to give others a chance to reply, and then come back and reply again. Do not reply to initial postings until after the due date or until everyone has posted, There is a minimum number of replies you must have each time, but you can always do more.**



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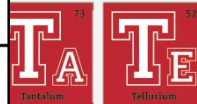
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	Meets Expectations	Acceptable	Unacceptable
Initial Posting	Ideas are well developed, with evidence of critical thinking shown; new ideas introduced for discussion. (5-6 points)	Ideas are well developed, with some evidence of critical thinking shown; (2-4 points)	Poorly developed ideas, with no evidence of critical thinking and does not add to the discussion. (0-1 point)
Responses	Responses are substantial, but concise and move discussion ahead in a meaningful way. They include references to specific examples/ideas (5-6 points)	Responses move discussion ahead and there is use on an examples/idea. (2-4 points)	Responses do not move discussion ahead and there is references to specific examples. (0-1 point)
Evidence	Initial Posting <u>AND</u> Responses make use of the required course materials for the discussion <u>AND</u> outside sources/ experiences (5-6 points)	Initial Posting and Responses make use of the required course materials for the discussion (2-4 points)	There is no evidence of use of the required course materials for the discussion (0-1 point)
Grammar/ Mechanics	Standard English and grammar are used with few or no errors throughout posts (2 points)		Noticeable English and grammar errors are made in posts, making posts difficult to interpret read. (0 points)
Postings	Deadlines met and directions followed (-0)	Posting deadline is not met and/or directions are not followed (-5)	Commenting/Replying deadline not met (-5)



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DISCUSSIONS AT FIRST

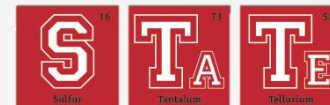
The **discussion leader** is responsible for

- Stimulating group members' thinking and help to reveal their understanding of the assigned course materials.
- Contributing to and monitoring the discussion. Check for any questions or concerns. Ask for clarification, and comment in response to others' contributions.
- Writing and submitting a 250-500-word summary of the group's discussion (responses and comments). The summary should summarize the discussion and course materials that were the focus of the discussion but also provide a conclusion about the groups' discussion.

(Rubric with these parts)




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CLASS WITH 28 STUDENTS


 [Discussion #1 - Discussion Group-1](#) 0 unread of 79 messages

 [Discussion #1 - Discussion Group-2](#) **3 unread** of 49 messages

 [Discussion #1 - Discussion Group-3](#) 0 unread of 47 messages

 [Discussion #1 - Discussion Group-4](#) 0 unread of 56 messages


 [Discussion #1 - Discussion Group-5](#) 0 unread of 59 messages


 [Discussion #1 - Discussion Group-6](#) 0 unread of 37 messages


[Discussion #2](#) [New Topic](#) | [Forum Settings](#) | [More](#) ▾


▶ [View Full Description and Attachment\(s\)](#)


 [Discussion #2 - Discussion Group-1](#) 0 unread of 75 messages

 [Discussion #2 - Discussion Group-2](#) **1 unread** of 60 messages

 [Discussion #2 - Discussion Group-3](#) 0 unread of 42 messages

 [Discussion #2 - Discussion Group-4](#) **1 unread** of 68 messages

 [Discussion #2 - Discussion Group-5](#) 0 unread of 54 messages

 [Discussion #2 - Discussion Group-6](#) 0 unread of 38 messages



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INSIDE 1 GROUP

- ▶ [Discussion 2 post from \[REDACTED\]](#) 0 unread of 10 messages
- ▶ [Discussion #2 - \[REDACTED\]](#) **1 unread** of 14 messages
- ▶ [Discussion #2 - \[REDACTED\]](#) 0 unread of 11 messages
- ▶ [Discussion #2 \[REDACTED\]](#) 0 unread of 14 messages
- ▶ [Energy Forms and Changes Simulations](#) 0 unread of 11 messages



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PROBLEMS/ISSUES

- Repetitive posts/conversations or “As I said in my other post”
 - Rubric likely saved “I agree” type
- Conversations between a few or just within 2 (a bit forced)
- Did you see all those posts?!
 - Let’s be honest I didn’t participate in many discussions really
 - Very much leader/group dependent
- Did you see that rubric?
 - With all those posts, did I really check grammar? No!
 - Without participating hard to know quality, just looked at number and date



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INSPIRATION!

