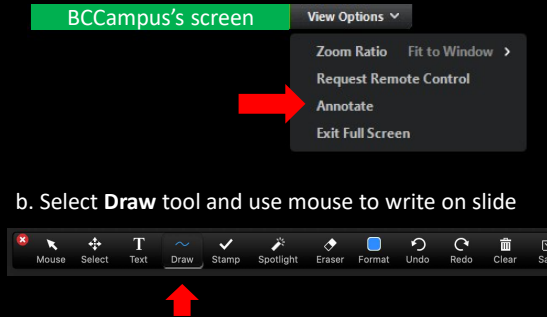## Pre-Workshop Instructions
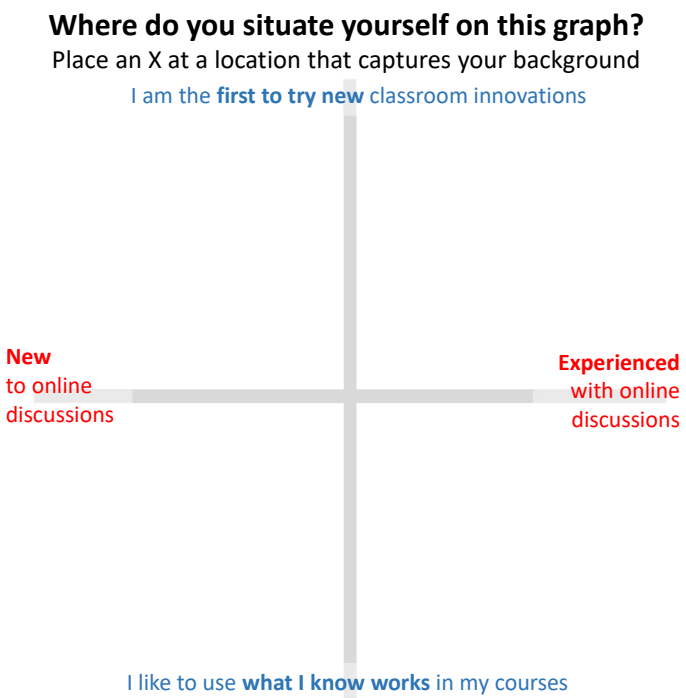
1. Introduce yourself in the chat

2. Use Zoom Annotate tool to tell is a bit more about your background in using online discussions (use the graph to the right)

a. At top of your screen, click **View Options → Annotate**

BCCampus's screen   View Options ∨

Zoom Ratio   Fit to Window >
Request Remote Control
Annotate
Exit Full Screen

b. Select **Draw** tool and use mouse to write on slide

Mouse Select Text Draw Stamp Spotlight Eraser Format Undo Redo Clear Save

Where do you situate yourself on this graph?
Place an X at a location that captures your background

I am the **first to try new** classroom innovations

New
to online
discussions

Experienced
with online
discussions

I like to use **what I know works** in my courses

1

![BCcampus logo] BCcampus
Learning. Doing. Leading.

(Fun)FLO Friday:
Ideas and Inspirations to Breakout of the Online Discussion Forum Rut

Facilitator: Annie Prud'homme-Généreux, Director, Continuing Studies, Capilano University
Jan 22, 2021, 11 am-12pm

Hosted by Helena Prins, Advisor, BCcampus

Facilitator:

Helena Prins

BCcampus

hprins@bccampus.ca

January 2021

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Since time immemorial, the səlilwəta?ɬ təməxʷ (Tsleil-Waututh), Skwxwú7mesh-ulh Temíxw (Squamish), xʷməθkʷəyəm (Musqueam), WSÁNEĆ (Saanich), and the Esquimalt and Songhees Nations of the Ləkʷəŋən (Lekwungen) Peoples have walked gently on the unceded territories where we are grateful to live, work, and play. We are committed to building relationships with the first peoples here, based in honour and respect, and we thank them for their hospitality.

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Intro	Share Ideas	15 Structures	4 Formats	Wrap-Up

Annie Prud'homme-Généreux
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Intro	Share Ideas	15 Structures	4 Formats	Wrap-Up

Assumptions

You value online discussions

You understand when to use online discussions
(use when there is a discussion to be had)

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Intro	Share Ideas	15 Structures	4 Formats	Wrap-Up

DISCOVERY SESSION

How To Do Discussion Boards According To Students

Session Modality: Virtual
Lead Presenter: Bethany Schultz (Northwest Nazarene University)
Co-presenters: Crystal Nielsen (Northwest Nazarene University), Christa Sandidge (Northwest Nazarene University)
Track: Engaged and Effective Teaching and Learning
Location: VoiceThread
Brief Abstract:
Tired of the same old, same old discussion board assignment? This session will rethink the traditional structure of online discussion boards and demonstrate the learning potential of online discussions. Using student voices, this session explores innovative approaches to discussion boards.

