College discussion board:
Jim: 2+2=4
Me: Wow Jim I totally agree. I like how you added the 2's together and got 4, very insightful.

*discussion board posts*
Student: I love bread
Me: Joe, I agree with you! I love bread too. I liked the part when you said you loved bread. Great point!
Online Discussion Boards – A Relic from the Past?

Ankit Desai, UNIT-IT
Andy Cui, VITAL
Session Outcomes

At the end of the session, participants will be able to:

• Reflect on students’ experience of using discussion boards;
• Discuss pedagogical considerations when designing online discussions;
• Recognize features and functions to set up engaging conversations in discussion boards;
• Set up your own discussion boards in Blackboard;
Teacherless Online Classroom - Discussion
Bored
Feedback of Using Discussion Board

• “Using the Blackboard Discussion Board is very helpful as an extra space to ask questions from lectures, as you can see other students' questions as well”.

• “More discussion boards online that allow students to develop their thoughts more and have something more substantive to contribute in class”.

• “More classes utilizing a discussion board would be beneficial to learning from others' questions and give an outlet to interact with peers”.

• “The use of discussion boards has promoted more frequent participation from every student, so the classes have been able to incorporate everyone’s opinions into conversations”.

• “A method that I think has been effective is where the professors directly call on people to get their opinions on the readings/discussion boards”.

• “I love the use of discussion boards because it allows students, like myself, who may be quieter in class, to participate more actively and share ideas we may not want to say in class”.
Feedback of Using Discussion Board

• “These discussion board assignments honestly feel like a chore and a waste of time. I feel very disconnected from the conversations”.

• “Discussion boards are pointless. We're all pandering to each other”.

• “I think things like discussion boards are not effective because students only see them as homework and not a place to explore new ideas”.

• “Discussion boards are incredibly stressful. I rarely feel like completing discussion boards enhances my understanding of the readings”.

• “This seems to me to be using them for the sake of "community building" without meaningful takeaways or any real importance to the lesson”.

• “Get rid of needing references for discussion board posts. IT IS TOO MUCH. Also the discussion board questions often are requiring essay responses. This defeats the whole purpose of a discussion board. I am spending more time forming my initial response that I am not getting the opportunity to connect with my other classmates”.

• “Discussion boards need to be followed by the lecturers”.

• “The discussion boards effectiveness is very different class by class. Largely, the lack of faculty participation within them though makes it tough to gauge if we are discussing the right things”.
Developing Discussion Questions

• Connect with learning objectives.
• Frame the question as open-ended.
• Voice opinions, perspectives or personal experiences.
• Provide evidence with examples/references
Read “U.S. Students from Educated Families Lag in International Tests” by Eric A. Hanushek, Paul E. Peterson, and Ludger Woessmann from the Fall 2014 issue of EducationNext: “U.S. Students from Educated Families Lag in International Tests”

Based on the results of this study and the lecture video, are you surprised to discover that the United States has two large gaps in its education — the gap within the country and the gap internationally?
Everything around us is changing; changing in both good and bad ways. Life as we see and live it, family, morals, values, beliefs, animals, environment, and culture are changing rapidly, but what do we do? How do we embrace these changes? Do we help with the changes, do we turn our head, and how can we help? Where do we start, with laws or our own ideas? Do we look at the past? Why or why not? What does Nate Garvis have to contribute and what do you think about his synopsis? How do you view your classmates' ideas or perception?
Rules and Structure of Online Discussions

• Set two deadlines a week.
Rules and Structure of Online Discussions

- Set two deadlines a week.
- Set up the structure.
Rules and Structure of Online Discussions

• Set two deadlines a week.
• Set up the structure.
• Make a plan for grading.
Rules and Structure of Online Discussions

- Set two deadlines a week.
- Set up the structure.
- Make a plan for grading.
- Transparent discussion board design (Transparent Assignment Template).
  - Purpose
  - Task
  - Criteria
<table>
<thead>
<tr>
<th>Desirable Characteristics</th>
<th>Poor: 1 point</th>
<th>Good: 2 points</th>
<th>Excellent: 3 points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Timely and quantitative discussion contributions</td>
<td>One to two postings per discussion; somewhat distributed, with first posting later in the week.</td>
<td>Two to three postings per discussion; postings distributed throughout the week, with first posting occurring early in the week.</td>
<td>Three to four postings per discussion; well distributed throughout the week, with first posting midway through week.</td>
</tr>
<tr>
<td>Responsiveness to discussion; demonstration of knowledge; understanding gained from assigned reading</td>
<td>Postings had questionable relationship to reading material or topic under discussion, with little or no evidence of understanding.</td>
<td>Clear that readings were understood and that concepts and insights were incorporated into responses.</td>
<td>Very clear that readings were understood and ideas were incorporated well into responses; postings continued the comments and insights of other learners.</td>
</tr>
<tr>
<td>Followed online protocols for clear communications; correct grammar, spelling, and understandable statement flow</td>
<td>Two to three online protocols were not followed; organization unclear.</td>
<td>Most online protocols were followed; statements were mostly organized and clear.</td>
<td>All online protocols were followed; statements were well organized and clear.</td>
</tr>
</tbody>
</table>
Discussion postings that meet all criteria for a grade level will receive the highest points possible at that level. Postings that meet mixed levels of criteria will receive a score within the point range of the appropriate levels. Participation in discussion activities are measured by the date on the discussion posting, initial post by Thursday deadline, including well thought out answers that are theory based, critical thinking in delivery, strong in structure and presents information that shows the subject is understood clearly. Students must have a total of 3 posts weekly. **The initial post must be at least 250 words in length in paragraph format.** The comment posts must include well thought out answers that explain the student’s sociological perspective and must address the student by stating the student’s name. Simple answers like, “I agree” or “I understand” will not warrant credit as a posting.

