

# ARE YOUR DISCUSSION BOARDS FALLING FLAT? 5 EASY ASSIGNMENT MAKEOVERS

## *QM CONNECT 2017*

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# ABOUT WINONA STATE UNIVERSITY



# QM STANDARDS

**1.3** Etiquette expectation (sometimes called “netiquette”) for online discussion, email and other forms of communication are clearly stated.

**5.4** The requirement for learner interaction is clearly stated

**6.2** Course tools promote learner engagement and active learning



# Discussions

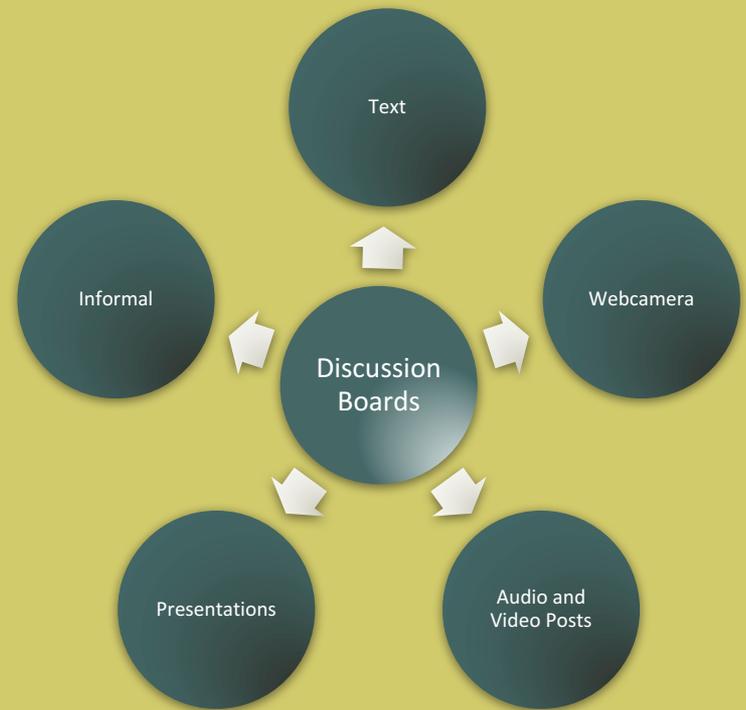
Discussions List

Group and Section Restrictions

Statistics

New ▾

More Actions ▾



# TYPES OF DISCUSSION BOARDS

# INITIAL AND RESPONSE POST

- Clearly define the expectations for the initial and response post
- Describe purpose of discussion
- Provide examples of posts (*model*)

**1.) Initial Post:** You will share your observations in a post to your small group.

Describe in detail the situation you observed. (NOTE: You have only observed this group for a short period of time so you may not have all the information. Include as many items as possible to clearly describe the interaction you observed)

In your post include items such as the type of group, the people, the events, the setting, the group structure, or the processes. In your post also indicate which stage you believe this group is in and why. Also identify any roles you believe are present in this group.

**2.) Response Posts:** Next ask at least 1 follow up question to another classmate's post.

Questions should be related to the course content and strive to further the conversation. You are responsible for responding to the questions asked by the instructor and your classmates. Use your observations to answer these questions to the best of your ability.



*Example of a Follow-up Question: What actions do you believe need to occur in order for this particular group to move to the "Performing" stage? What barriers seem to be present?*

Start a New Thread

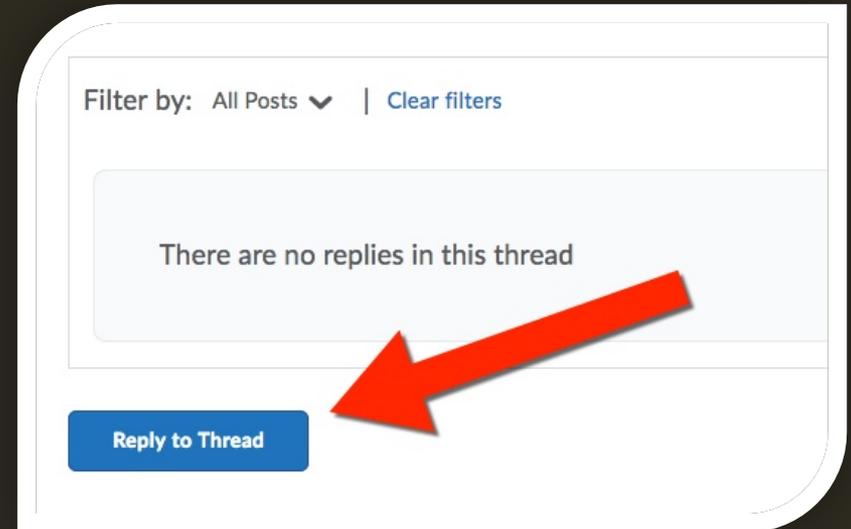


# INSTRUCTOR PRESENCE

What role do you play?

# INSTRUCTOR FEEDBACK

- Respond to individual posts or threads. Can be viewed by the individual and class.
- **Comment as a peer :**
  - Share an article
  - Website
  - Emoji
  - Ask a question
  - Connect student's post to one another



# INSTRUCTOR FEEDBACK

- “Wrap-up” post.
- “Best of Comments” post
- “Correct Answers” post

\*Pin thread at top of discussion forum



## Discussion Board Wrap-up

Mary Bohman posted Jan 22, 2017 2:54 PM



After reading your posts I noticed many of you identified Lynda.com as a useful resource. I want to remind you that Lynda is available to you throughout the program and can be used for a variety of things. Some companies even purchase Lynda.com accounts for their employees as a form of professional development. This resource is available to you for free as a WSU student. I encourage you to take advantage of this resource and explore the library to find other topics that can help you in your career.

In this course, we primarily use Lynda for software training but Lynda’s library has thousands of courses on a wide range of topics. I often find myself getting lost browsing the database. Here are a few courses you might be interested in that focus on topics other than software training. Also, many of the courses in Lynda.com offer certificates that can be linked to your LinkedIn account.

