



Asynchronous Online Discussions

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Agenda

- Design effective online discussions.
- Variations of online discussions.
- Facilitating online discussions.

The image features a large, dark blue, irregular shape that resembles a splash or a blot of ink. This shape is centered on a white background and has a rough, textured edge with many small droplets and splatters extending outwards. Inside this dark blue shape, the word "Design" is written in a clean, white, sans-serif font, positioned in the center.

Design

Always tie online discussions with learning materials

- Sample prompt
 - In the video embedded above, the student says that the Tuskegee Syphilis Study violates the patients' rights. This is one way to explain why this experiment is wrong. But how might you explain that this experiment is wrong using one of the theories we have studied so far in class?



Problem questions: Ask students to draw upon course materials to address a problem.



Causal questions: Ask students to identify and weigh the variables that contribute to an effect or outcome.



Connective questions: Ask students to contextualize or historicize an issue.



Comparison questions: Ask students to compare and contrast a theory or approach (SWOT analysis).



Evaluation questions: Ask students to evaluate the relative value of a particular argument.

Provide
prompts that
can elicit
constructive
contributions

Expectations

Be Concise

Rule of thumb: make only one main point in each post, support by evidence and/or an example.

Focus on Add-ons

Discussions are NOT for summarization or regurgitation

Share Experience

Incorporate experiences

Questions

Ask a question of your own



Keep consistency and variety

The image features a large, dark blue, irregular shape that resembles a watercolor splash or an ink blot. This central shape has a textured, slightly grainy appearance. Surrounding this main shape are numerous smaller, lighter blue and grey splatters and droplets, scattered across the white background, giving the overall composition a dynamic and artistic feel.

Variations

Scenario-based Discussions

- Creating a scenario (or a few to choose from) in which students need to project themselves as the characters in the scenario for discussions
 - Scenario-based discussions generate deeper conversations
 - Providing a choice of multiple scenarios makes the discussion less repetitive (a plus for grading as well as for students).

Scenario #1:

Setting: Lunchroom (K-8 School)

Student #1 is an 8th grader and is sitting with one other student at a lunch table. Student #1 moved to the community about 3 weeks ago. Student #1 is slowly making friends, but it has been a challenge.