(Source: OLC Accelerate 2020)

- Repetitive (monologue)
- Emotion cues hard to read
- Lack of choice
  - When to participate
  - How to be informed
  - How to react
  - How to be graded

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Intro	Share Ideas	15 Structures	4 Formats	Wrap-Up

Goals

At the end of this workshop, you will

- Be aware of research on student experience
- Exchange ideas for effective/engaging online discussions
- Consider >3 new ideas for structuring online discussions
- Consider >1 new alternative media for online discussion

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Intro	Share Ideas	15 Structures	4 Formats	Wrap-Up

Share an online discussion that was particularly effective or engaging. What made it so?

Teams of 3
8 minutes

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Slide 13:

Intro	Share Ideas	15 Structures	4 Formats	Wrap-Up

Apply

Field Trip	Web Quest	Current Events	Example/ Transfer	Flawed Design

Explore

Jigsaw	Role Play	Debate	Case Study	Research & Discuss	Snowball/ Round Robin

Explore, Critique, Reflect

Report on Live Discussion	Fishbowl	Role Swap	Karma Points

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Slide 14:

Intro	Share Ideas	15 Structures	4 Formats	Wrap-Up

http://bit.ly/398Wa2u

Online Discussion Structures

Apply
This set of ideas for structuring an online discussion ask learners to recognize or generate examples of the concepts learned in class. It's a way to go from a general concept to concrete examples. The creativity and unique responses that learners generate make the posts engaging and learners want to see what their peers have come up with.

1. **Field Trip**
There are advantages to being in a remote course rather than in a face-to-face environment. Learners are in different places. Why not take advantage of this by asking learners to go on a field trip – in their backyard, to the nearest small business, to a local park, to their kitchen – and collect photographic examples of the concepts they have learned in class. Their unique posts (the photo) should be accompanied by an analysis of how their selected example applies to the concept.

Step-by-Step
1. Give learners a clear prompt that explains the nature of the field trip and the search for real-world examples of the concepts they have learned
2. Learners go on a field trip and collect pictures of examples
3. Learners select the best example and analyze the example according to the concepts learned in class
4. Learner posts
5. Learner responds to others' posts

Pro Tip
Be sure to remind learners about privacy and to remote identifiable people from the photos.

Examples
(Communications Course) Take a photograph of the worst COVID-19 safety sign in your environment. Using concepts learned in class, explain why you think it fails to communicate its intended message clearly.

(Physics Course). Take a picture of anything you find in your environment that demonstrates Newton's Third Law of Motion. Explain how each of the objects in the photograph are acted upon and showcase Newton's law. Use vectors to show the acting forces on each object.

2. **WebQuest**
If going on a field trip is not in the cards, then why not send learners on a virtual field trip to find their examples? The format of this online discussion exercise is similar to a Field Trip, except that here learners peruse the web in search of good or bad examples of the concept learned in class and select one for sharing and analysis.

Step-by-Step
1. Give learners a clear prompt that explains the nature of the virtual field trip
2. Learners peruse the web in search of examples
3. Learners select the best example and analyze the example according to the concepts learned in class
4. Learner posts an excerpt from their example, cites the source, and analyzes the example
5. Learner responds to others' posts

Pro Tip
While this is an excellent exercise to teach research skills and literacy, for novice learners, instructors may wish to restrict the search to specific websites or specific types of websites.

Examples
(Journalism Course) Browse newspapers and find an article that you think contains an effective lede. Copy the paragraph in your post, cite the source, and describe what makes your chosen example an effective lede for the article.

(Biology Course) Peruse peer reviewed journal articles. Find one where that pushes the boundaries of our understanding on how CRISPR-Cas9 works. In your post, copy the abstract, cite the source using APA citation style, and write a one paragraph summary of what you learned about how CRISPR functions that pushes the boundaries of what we had learned in class.

3. **Current Events**
This is a specific example of a WebQuest, restricted to current events and the news. The benefit of restricting learners' search in this way is that it encourages awareness of the currency and pertinence of the concepts they are learning. This can empower learners and drive engagement, because learners build fresh perspectives and voice to enrich discussions with family and friends when the topic of current events comes up in conversation.