**“A” Discussion (90-100):** Distinguished/Outstanding Students earning an “A” for discussion activities have participated 3 or more times during the week and have posted outstanding information that has key information from the reading/ subject, include the sociological perspective, and a clear explanation. This post must have the initial post Thursday deadline included. “A” discussion postings are made in time for others to read and respond deliver information that is full of thought, insight, and analysis make connections to previous or current content or to real-life situations contain rich and fully developed new ideas, connections, or applications.

**“B” Discussion (80-89):** Proficient Students earning a “B” for discussion activities have participated at least 3 times during the week and have posted proficient information that has information from the reading/ subject. This post must have the initial post Thursday deadline included. “B” discussion postings are made in time for others to read and respond deliver information that shows that thought, insight, and analysis have taken place make connections to previous or current content or to real-life situations, but the connections are not really clear or are too obvious contain new ideas, connections, or applications, but they may lack depth and/or detail.

**“C” Discussion (70-79):** Basic Students earning a “C” for discussion activities have participated at least 2 times during the week and have posted basic information. The initial post is present, but not by the Thursday deadline. “C” discussion postings may not be made in time for others to read and respond are generally competent, but the actual information they deliver seems thin and commonplace make limited, if any, connections, and those are often cast in the form of vague generalities contain few, if any, new ideas or applications; often a rehashing or summary of other comments.

**D-F Discussion (50-69):** Below Expectations Students earning a “D-F” for discussion activities have participated at least 1 time during the week and have posted information that was below expectations. “D-F” discussion postings may not all be made in time for others to read and respond are rudimentary and superficial; there is no evidence of insight or analysis contribute no new ideas, connections, or applications may be completely off topic.
Online Discussion Forums - Creating Value in Your Posts

1. Find an article related to the current chapter we are discussing.
2. Write a short essay or a few paragraphs about the article.
3. Read the article.
4. [Steps in the Discussion Forum]
   a. Provide a brief synopsis of the article.
   b. Identify the main cause-of-action ideas within the article, e.g., "[Thesis of the cause]"
   c. Provide your opinion on the topic.
   d. More ideas the topic relates to encouraged today!
In his presentation Nate Garvis makes the comment "to me a habit is something I don't have to be told to do." How do we learn our habits? From parents, peers, society in general? Can we change our world for the better by changing our habits? I have always heard that if you do something for 21 days then it becomes a habit. This doesn't always work. I think it takes a lot longer, maybe even generations to change a new behavior into a habit or culture. Being born to the same generation as Nate Garvis, I have observed many social changes. I grew up watching the nightly news with Walter Cronkite on a black and white television. Our culture and value system have undergone many changes. Some changes are made for the worse and some for the better. I don't think that major values have changed; most American's still strive for achievement and success. Two of the first questions usually asked when meeting someone are: Where do you work (activity and work) and where do you attend church? (morality).
Susan, I found your discussion post to be very interesting. I have been trying to get myself to do something each night, but I have not yet been successful in consistently doing it. I am going to try to focus on doing it each night for 21 days and see if I notice that it does become a habit. That's such an interesting point!