- **Project Management Simplified**
- **Time Management Fundamentals**
- **Interview Techniques**
- **Public Speaking**

• Public Speaking

• Interview Techniques



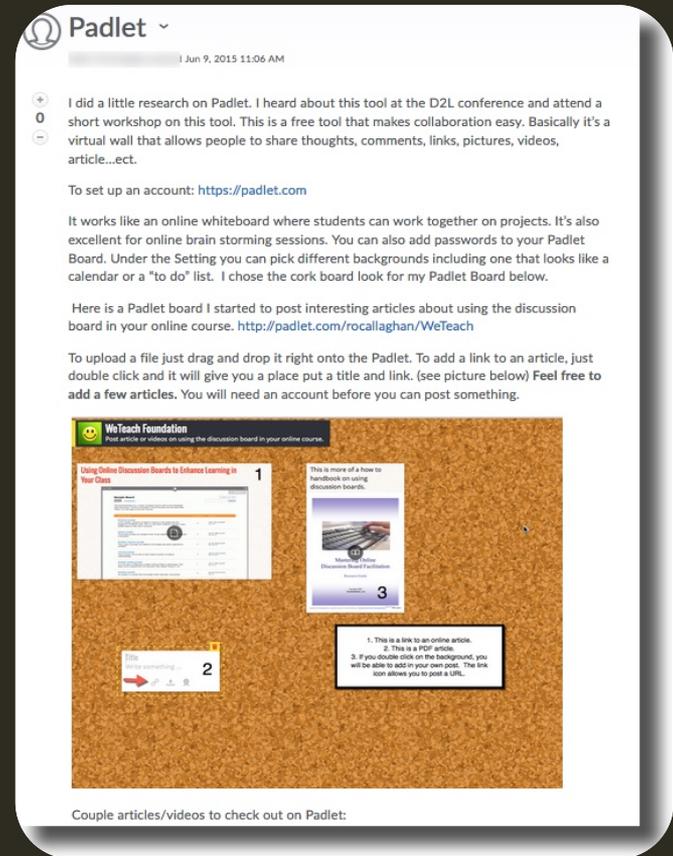
MULTI-MEDIA POSTS |

# ENHANCE YOUR POSTS

- Support an argument or statement
- Structure assignments around incorporating outside supporting material

## Examples:

- Embed YouTube videos
- Link to articles or websites
- Screen shots
- Embed images
- Audio clips



**Padlet** Jun 9, 2015 11:06 AM

I did a little research on Padlet. I heard about this tool at the D2L conference and attend a short workshop on this tool. This is a free tool that makes collaboration easy. Basically it's a virtual wall that allows people to share thoughts, comments, links, pictures, videos, article...ect.

To set up an account: <https://padlet.com>

It works like an online whiteboard where students can work together on projects. It's also excellent for online brain storming sessions. You can also add passwords to your Padlet Board. Under the Setting you can pick different backgrounds including one that looks like a calendar or a "to do" list. I chose the cork board look for my Padlet Board below.

Here is a Padlet board I started to post interesting articles about using the discussion board in your online course. <http://padlet.com/rocallaghan/WeTeach>

To upload a file just drag and drop it right onto the Padlet. To add a link to an article, just double click and it will give you a place put a title and link. (see picture below) Feel free to add a few articles. You will need an account before you can post something.

**WeTeach Foundation**  
Post article or videos on using the discussion board in your online course.

Using Online Discussion Boards to Enhance Learning in Your Class 1

This is more of a how to handbook on using discussion boards. 3

File Write something... 2

1. This is a link to an online article.  
2. This is a PDF article.  
3. If you double click on the background, you will be able to add in your own post. The link icon allows you to post a URL.

Couple articles/videos to check out on Padlet:

# VIDEO PRESENTATIONS

- Presentation Expectations  
*(web camera on, PowerPoint, etc.)*
- Embed video on the discussion board  
*(Others can view ,comment, provided feedback, ask questions, etc.)*

## Complete: Week 2 Lesson 3 Leadership PowerPoint Assignment Discussion Board Reaction

Locked after Wednesday, January 25, 2017 11:59 PM CST. Includes assessment.

Once you have recorded your presentation and uploaded it to YouTube, embed the presentation here. For directions on how to embed a video in discussion post: [Read: How to Embed a YouTube Video in a Discussion Thread](#)

Next read at least 3 other posts and respond to one. Response posts should be at least 100 words and provide feedback for improvement as well as what you liked about the presentation or what went well.