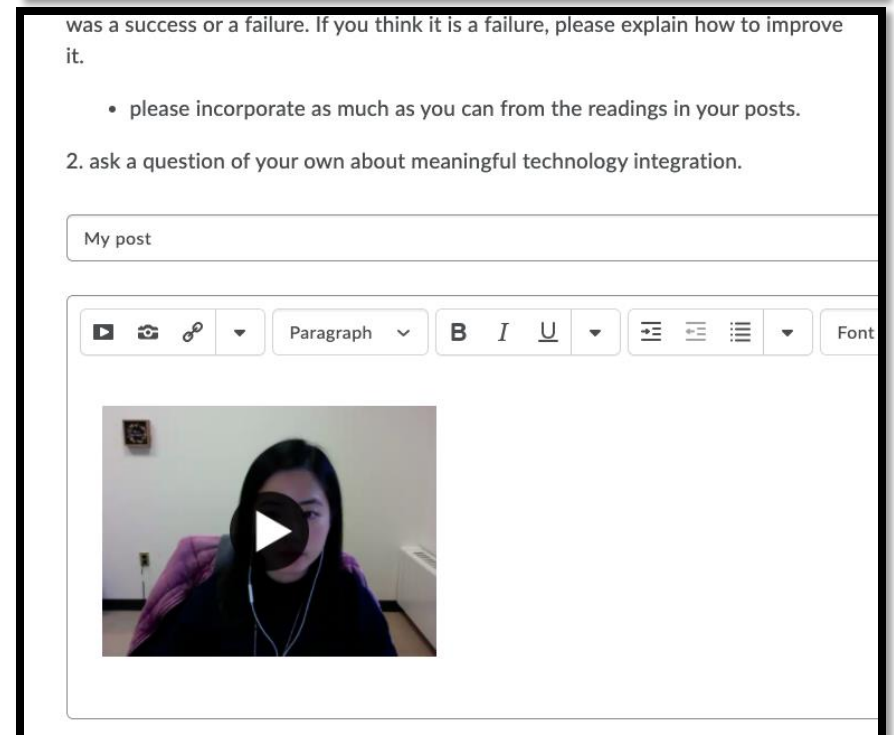
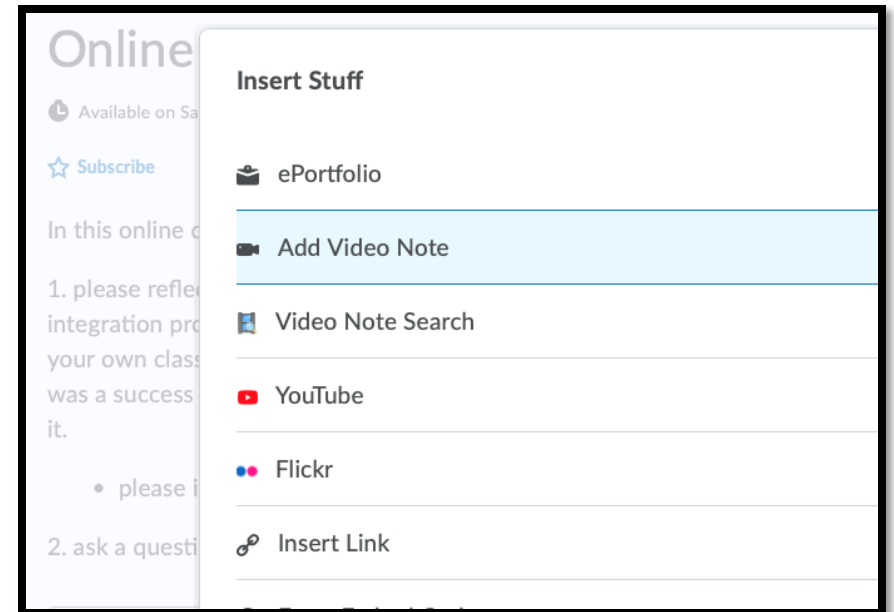
Student #2 is an 8th grader and sits at a table with 7 of his friends. Student #2 has lived in the community his whole life. Student #2 says “hey guys, watch this” he then throws an apple slice at student #1 that strikes him in the face. Student #2 friends laugh loudly.

Based on course materials, what are some techniques/strategies to support Student #1 from Scenario #1?

(Scenario credit to Timothy Surette @ UMS Faculty Focus)