I agree with your thought that changes in technological communication such as emailing and texting have resulted in a decline in proper language use. Teachers and employers have to fight this pop culture change to ensure correct language usage from students and employees. Notice that our professor had to instruct students not to send her emails written in the casual manner of a text. Years ago, this would never have been necessary. Students are to respect their teachers and employees are to respect their superiors, peers, and clients. This change in pop culture has resulted in behavior that can be viewed as ignorant or disrespectful, even if it was not meant in that manner.
Instructor’s Role

• Serve as facilitators and guide students toward solutions

• Be responsive but not overbearing

• Be strategic about your participation
New Twists

- Debate/Role-Play/Six thinking hats

- Managing the Thinking Process
- Information
- Intuition and Feelings
- Benefits and Feasibility
- Caution, Risks, Problems
- Alternatives and Creative Ideas
New Twists

- Debate/Role-Play/Six thinking hats
- Student-moderated discussions
New Twists

• Debate/Role-Play/six thinking hats
• Student-moderated discussions
• Small group discussion/Jigsaw activity
New Twists

- Debate/Role-Play
- Student-moderated discussions
- Small group discussion/Jigsaw activity
- Fishbowl
- Discussion wraps
- Post-Discussion Reflection
## 3-2-1: Post Online Discussion Thinking/Reflection Routine

<table>
<thead>
<tr>
<th>Details, facts, or things you learned</th>
<th>1.</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>2.</td>
</tr>
<tr>
<td></td>
<td>3.</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Questions you have</th>
<th>1.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Thing that surprised you</th>
<th>1.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Self-Assessment: Participation in Online Discussions

* Required

Full Name *

Your answer

Class period *

Choose

How engaged were you in today’s discussion? *
Resources

- Online Discussion Boards: Creative Ideas to Spark Better Conversations and Engage Students
- How Do I Create Questions that Stimulate Engaging Conversations in Online Discussion Boards?
- What Are Three Proven Ways to Manage My Online Discussion Board and Actively Engage Students?
- How to Design and Facilitate Online Discussions that Improve Student Learning and Engagement
- How Superheroes Can Bring Your Online Discussion Board to Life
- Leveraging Bloom’s Taxonomy to Elevate Discussion Boards in Online Courses
- Tools and Strategies for Engaging Online Students
BLACKBOARD DISCUSSION BOARD

• How to Create Discussion Board in your Blackboard Course
• How to Make Discussion Board available to your students
• Discussion Board Settings
• Grading Discussion Board
• Other Discussion Board Type Tools
  • VoiceThread
  • Yellowdig
Interactive discussion tool that allows students and their instructors to engage in an asynchronous discussion using a variety of communication mediums that include:

- Video
- Audio
- Screen Capture
- Screen Annotation
- Pictures

Think of it as a “multimedia” discussion board

This tool is fully integrated with the Blackboard course environment and found under Tools.

New Assignment Interface for VoiceThread (June 2021)
INTERACTIVE DISCUSSION BOARD - VOICETHREAD
Taylor

This appears to be a baseball player from a bygone era. He doesn't resemble today's players.
INTERACTIVE DISCUSSION BOARD - VOICETHREAD

1. **Choose activity**

   **Create**
   Students are required to make a VoiceThread using a video, image, document, or presentation.

   **Comment**
   Students are required to make a comment on a VoiceThread.

   **Watch**
   Students must watch or listen to an entire VoiceThread.
Yellowdig is a social pin-board for teams that lets you quickly share items of interest, assess student participation, and drive class discussions within your private community.

Integrated into Blackboard Learn, Yellowdig helps to turn your course into a social learning community.

Students have a familiar looking site similar to other social networks with the ability to post and share content.

Faculty are capable of setting up a point system to rate the quality of content posted which in turn can be published back to the Blackboard gradebook and used as participation score.
Welcome to Yellowdig Community!

Welcome to Yellowdig posting!

This is the body of the post. The yellow bar below indicates your progress toward the minimum word requirement for points on this board. When the bar turns green that means you've reached the minimum word requirement. If points are enabled, you will receive points for the post (unless you failed to include a required Topic or already reached the weekly point-max).

The comment field has a progress bar and a rich text editor. When you've reached the minimum word requirement, the progress bar will turn green.

How to Participate in Your Community

To create a Post, select the +CREATE button in the upper-right hand corner of your Community. (As you scroll through your Feed, the +CREATE button will appear in the lower-right hand corner.) From here, you can add a title in the "Title your Post" field and add your thoughts or content into the field below that. Within your Post, you can integrate @mentions to get the attention of someone in your community, by typing the @ symbol and then adding their name (e.g., @JaneDoe). You can also use #hashtags to be able to find and filter posts (e.g., #YellowdigParticipation) and emojis, depending on your Community's settings. Using the buttons below the content field, you can also attach files; add videos or images; draw diagrams or annotate images; record videos; and select Topics. Using those buttons you can also add...
RESOURCES

- Contact UNIT Helpdesk (support@villanova.edu) and someone from UNIT-Learning Technologies will follow up
- Workshop Calendar: https://www1.villanova.edu/villanova/unit/helpsupport/traininghelp/schedules.html
- VoiceThread: https://www1.villanova.edu/villanova/unit/instructionaltech/blackboard/bbtraining/voicethread.html
- Yellowdig: https://www1.villanova.edu/villanova/unit/instructionaltech/blackboard/bbtraining/yellowdig.html