Rubrics

Week 2 YouTube Discussion Posts

Start a New Thread

Filter by: All Threads

Sort by: Most Recent Activity

Leadership

Jan 23, 2017 11:19 PM



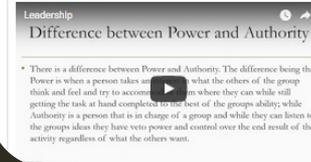
less

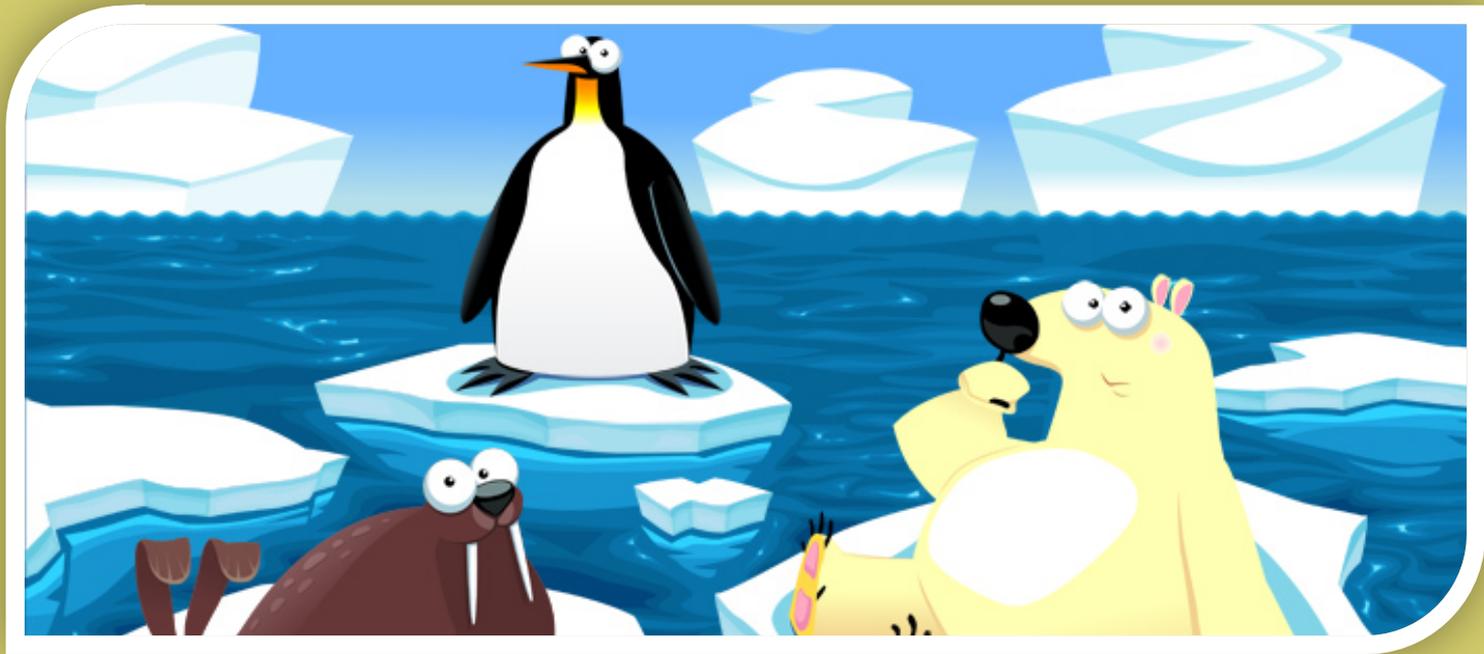
1 Unread 2 Replies 14 Views

Last post January 25 at 9:01 PM

Leadership PowerPoint

Jan 23, 2017 8:26 PM





# ICE BREAKERS

1. Create a community

# BEFORE, AFTER AND DURING

## Icebreaker ▾

Please use this forum to introduce yourself to your classmates by answering each of the questions in the topics below. Next read 1- posts and respond to two people in each topic.

| Topic   | Threads | Posts | Last Post |
|---|---------|-------|-----------|
| <b>1</b> <b>Current Skills</b> ▾<br>What skills and knowledge related to the course topics do you currently have? | 0       | 0     |           |
| <b>2</b> <b>Want to Learn</b> ▾<br>What do you want to learn during this course?                                  | 0       | 0     |           |
| <b>3</b> <b>Your Success</b> ▾<br>How will you determine whether this course has been successful for you?         | 0       | 0     |           |

# TEXTBOOK REFLECTIONS

- **Textbook/ Syllabus-**  
Ask students to preview the textbook and discuss what they found interesting or how it might be relevant to the course or their career.





# HOT SEAT

2: Long or Short  
Discussion Board

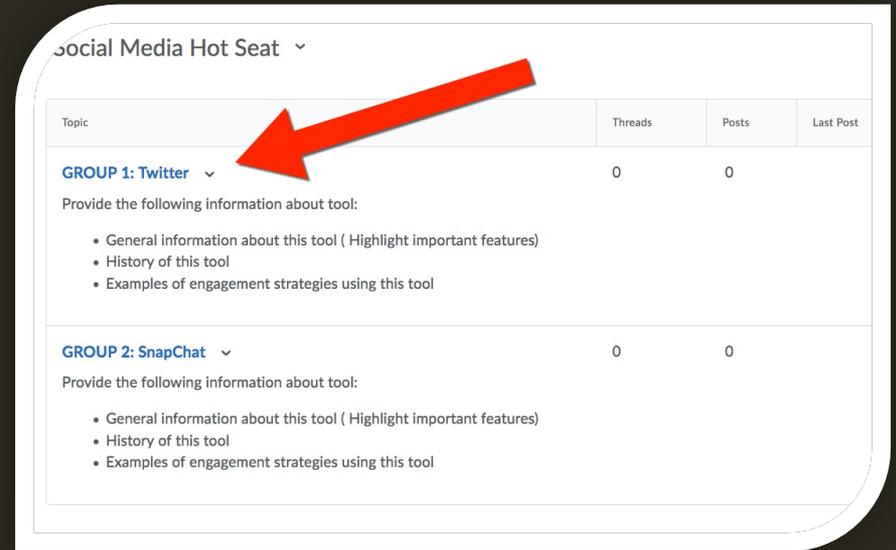
# HOT SEAT DISCUSSION BOARD

## Alternative to a group presentation or paper:

1. Divide into small groups. Each group gets a topic, theme or issue.
2. Groups research their assigned topic and put together a summary they post on a Discussion Board. Posting the summary will start the discussion.
3. Each group prepares questions that may arise from their peers. They write answers to each question.

# HOT SEAT IDEAS

- Textbook Readings
- Study activity for mid-term & final exam
- Main topics in the course
- Introduction to topics before the module to gauge what students already know