Step-by-Step
1. Give learners a clear prompt asking for news articles that exemplifies a concept explored in class
2. Learners peruse news articles (in print, in podcasts or radio, in TV news) in search of examples
3. Learners select the best example and analyze the example according to the concepts learned in class
4. Learner posts an excerpt from their example, cites the source, and analyzes the example
5. Learner responds to others' posts

Pro Tip
Remind learners that news sources can include different media – print/web, voice/audio, and video/TV. Instructors may wish to clarify which news sites are appropriate for this assignment. If learners are restricted to recent and local events (which is recommended), instructors may wish to specify that each learner must find a different example, encouraging learners to post early to stake their claim for an issue.

Examples

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Intro	Share Ideas	15 Structures	4 Formats	Wrap-Up

Apply

Field Trip	Web Quest	Current Events	Example/ Transfer	Flawed Design

Explore

Jigsaw	Role Play	Debate	Case Study	Research & Discuss	Snowball/ Round Robin

Explore, Critique, Reflect

Report on Live Discussion	Fishbowl	Role Swap	Karma Points

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Intro	Share Ideas	15 Structures	4 Formats	Wrap-Up

Apply

Field Trip

Pro Tip. Be sure to educate your learners about the need to protect the privacy of anyone included in a picture.

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Intro	Share Ideas	15 Structures	4 Formats	Wrap-Up

Apply

Field Trip

Example. (Communications Course) *Take a photograph of the worst COVID-19 safety sign in your environment. Using concepts learned in class, explain why you think it fails to communicate its intended message clearly.*

Example. (Physics Course). *Take a picture of object(s) in your environment that demonstrate Newton's Third Law of Motion. Add vectors to show the acting forces on each object in your example.*

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Intro	Share Ideas	15 Structures	4 Formats	Wrap-Up

Apply

Flawed Design

Pro Tip. Encourage learners to include a random (rather than set) number of flaws into their design, to encourage continued analysis of their prompt.

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Intro | Share Ideas | 15 Structures | 4 Formats | Wrap-Up

Apply

Flawed Design

Example. (Biochemistry Course) *Consider the DNA repair systems that we studied. Create a novel way in which prokaryotes could repair their DNA. Describe the invented system in two paragraphs and add an image if that is helpful. Deliberately include flaws in the system that would cause it to work imperfectly. Do not provide any hints as to why or how the system is imperfect.*

Example. (Psychology Course). *Create a short survey (5 questions) can could be considered as a research instrument to assess addiction tendencies. Deliberately "break" the survey by modifying the questions in subtle ways so that would lead to inconsistent, or flawed findings. Do not provide any hint as to what is wrong with the questions.*

Intro | Share Ideas | 15 Structures | 4 Formats | Wrap-Up

Explore, Critique, Reflect

Report on Live Discussion

Pro Tip. Particularly effective for cross-pollination: brainstorming, pooling the experiences of your learners, or for reflecting on past modules. Not as effective for controversial or sensitive subjects. Can be mixed with Case Study, Jigsaw, or Fishbowl structures.

Intro	Share Ideas	15 Structures	4 Formats	Wrap-Up

Explore, Critique, Reflect

Report on Live Discussion

Example. (Health Policy Course) *Do you support the Government of Canada's requirement to provide proof of COVID-19 negative test results 48 hours prior to entry into Canada? Why or why not? Meet in your team and discuss your perspective for 30 minutes. Then post your takeaway from the discussion. Comment on another team's post, highlighting arguments or issues that your own group missed.*
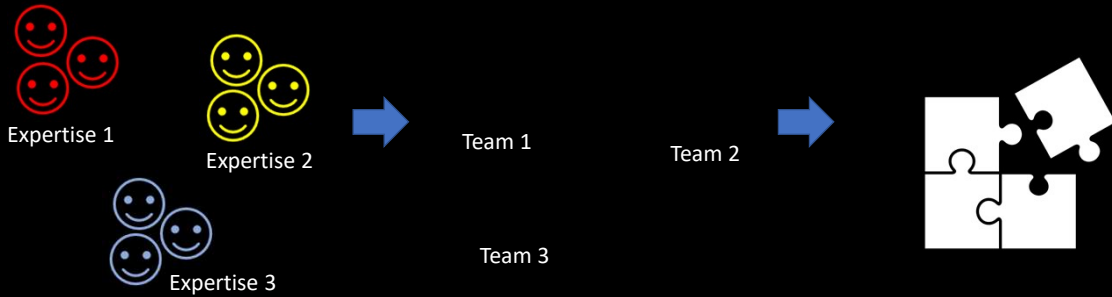
Example. (Chemistry Course) *What was the most difficult concept to understand in the VESPR unit? What made it hard to understand? When did you "get it" (what made you get it? When did the lightbulb turn on?) and how would you teach this concept to someone else?*

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Intro	Share Ideas	15 Structures	4 Formats	Wrap-Up

Explore

Jigsaw

Expertise 1

Expertise 2

Expertise 3

Team 1

Team 2

Team 3

Pro Tip. Instructor must identify the expertises needed to solve the problem, assign resources for each group, come up with prompts to guide them, and organize learners.