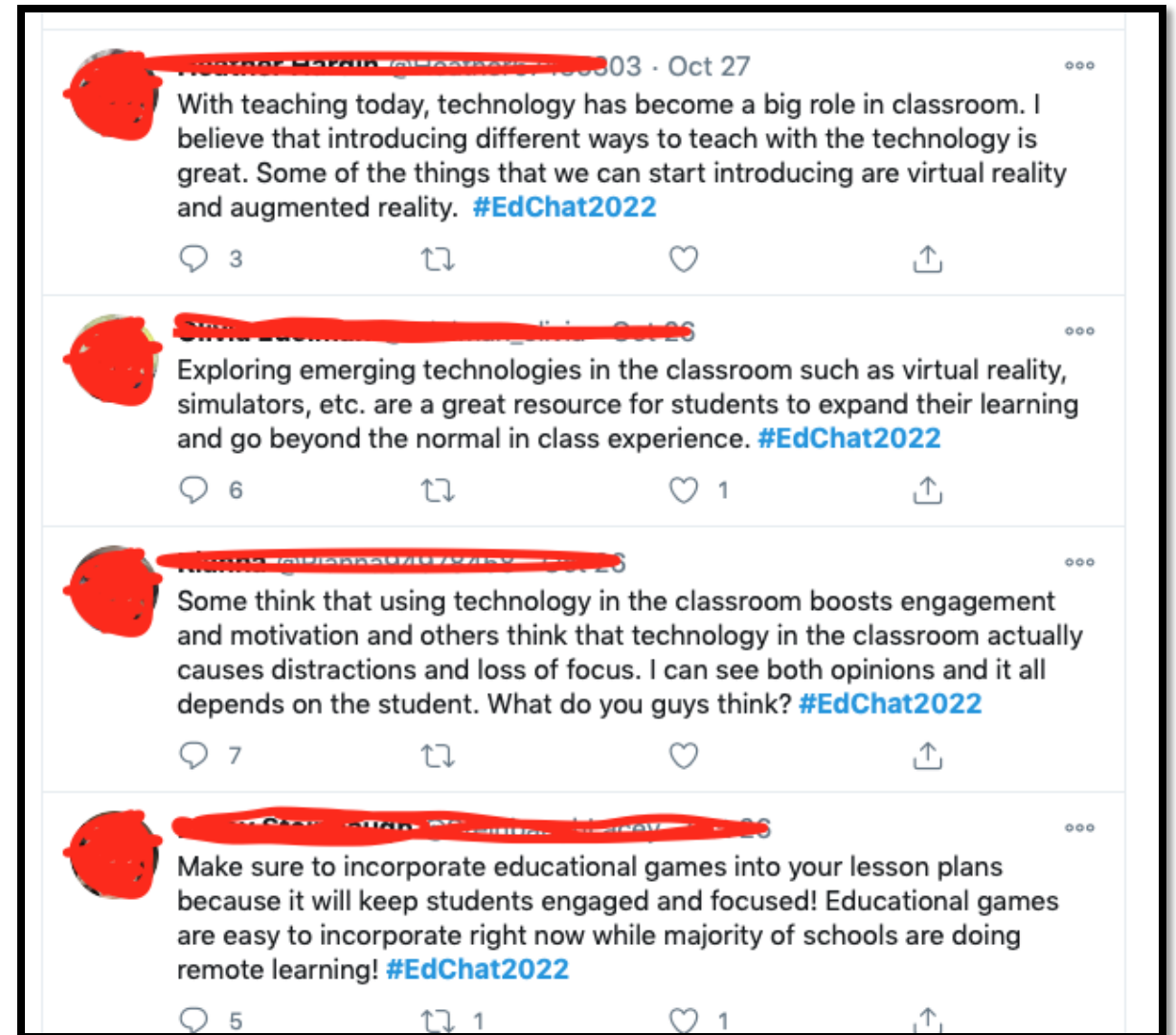
Video-Notes Discussions

- Using video notes in online discussion board in D2L Brightspace for video-based discussions.
 - Do not use Safari
 - Recommended Chrome



Twitter Discussions

- Twitter Chat: #hashtags
 - Pros: limit to 280 characters
 - Cons: confidentiality issues (create an account only for the course)



Annotation-based discussions (Hypothesis, Diigo, etc.)

The screenshot displays the Perusall web interface. The top navigation bar includes the Perusall logo, a breadcrumb trail (Reading and learning > 1-s2.0-S0360131511001783-main), and various utility icons like a document, undo, and a toolbar with a text editor (A), image, and page number (Page 1). A user profile for 'LD Lu Ding' is visible in the top right.

The main content area on the left shows a text document with a green circular 'LD' annotation icon. The text discusses computer-based assessment (CBA) and its advantages. A paragraph is highlighted in purple, indicating an annotation. Below the text, a section titled '2. Computer-based assessment for learning' is visible.

On the right, a 'Current conversation' sidebar is open, showing a discussion thread. The first message, from a user with a question mark icon, says 'I am not quite understand this part of the paper.' The second message, from 'LD', responds: 'I think this means we need more research on how to integrate feedback system in learning computer sciences.' The sidebar also includes a rich text editor with formatting options (B, I, A, x², emoji, code, image, link, video, etc.) and a status bar indicating 'Not yet submitted: press Enter to submit.'

Perusall > Reading and learning > 1-s2.0-S0360131511001783-main

LD

student learning. One of these innovations is computer-based assessment (CBA), a form of assessment in which students answer items in a computer environment instead of taking a traditional paper-and-pencil test. The literature suggests that CBA can have didactic advantages because it is possible to provide students with feedback while they are taking the test. This implies that assessment should be integrated into the learning process, which is an important aspect of the *assessment for learning* approach (for more information, see [Stobart, 2008](#)). When it comes to assessment for learning, feedback “is seen as the key to moving learning forward” (Stobart, p. 144).