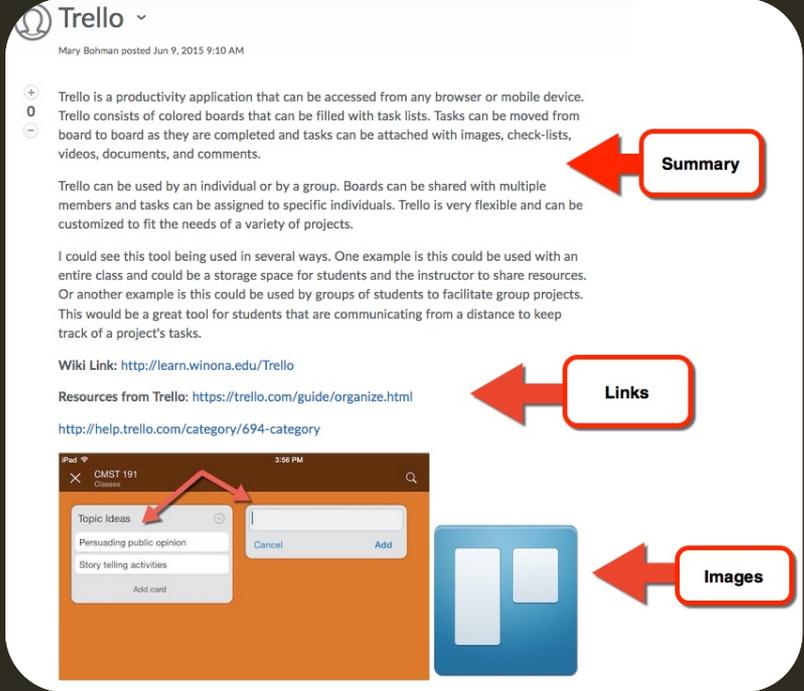
Social Media Hot Seat ▾

| Topic  | Threads | Posts | Last Post |
|--|---------|-------|-----------|
| <b>GROUP 1: Twitter</b> ▾<br>Provide the following information about tool: <ul style="list-style-type: none"><li>• General information about this tool ( Highlight important features)</li><li>• History of this tool</li><li>• Examples of engagement strategies using this tool</li></ul>  | 0       | 0     |           |
| <b>GROUP 2: SnapChat</b> ▾<br>Provide the following information about tool: <ul style="list-style-type: none"><li>• General information about this tool ( Highlight important features)</li><li>• History of this tool</li><li>• Examples of engagement strategies using this tool</li></ul> | 0       | 0     |           |

A red arrow points to the dropdown menu for 'GROUP 1: Twitter'.

# HOT SEAT INDIVIDUALS

1. Self select a topic of interest
2. Gather resources  
(Images, links, etc.)
3. Share post
4. Respond to questions related to their topic
5. Post questions to other topics listed on the board



The image shows a screenshot of a Trello post by Mary Bohman from June 9, 2015. The post contains a paragraph of text, a paragraph of text, and two links. A red arrow points from a red-bordered box labeled 'Summary' to the first paragraph. Another red arrow points from a red-bordered box labeled 'Links' to the two links. A third red arrow points from a red-bordered box labeled 'Images' to a blue square icon with two white rectangles, which is positioned to the right of the screenshot. The screenshot itself shows a mobile interface for a Trello board titled 'CMST 191 Classes'. It features a 'Topic Ideas' section with a list of items: 'Persuading public opinion' and 'Story telling activities'. There is an 'Add card' button at the bottom of the list. A red arrow points from the 'Add card' button to the 'Topic Ideas' section. The screenshot also shows a search bar and a 'Cancel' button.

Trello

Mary Bohman posted Jun 9, 2015 9:10 AM

Trello is a productivity application that can be accessed from any browser or mobile device. Trello consists of colored boards that can be filled with task lists. Tasks can be moved from board to board as they are completed and tasks can be attached with images, check-lists, videos, documents, and comments.

Trello can be used by an individual or by a group. Boards can be shared with multiple members and tasks can be assigned to specific individuals. Trello is very flexible and can be customized to fit the needs of a variety of projects.

I could see this tool being used in several ways. One example is this could be used with an entire class and could be a storage space for students and the instructor to share resources. Or another example is this could be used by groups of students to facilitate group projects. This would be a great tool for students that are communicating from a distance to keep track of a project's tasks.

Wiki Link: <http://learn.winona.edu/Trello>

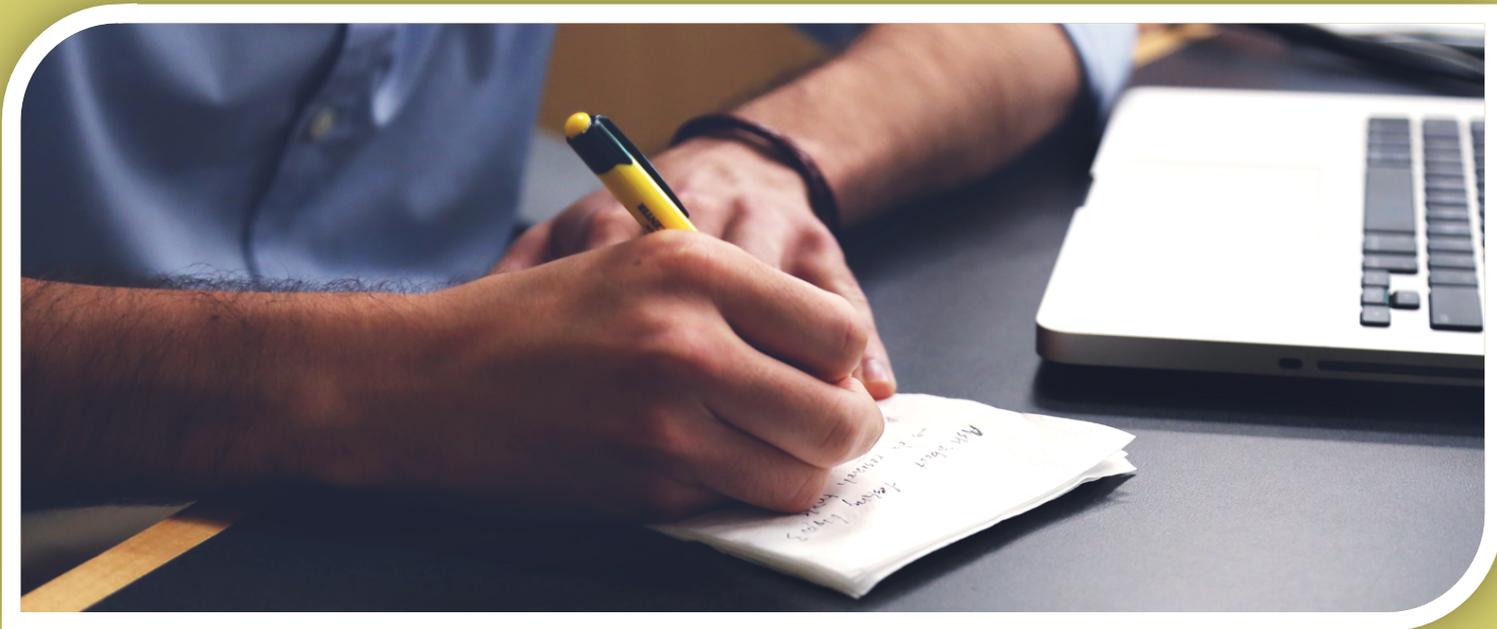
Resources from Trello: <https://trello.com/guide/organize.html>