FACULTY FOCUS

HIGHER ED TEACHING STRATEGIES FROM MAGNA PUBLICATIONS

In ONLINE EDUCATION

Organic Online Discussions: Saving Time and Increasing Engagement

🕒 January 27, 2020 ✍️ Beth René Roepnack, PhD



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ANALYSIS OF INITIAL

- Not like in person, and effective online mimics good teaching anywhere
 - Grammar was on my rubric!
- It was a reading check and a discussion
 - In person wouldn't ask everyone to prove read first in discussion
 - If want check, like in person should be separate assignment.



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SAME CLASS, SAME PROMPTS, NEW 'ASSIGNMENT'


Summer '20


Only 20
Students


Discussion #1 [New Topic](#) | [Forum Settings](#) | [More](#) ▾

- ▶ View Full Description and Attachment(s)
- ▶ View Dates

 **Discussion #1- Group 4** 0 unread of 57 messages [Topic Settings](#) | [More](#) ▾


 **Discussion #1- Group 3** 0 unread of 44 messages [Topic Settings](#) | [More](#) ▾


 **Discussion #1 - Group 2** 0 unread of 22 messages [Topic Settings](#) | [More](#) ▾


 **Discussion 1 - Group 1** 0 unread of 55 messages [Topic Settings](#) | [More](#) ▾


Discussion #2 [New Topic](#) | [Forum Settings](#) | [More](#) ▾

- ▶ View Full Description and Attachment(s)
- ▶ View Dates

 **Discussion #2 - Group 4** 0 unread of 42 messages [Topic Settings](#) | [More](#) ▾

 **Discussion #2 - Group 3** 0 unread of 36 messages [Topic Settings](#) | [More](#) ▾

 **Discussion #2- Group 2** 0 unread of 30 messages [Topic Settings](#) | [More](#) ▾

 **Discussion #2- Group 1** 0 unread of 35 messages [Topic Settings](#) | [More](#) ▾



SAME CLASS, SAME PROMPTS, NEW 'ASSIGNMENT'

Conversation

- ▶ [Energy Topics in the Chemistry Classroom](#) 0 unread of 22 messages
- ▶ [Chemistry Curriculum](#) 0 unread of 20 messages



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HOW IT READS NOW

The **discussion leader** is responsible for

- *Responding first to the instructor posted prompt for the week's discussion to get the conversation started.*
- Starting a second conversation
- Contributing to and monitoring the discussion.
- Writing and submitting a 250-500-word summary of the group's discussion (responses and comments).



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The **members of the discussion** group will keep the conversations going by

- Reading the initial prompts questions and any peer responses
- Finding an interesting comment by one or more of your classmates and reply to it.
- Posting numerous replies spread over the time set aside for the discussion on the course calendar. *(Note: The purpose of this is to build the discussion. In person you wait for others to speak, hearing what they say before replying. But since we will not be all online at the same time, we need the wait time to be extended to give people time to log in and reply.)*



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AND NOW THEY ARE PARTICIPATED OR DIDN'T

- All 4 bullets above must be completed to “Meet Expectations” for the Discussion Leader requirement of the course. There is an opportunity to rewrite the summary, given feedback, if it does not meet the description above.
- All bullets above must be completed for each discussion to “Meet Expectations” for that discussion. See syllabus for it contributes to overall grade.



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QUESTIONS

- Sarah Boesdorfer,
sbboesd@ilstu.edu
- Resources (OneDrive folder):
tinyurl.com/DiscussionsBoes2022
 - This PPT
 - Inspiration Article
 - Assignment Descriptions with syllabus and prompt, old and new, as Word Documents to edit.



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