The fact that feedback can be provided to students in a timely fashion—while they are taking the test—might lead to better learning outcomes. This is because in a computer-based environment, the discrepancies between students’ current state and the intended learning outcomes can immediately be solved (Hattie & Timperley, 2007), in contrast to a traditional environment. A big advantage of CBA is the possibility of providing the test taker with customised feedback, given that the computer can generate feedback based on the answer given by the student (Lopez, 2009). This feedback may simply indicate the correct answer for an item or may be more elaborate and provide information concerning the content to which the item refers. Currently available research does not provide univocal evidence regarding how to integrate feedback into a computer-based assessment in such a way that contributes positively to the learning process and to the learning outcomes of students. This study investigated the effects, on students’ learning outcomes, of different methods for providing written feedback in a computer-based assessment for learning. Additionally, it explored the attitudes of students towards different methods of providing feedback as well as students’ feedback-reading behaviour in terms of time spent reading feedback.

2. Computer-based assessment for learning

Assessment for learning is an approach to classroom assessment in which it is integrated into the learning process (Stobart, 2008). The main aim of assessment for learning is to support the learning process. This is in contrary to the conception that assessments should be used

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Current conversation

I am not quite understand this part of the paper.

Nov 12 1:26 pm

B I A x² 😊 </> 🖼️ 🔗 📺 📁

LD I think this means we need more research on how to integrate feedback system in learning computer sciences.

Not yet submitted: press Enter to submit.

Video-based Discussions

- Knowmia

Project Preparation

- Have a clear plan
 - have your end goals in mind
- Clean workspace
 - hide desktop icons
- Turn off notifications
 - email, chat ... and silence your phone

Right-click on the desktop

00:38 / 1:58

Search comments

RE Ryan Eash 00:38

Do you know if it's possible to hide/show desktop icons on a Mac?

Reply 0 Edit

Hide 1 reply

Jason Valade

It is but it requires a 3rd party app. HiddenMe is a free one I like.

0 Edit

Add a reply

Submit

RE Ryan Eash 1:49

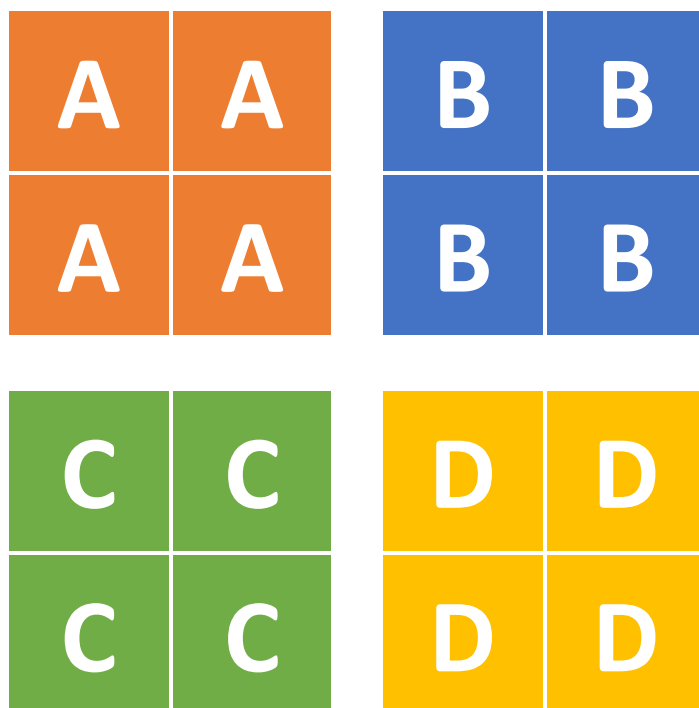
What do you use for recording your audio separately?

