How to Conduct Asynchronous Online Discussions

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May 13, 2020
Agenda

Best Practices
Efficient feedback
Effective online discussions

Demo
How to create online discussions in D2L
Efficient Feedback

• Online discussion is **Student Interaction**

• **Don’ts:**
  • DO NOT respond to every post.
  • Do not put an opinion on/give an answer to any discussions

• **Do respond when:**
  • off topic
  • posts without a reply
  • contentious issues
  • misconceptions
  • great ideas
  • a need for further questions.
Efficient Feedback

• **Dos:**
  • Give summary feedback instead of individualized feedback.
  • Allow students to submit three the most high-quality posts
  • Assign students roles to be the leader/facilitator
  • Encourage different formats of online discussions: video/audio
Effective Online Discussions

• Be concise
  • Rule of thumb: make only one main point in each posting, supported by evidence and/or an example.

• Focus on Add-ons
  • Discussions are NOT for summarization

• Relevant to Student Learning

• Encourage sharing of experiences
Effective Online Discussions

Setting up background information

• Textbook or lecture-based
  • Readily available, Easy to create
  • Less engaging

• Exploration-based
  • Provide a statement, let students find evidence/examples to agree/disagree with the statements.

• Scenario-based
  • Having a character in the prompts: If you were George Washington what would you ...
<table>
<thead>
<tr>
<th>Type of question</th>
<th>Explanation</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reflection</td>
<td>Reflect on learned topics and relate it to student learning experience</td>
<td>What have we learned so far, and how that influenced your understanding of ...?</td>
</tr>
<tr>
<td>Application</td>
<td>Requires application of knowledge</td>
<td>How is ... related to ...? Can you give an example of ... by using your own experience?</td>
</tr>
<tr>
<td>Critique</td>
<td>Requires more evidences to disagree with a statement</td>
<td>..., please use valid evidence to critique this statement.</td>
</tr>
<tr>
<td>Debate</td>
<td>Requires more evidences to agree or disagree with a statement</td>
<td>..., do you agree or disagree? Please use valid evidence to prove your statements.</td>
</tr>
<tr>
<td>Analysis</td>
<td>Requires application of principles in new settings</td>
<td>Compare and contrast ... With ...? Outline/ diagram ...</td>
</tr>
<tr>
<td>Synthesis</td>
<td>Requires combining ideas</td>
<td>How would you suggest ...? What might happen if you combine X with Y?</td>
</tr>
<tr>
<td>Evaluation</td>
<td>Requires making a judgement</td>
<td>What criteria would you use to assess ...? What is the most important ...?</td>
</tr>
</tbody>
</table>
Effective Online Discussions

• Triple A (Add, Analyze, Apply) or SAA (Summarize, Answer, Ask)
Effective Online Discussions

Discussion types
• Small group online discussions (3 students in a group)
  • Similar to think-pair-share
• Student-led online discussions
• Student create scenarios

Other ways of conducting online discussions
• Help seeking
• Café shop/Ice-breaker
• Projects exhibition
Effective Online Discussions

• Half and Half
  • One week for original posts
  • One week for replies

• Give descriptive instruction of how to write posts
Demo