<http://help.trello.com/category/694-category>

Summary

Links

Images



# DISCUSSION BOARDS WITH APPLICATION

3. Change your approach

# CHANGING MY APPROACH

## Module 1: Social Media ▾

Topic

### Compare and Contrast Social and Traditional Media ▾

After reading the articles for this week please draft a post to answer the following questions:

1. Compare and contrast the difference between social media and traditional media. What makes them different? What makes them the same? How does your company/organization leverage both to build an effective marketing plan? How have you seen other companies/organizations use both for marketing? In your post please provide **two narrative summaries or examples.**
2. What ways or techniques is your company or other companies **integrating** social media channels together and social media with traditional media? In your post please provide **two narrative summaries or examples.**

# EMAIL & PITCH TO YOUR BOSS - APPLICATION

1. Read the scenario
2. Email to Your Boss
3. Presentation for Your Boss
4. Post your email and video on the discussion board
5. Review at least two other posts and respond

Topic

**Pitch to Your Boss** ▾

**Week 1 Scenario: Pitch to Your Boss**

In this scenario, you are the new Social Media Manager for a sandwich company named "Maple Grove Subs". This position was recently created and you have been on the job for about two months. The company is located about 20-minutes west of the Twin Cities in Minnesota. There are two other sandwich chains in the area which include Subway and Jimmy Johns. Maple Grove Subs is a smaller shop but has comparable pricing, products and offerings. They offer in-store and drive up purchasing as well as delivery. Their competition does not offer delivery.

Your boss the Executive of Advertising, Todd Stephens, does not think social media is a viable source of advertising and promotion. He is a little "old school" when it comes to marketing and thinks traditional media is the only media needed to reach customers. He invests much of the advertising budget on radio, television and print media. Maple Grove Subs started a Facebook fan page about three months ago but only posts once or twice a month. Customer are using this page to post pictures and positive and negative feedback. There are about four to five User-Generated Content posts a month.

As the Social Media Manager, you need to educate your boss, Todd, on the advantages to using social



# STRUCTURED DISCUSSION DEBATE

4: Longer assignment

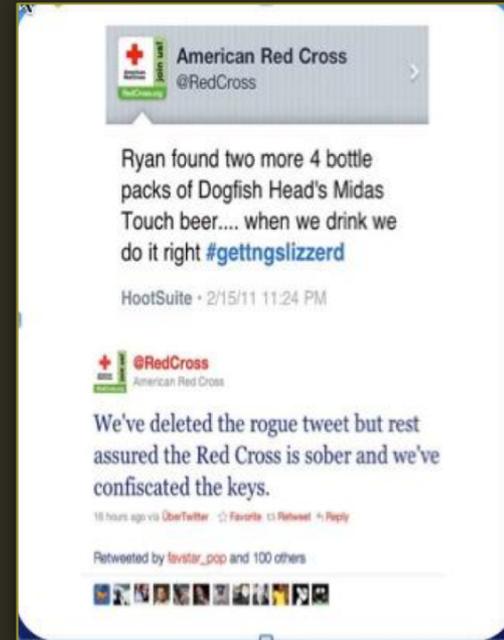
# STRUCTURED DEBATE

## Time/Directions

- 6 days or 2 weeks
- Select an issue that has two perspectives that can be debated...a pro versus con.
- Create teams of 2-4 students, assign teams a position on the issue and match the teams for the debate

## Faculty Role

- Faculty will monitor the discussion the duration of the debate.
- Only chime in if the teams are not answer the challenging questions.
- After day 6, summarize the “best of comments” and declare a winner



# TO FIRE OR NOT TO FIRE....

## POST 1: Pro Team

- Pro team posts on why the employee should have been fired
- Post is supported by readings/lectures, research and professional experience

## POST 2: Con Team

- Con team posts why the employee should not have been fired
- Post is supported by readings/lectures, research and professional experience
- Ask 5 challenging questions to opponent