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Intro	Share Ideas	15 Structures	4 Formats	Wrap-Up

Explore

Jigsaw

Example. (Nutrition Course*) A friend invites you to join her on the Paleo diet as a way to increase your athletic performance. You are intrigued but want more information. You invite friends to an evening to discuss the pros and cons of this choice. One friend is a dietician, one is an evolutionary biologist, and one is a kinesiologist. What do you decide to do at the end of the night?*
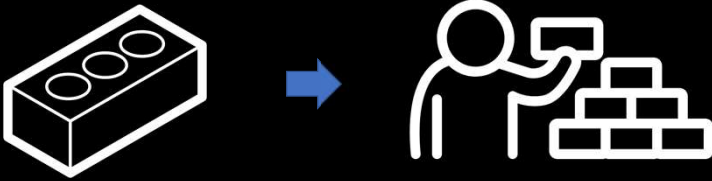
Example. (Journalism Course) *You are sitting on a committee of the National Association of Journalists that judges submissions for the best article of the year. The rubric used to assess articles evaluates the pieces based on the quality of their title, lede, integration of reporting, and endings. Evaluate the following three finalists and decide on a winner.*

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Intro	Share Ideas	15 Structures	4 Formats	Wrap-Up

Explore

Snowball / Round Robin

Pro Tip. Make sure that learners who post early in the process have a reason to continue to monitor the developing response (e.g., everyone summarizes the main arguments at the end, or provides alternative responses, etc).

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Intro	Share Ideas	15 Structures	4 Formats	Wrap-Up

Explore

Snowball / Round Robin

Example. (Education). *Using backwards design, create a course syllabus on designing effective online discussion prompts. The first learner should post the learning outcomes, the second a set of assessments aligned with them, the third propose activities aligned with the previous work. All learners should provide an evaluation of the final work, suggesting at least two improvements.*

Example. (Genetics Course). *A man with the blood type A has a child with a woman with the blood type B. Work as a group to identify the likelihood of different blood genotypes and phenotypes for the offspring. The first learner should post the genotypes of the parents and explain the reasoning for the answer. The second learner should create a Punnett Square using this information. The third learner should calculate probabilities for each genotype and phenotype of the offspring showing all calculations. Use the rubric to evaluate the quality of each of your teammate's response.*

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Intro	Share Ideas	15 Structures	4 Formats	Wrap-Up

Text
- Your LMS
- Poll Everywhere, Mentimeter, Slido, Kahoot!, Thoughtexchange
- Google Slide

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Intro	Share Ideas	15 Structures	4 Formats	Wrap-Up

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Intro	Share Ideas	15 Structures	4 Formats	Wrap-Up

Text
- Your LMS
- Poll Everywhere, Mentimeter, Slido, Kahoot!, Thoughtexchange
- Google Slide

Visuals
- Collaborative Boards: Jamboard, Padlet, Note.ly, Miro, Lino
- Concept Maps: Bubbl.us, Coggle, GitMind, Wisemapping, GroupMap, MindMup
- Dotmocracy: Dotstorming

Audio
- Your LMS
- Vocaroo, Audacity, GarageBand

Video
- Your LMS
- FlipGrid
- VoiceThread

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Intro	Share Ideas	15 Structures	4 Formats	Wrap-Up

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Intro	Share Ideas	15 Structures	4 Formats	Wrap-Up

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Intro	Share Ideas	15 Structures	4 Formats	Wrap-Up

Take Home Message

Take a moment to reflect on this workshop.
Note down what you want to remember, or
What you plan to do in your course, or
A burning question that you have (and add it to the chat to get an answer)

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Intro	Share Ideas	15 Structures	4 Formats	Wrap-Up

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Folder with Resources
http://bit.ly/3qLo22F

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Next week's FLO Friday (Feb 19):

Meaningful Feedback

with Monica Morris

Upcoming FLO MicroCourse (Feb 8-14)

Create Your Course Intro Video

Thank you everyone!

BCcampus

Learning. Doing. Leading.

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