Add a comment

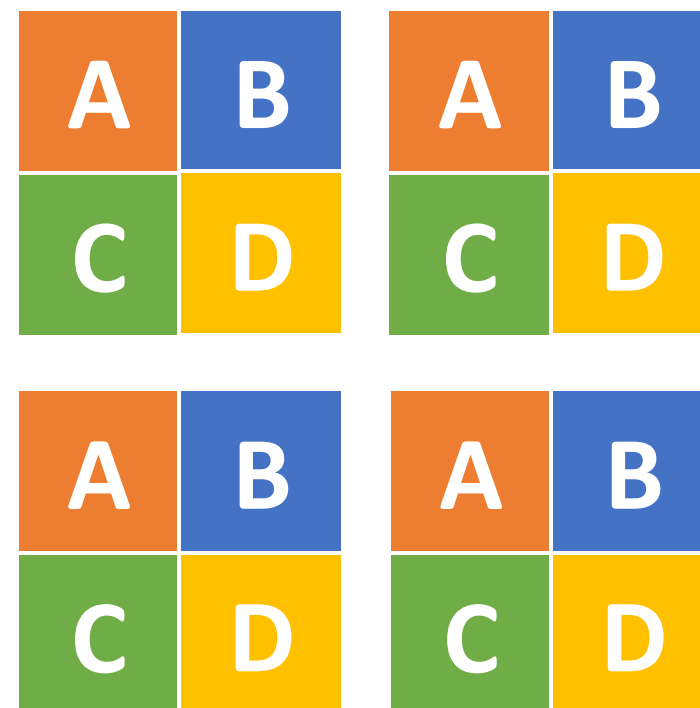
Submit

Jigsaw

Round 1: Expert Groups














Round 2: Teaching Groups



Showcase Discussions

- Group projects/Individual projects
 - Portfolios
 - Presentations
 - Infographics
 - Screencast videos

<input type="checkbox"/>				Votes	Subject
<input type="checkbox"/>				0	creative
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Attachments:

 [my-visual_50282542.png](#) (594.34 KB)

Infographic Project:

SKINK SPOTTER NZ



What is it?

This project observes how skinks, specifically in New Zealand, are being affected by climate change. They have done a large amount of research into skinks and their behavior. Lot's of footage of the New Zealand wilderness is captured by Skink Spotter NZ and they record what kind of temperature, weather conditions, and cloud cover the skinks are most commonly found in.

Classify Activity

The activity found on this page in Zooniverse simply involves identifying skinks. They show you ten minutes of random footage which is captured at one photo per minute. You go through the time lapse and see if you can spot any skinks. You will then be asked multiple questions after saying yes or no/unsure. You will answer whether there was snow, if it was raining, if there were multiple skinks, or if you saw McCann's skink.

Educational Use

This activity would be a good activity primarily for students in a middle school science setting. Students could spend a long time looking at each lapse trying to find a



Variations of Online Discussions



GROUP DISCUSSIONS



CAFÉ SHOP
DISCUSSIONS



HELP-SEEKING
DISCUSSIONS



Facilitation



Facilitate Online Discussion

- Online discussions are for **Student Interactions**
- **Don'ts:**
 - DO NOT respond to every post (Enable Up-Vote function in D2L)
 - Do not put an opinion on/give an answer to any discussions
- **Do respond to:**
 - off topic
 - “orphan” posts
 - contentious issues
 - misconceptions
 - great ideas



Example responses to posts

- “What additional evidence is there to support your thinking about X?”
- “What assumptions are we making about X? How would our interpretation be different with an alternate set of assumptions?”
- “What don’t we know about X, and how might that help us consider this issue another way?”
- “Can you articulate your point another way or provide an example to clarify it?”
- “How else might you interpret X?”



Facilitate Online Discussions

- **Dos:**
 - Give summary feedback instead of individualized feedback
 - Praise-oriented comments
 - Get students to interact with each other
- Allow students to submit three the most high-quality posts
- Random gradings
- Encourage students to be the leader/facilitator



GET CONNECTED

Contact information

- Office: 1009 Booth Library
- Phone: (217) 581-3716
- Email: lding@eiu.edu
- Schedule meetings through Calendly @ calendly.com/lding