

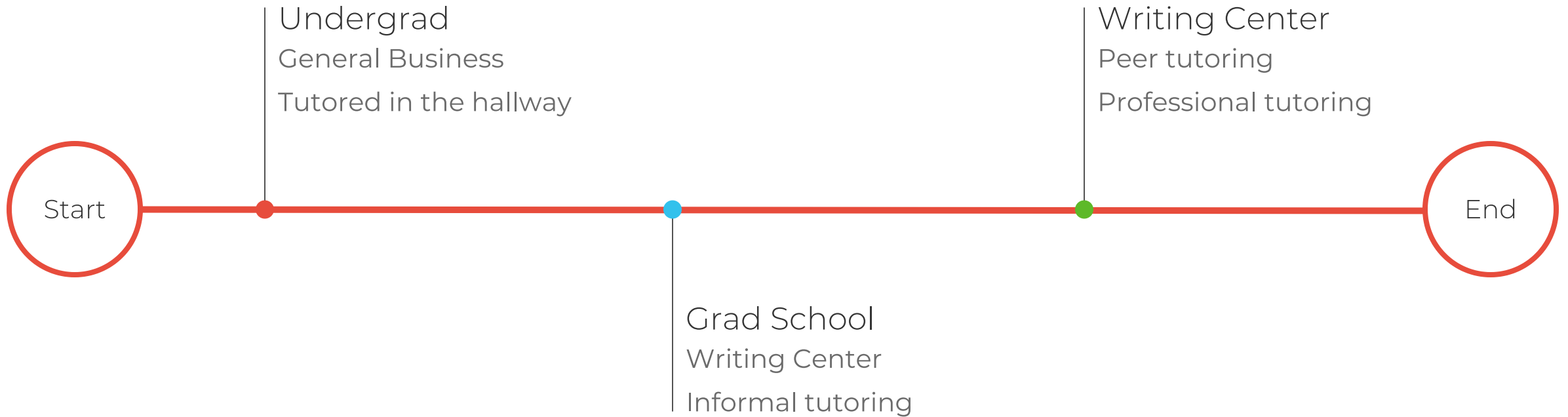
Discussion Boards of the Future

In The Beginning



- I hated discussion boards
- Prompts were dry and uninteresting
- Student responses were relatively identical
- Many students just didn't participate

Before the Question



What's Wrong With Discussion Boards?



Prone to shortcuts



Easy to disengage
Caspi, Chajut, Saporta,
Beyth-Marom, p. 139



Boring

What's Right With Discussion Boards?



Gives each student a voice/Allows the instructor to encourage or require participation



Allows reflection before committing to a comment



Archived for future reference

What's Right With Face to Face Discussion?



Students usually want to participate

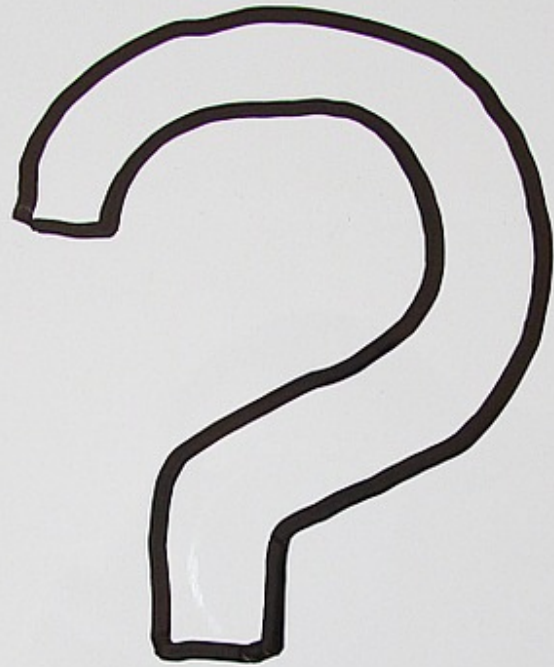
Caspi, Chajut, Saporta,
Beyth-Marom, p. 139



Easier to have beneficial interactions through student-driven inquiry and self-identification of need



Allows students to learn through teaching



WHAT
SHOULD
DISCUSSION
BOARDS DO?

What I Want

- 1 Less emphasis on essay writing
- 2 Less focus on “the right answer”

— But —

- 3 More emphasis on inquiry
- 4 More space for real questions
- 5 More community

The Best of Both Worlds

	Traditional Online	Traditional FtF	Best of Both
Presence	Each student is heard	Classroom culture encourages participation	Each student is encouraged to have a voice
Engagement	Reflection before interaction	Self-identification of need/idea	Reflective and self-identified engagement with peers and/or instructors
Learning	Archived	Informal learning through peer engagement	Student teaching and learning refined by the instructor and available for all

My Current Solution

English 1301 and 1302

Initially, each student will draft a question for their peers about the lessons 2 or 3 that not answered in the lessons or post a resource for other students that is related to those lesson's content (that is safe for public consumption)...Posts should be at least 100 words, and the post must be clear and provide enough detail to be useful. This part is worth 10 points.

You will also respond to at least one other student to answer a question, post a resource in response to a question, or contribute to the discussion of a topic. Replies should be at least 100 words...

My Current Solution

British Literature I

Draft a question for discussion that prompts analysis, interpretation, or research (no recall, overly subjective, or text to world connection questions) that addresses the Anglo-Norman works addressed in this lesson...

For your reply, you should select one question to reply to (not your own question) in 250-300 words. Replies must include primary source support (at least one quote) and may include secondary source support if necessary...

The Tools of Now

Twitter

- Synchronous
- Text-based
- Branched conversations
- Limited or stringed replies

Flipgrid

- Synchronous
- Engaging
- Audio/visual
- Conversational

Google Meet

- Synchronous
- Audio/visual
- Screen sharing
- Attachments

Embedded Discussion Boards

- Asynchronous
- Traditional
- Familiar
- Reflective

An Argument for Asynchronous

- Reflective

Allows students to refine their ideas and process the ideas of others.

- Conversational

Helps students clearly identify each other.

Helps students grasp the idea of the “Academic Conversation” better.

- Applicable

Asynchronous discussion board posts replicate email more closely than other assignments.

Can allow students to practice wording of self-generated ideas.

- Written

As Scott Warnock puts it in **TEACHING Writing Online**, asynchronous, text-based conversations make students “[w]rite, write, and write some more” (69)

A Short Bibliography

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In Someone Else's Words

“When we focus our students on finding the answers, we stop them from thinking. However, if we can teach them to ask questions and give permission for their questioning, we set the stage for critical thinking to occur.”