# TO FIRE OR NOT TO FIRE....

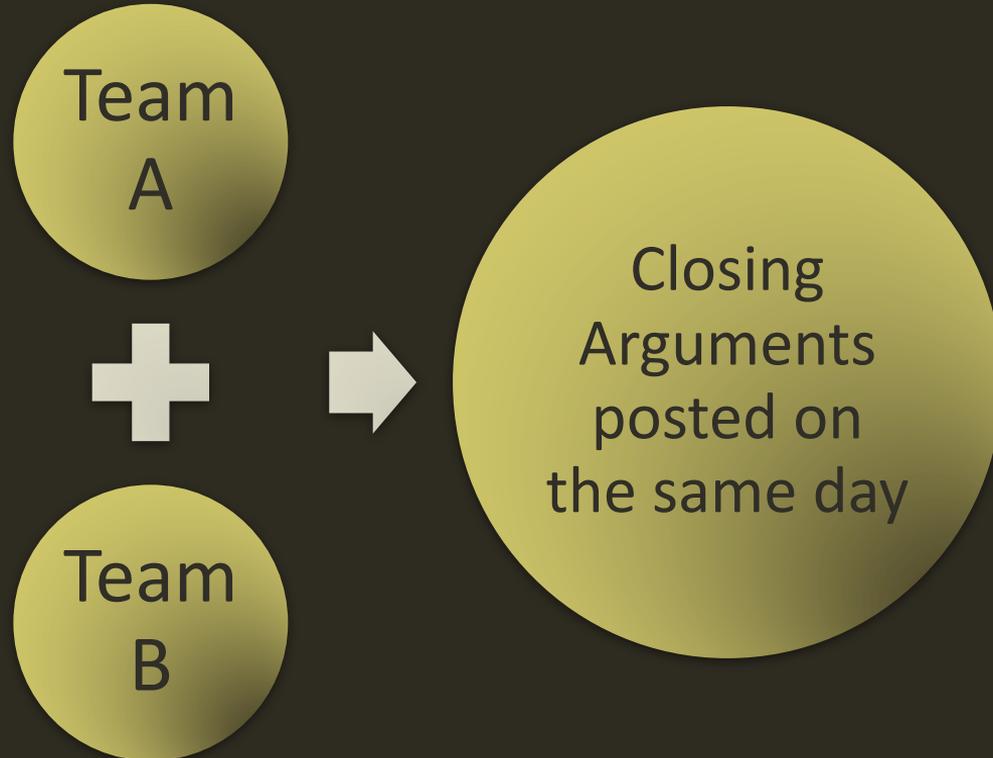
## POST 3: Pro Team

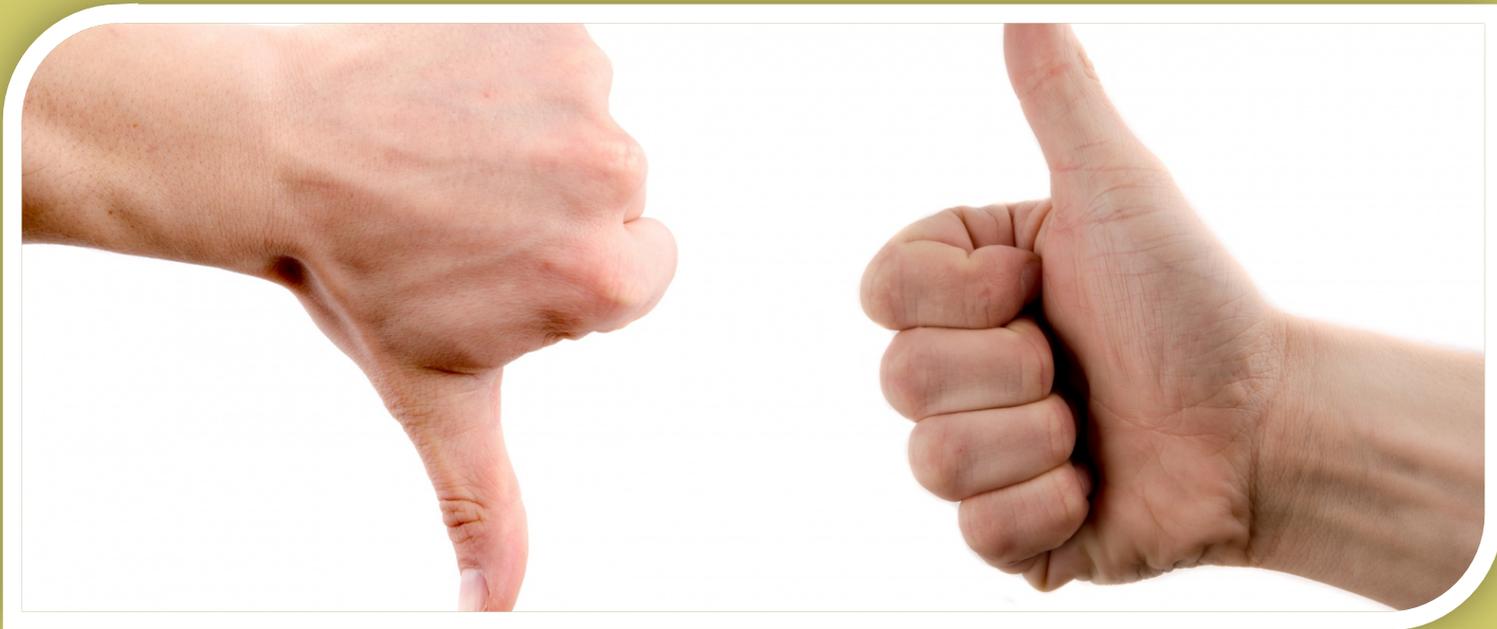
- Pro team response to the opponent's challenge questions
- Ask 5 challenging questions to opponent

## POST 4: Con Team

- Con team responses to opponent's challenges questions

# TO FIRE OR NOT TO FIRE....





# AGREE OR DISAGREE

Short Discussion

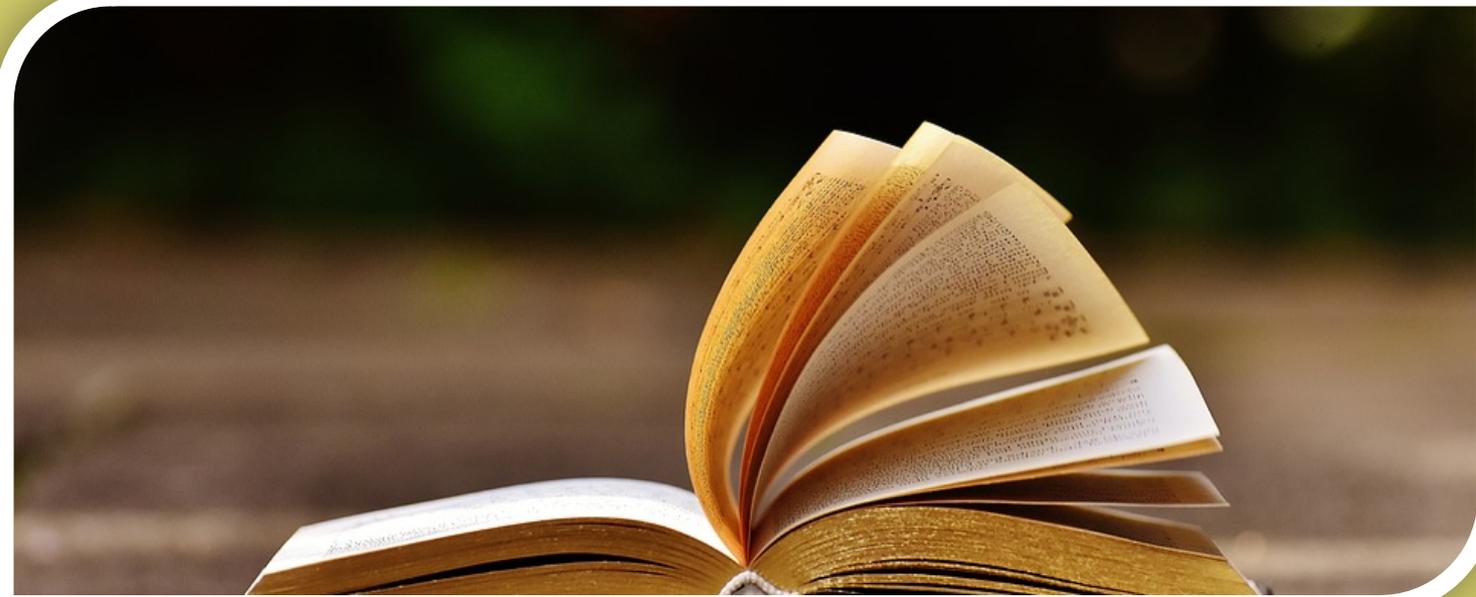
# AGREE OR DISAGREE DISCUSSION BOARD

**Select an issue that has two:**

- 1. Post 1:** Students select their stance and provides examples and evidence to support stance
- 2. Post 2:** Review and respond to at least two of opposing stance including at least one challenge question for the opponent to answer.
- 3. Post 3:** Did you change your opinion after reading the other statements?

# D2L AGREE AND DISAGREE

| Topic   | Threads | Posts |
|---|---------|-------|
| <b>1</b> <a href="#">Don't Fire</a> ▾   | 0       | 0     |
| <b>1</b> <b>Don't Fire:</b> It's clear it was a mistake and retention was the best choice. Agree with the Red Cross's decision not to fire the employee.                                      |         |       |
| <b>2</b> <a href="#">Should Have Been Fired</a> ▾   | 0       | 0     |
| <b>2</b> <b>Should Fire:</b> Brand mis-management should not be tolerated and this action should have resulted in termination.To reply to this stance, just click on this link and hit Reply. |         |       |
| <b>3</b> <a href="#">Change Your Mind?</a> ▾  | 0       | 0     |
| <b>3</b> <b>Change Your Mind:</b> Use this thread for your final posts. To reply to this stance, just click on this link and hit Reply.   |         |       |



# STORY REVEAL DISCUSSION BOARDS

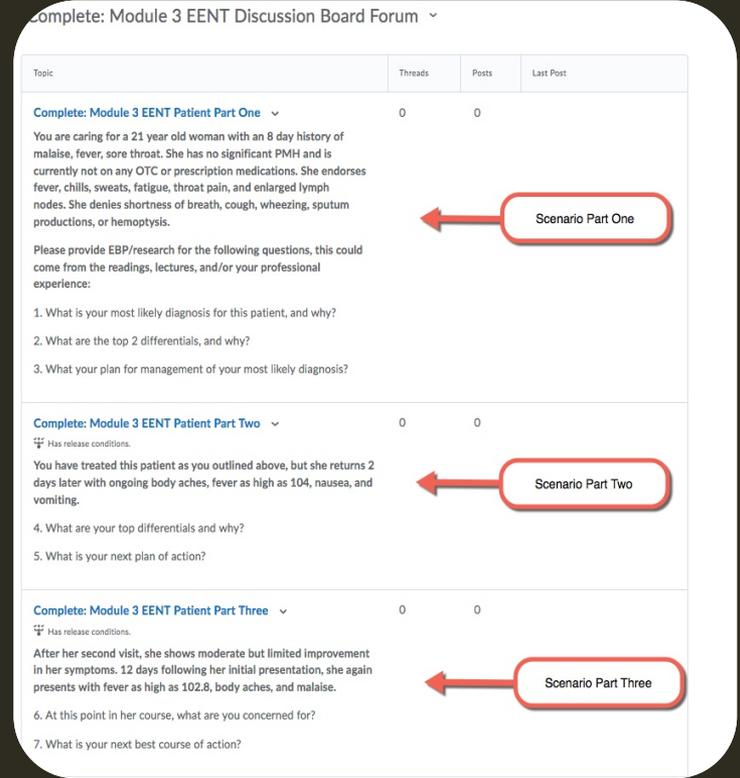
5. Release Conditions

# DISCUSSION BOARDS AND RELEASE CONDITIONS

1. Create a Story Reveal or scenario based discussion
2. Each part of the story is a new topic
3. Draft questions/prompts for each topic
4. Draft post requirements for the post or use rubric tool

Complete: Module 3 EENT Discussion Board Forum ▾

| Topic   | Threads | Posts | Last Post |
|---|---------|-------|-----------|
| <b>Complete: Module 3 EENT Patient Part One</b> ▾<br>You are caring for a 21 year old woman with an 8 day history of malaise, fever, sore throat. She has no significant PMH and is currently not on any OTC or prescription medications. She endorses fever, chills, sweats, fatigue, throat pain, and enlarged lymph nodes. She denies shortness of breath, cough, wheezing, sputum productions, or hemoptysis.<br><br>Please provide EBP/research for the following questions, this could come from the readings, lectures, and/or your professional experience:<br><br>1. What is your most likely diagnosis for this patient, and why?<br><br>2. What are the top 2 differentials, and why?<br><br>3. What your plan for management of your most likely diagnosis? | 0       | 0     |           |
| <b>Complete: Module 3 EENT Patient Part Two</b> ▾<br>Has release conditions.<br>You have treated this patient as you outlined above, but she returns 2 days later with ongoing body aches, fever as high as 104, nausea, and vomiting.<br><br>4. What are your top differentials and why?<br><br>5. What is your next plan of action?   | 0       | 0     |           |
| <b>Complete: Module 3 EENT Patient Part Three</b> ▾<br>Has release conditions.<br>After her second visit, she shows moderate but limited improvement in her symptoms. 12 days following her initial presentation, she again presents with fever as high as 102.8, body aches, and malaise.<br><br>6. At this point in her course, what are you concerned for?<br><br>7. What is your next best course of action?  | 0       | 0     |           |



The screenshot shows a forum interface with three discussion topics. Each topic is a 'Complete: Module 3 EENT Patient Part X' entry. The first topic, 'Part One', describes a 21-year-old woman with an 8-day history of malaise, fever, sore throat, and enlarged lymph nodes. It includes three numbered questions for discussion. The second topic, 'Part Two', describes the patient's return 2 days later with higher fever, nausea, and vomiting, with two numbered questions. The third topic, 'Part Three', describes the patient's return 12 days later with fever and malaise, with two numbered questions. Red arrows point from red-bordered boxes labeled 'Scenario Part One', 'Scenario Part Two', and 'Scenario Part Three' to the respective discussion topics.

# PART ONE STORY - STUDENT'S FIRST POST

Complete: Module 3 EENT Discussion Board Forum ▾

| Topic   | Threads | Posts | Last Post |
|---|---------|-------|-----------|
| <b>Complete: Module 3 EENT Patient Part One</b> ▾<br><p>You are caring for a 21 year old woman with an 8 day history of malaise, fever, sore throat. She has no significant PMH and is currently not on any OTC or prescription medications. She endorses fever, chills, sweats, fatigue, throat pain, and enlarged lymph nodes. She denies shortness of breath, cough, wheezing, sputum productions, or hemoptysis.</p> <p>Please provide EBP/research for the following questions, this could come from the readings, lectures, and/or your professional experience:</p> <ol style="list-style-type: none"><li>1. What is your most likely diagnosis for this patient, and why?</li><li>2. What are the top 2 differentials, and why?</li><li>3. What your plan for management of your most likely diagnosis?</li></ol> | 0       | 0     |           |



# DISCUSSION BOARDS AND RELEASE CONDITIONS – PART TWO

Properties Restrictions Assessment Object

Restriction Tab

## Release Conditions

▼ Hide Topic Release Conditions

Attach Existing **Create and Attach** Attach Release Conditions

To access this item, users must satisfy

All conditions must be met ▼

Release Conditions

Adds 1 threads to discussion topic: Complete: Module 3 EENT Discussion Board Forum/Complete: Module 3 EENT Patient Part One

# PART TWO STORY – STUDENT'S SECOND POST

Complete: Module 3 EENT Patient Part Two ▾

0

0

🚫 Has release conditions.

You have treated this patient as you outlined above, but she returns 2 days later with ongoing body aches, fever as high as 104, nausea, and vomiting.

4. What are your top differentials and why?
5. What is your next plan of action?



# DISCUSSION & CONTENT TOOL

Release Conditions

# STUDENT PATHWAY

## Step One

Complete Discussion Board **Topic One**

## Step Two

**Review Content** –  
Lecture, readings,  
articles, textbook,  
website...etc.

## Step Three

Complete Discussion Board **Topic Two**

# DISCUSSION AND CONTENT RELEASE CONDITION

## Step One:

Create your Scenario for Discussion Topic One

## Step Two:

Release Conditions on Instructional Materials

Complete: Module 2 Dermatology Discussion Board

| Topic   | Threads | Posts | Last Post |
|---|---------|-------|-----------|
| <a href="#">Complete: Module 2 Dermatology Discussion Board Original Post</a> | 0       | 0     |           |

**Complete: Module 2 Dermatology Discussion Board Original Post**

Includes assessment.

You are the AGACNP working on the medicine service. You are caring for a 22 year old man who was recently treated for presumed (not culture positive) strep pharyngitis as an outpatient with Amoxicillin 3 days ago. Unfortunately, the next day he required emergency surgery due to a spontaneous splenic rupture. He has since been recovering well on the hospital floor. He is being treated currently with vancomycin, cefepime, and metronidazole - all day 2. However, today he has developed a rash as seen below. He has not been given any new medications for 48 hours, and has not had any blood product transfusion. You are called to evaluate the new onset of this rash by the bedside RN.

Please provide EBP/research for the following questions, this could come from the readings, lectures, and/or your professional experience:

1. Provide a description of this rash
2. List your top 3 differential diagnoses for this patient, and why?
3. What is the most likely diagnosis, and why?
4. What is the recommended treatment for this rash?

Your original post answering the questions above should be at least 300 words or more. It is more important to address each question above with quality, depth, and citation of evidence based practice. See attached Rubric for grading criteria.

**Narrative Case Study**

**Questions to Answer**

**Additional Instructions**

**Watch: Dermatology Outcome and Treatment Reveal Recorded Lecture**

**Content**

All conditions must be met

**Set Release Condition**

Adds 1 threads to discussion topic: Complete: Module 2 Dermatology Discussion Board/Complete: Module 2 Dermatology Discussion Board Original Post

# DISCUSSION AND CONTENT RELEASE CONDITION

## Step Three:

Create Questions for Discussion Topic Two

Complete: Module 2 Dermatology Outcome and Treatment Reveal Reponse Post 0 0

Has release conditions. Includes assessment.

Now that you have watched the Dermatology Outcome and Treatment Reveal Lecture above, you should your draft respond post which should be least 100 words. You will not be able to post on this discussion board unless you have watched the lecture.

Consider the following questions to help guide your response post:

1. How similar were your finding with my feedback?
2. What were the significant difference if any did you conclude?
3. How and why did you come to a different conclusion?
4. Ask me questions about how I handled the care of this patient
5. You can ask clarifying or challenging questions of your peer's posts
6. Explain if you support your peers opinion as it relates to their example

Create Second Discussion Topic for Case Study

## Step Four:

Release Condition on Discussion Topic

Properties

Restrictions

Assessment

Discussion Restriction Tab

## Release Conditions

Hide Topic Release Conditions

Attach Existing

Create and Attach

Remove All Conditions

To access this item, users must satisfy

All conditions must be met

Release Condition for Content

Visits the content topic: Watch: Dermatology Outcome and Treatment Reveal Recorded Lecture

# | ANY QUESTIONS?



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