ARE YOUR DISCUSSION BOARDS FALLING FLAT? 5 EASY ASSIGNMENT MAKEOVERS

QM CONNECT 2017

Mary Bohman
MBohman@winona.edu
Winona State University
Instructional Design Specialist
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.
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)
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
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
VIDEO PRESENTATIONS

• Presentation Expectations
  (web camera on, PowerPoint, etc.)

• Embed video on the discussion board
  (Others can view, comment, provided feedback, ask questions, etc.)
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.

<table>
<thead>
<tr>
<th>Topic</th>
<th>Threads</th>
<th>Posts</th>
<th>Last Post</th>
</tr>
</thead>
<tbody>
<tr>
<td>Current Skills</td>
<td>0</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Want to Learn</td>
<td>0</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Your Success</td>
<td>0</td>
<td>0</td>
<td></td>
</tr>
</tbody>
</table>

1. **Current Skills**
   - What skills and knowledge related to the course topics do you currently have?

2. **Want to Learn**
   - What do you want to learn during this course?

3. **Your Success**
   - How will you determine whether this course has been successful for you?
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.

*Adapted from the book, 75 e-Learning Activities, by Ryan Watkins
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
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
DISCUSSION BOARDS WITH APPLICATION

3. Change your approach
CHANGING MY APPROACH

Module 1: Social Media

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
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
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....

Closing Arguments posted on the same day
AGREE OR DISAGREE

Short Discussion
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

<table>
<thead>
<tr>
<th>Topic</th>
<th>Threads</th>
<th>Posts</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Don't Fire</strong></td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td><em>Don't Fire</em>: 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.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Should Have Been Fired</strong></td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td><em>Should Have Been Fired</em>: 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.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Change Your Mind?</strong></td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td><em>Change Your Mind</em>: Use this thread for your final posts. To reply to this stance, just click on this link and hit Reply.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
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
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.

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

1. What is your most likely diagnosis for this patient, and why?
2. What are the top 2 differentials, and why?
3. What your plan for management of your most likely diagnosis?
## DISCUSSION BOARDS AND RELEASE CONDITIONS – PART TWO

### Release Conditions

**Hide Topic Release Conditions**

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

To access this item, users must satisfy

- All conditions must be met

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

<table>
<thead>
<tr>
<th>Topic</th>
<th>Threads</th>
<th>Posts</th>
<th>Last Post</th>
</tr>
</thead>
<tbody>
<tr>
<td>Complete: Module 2 Dermatology Discussion Board Original Post</td>
<td>0</td>
<td>0</td>
<td></td>
</tr>
</tbody>
</table>

---

Narrative Case Study

- Include assessment.
- You are the AGA/NP 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.

---

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

- All conditions must be met
- Adds 1 thread to discussion topic: Complete: Module 2 Dermatology Discussion Board/Complete: Module 2 Dermatology Discussion Board Original Post

---

Content

Set Release Condition
**DISCUSSION AND CONTENT RELEASE CONDITION**

**Step Three:**
Create Questions for Discussion Topic Two

**Step Four:**
Release Condition on Discussion Topic

---

**Complete: Module 2 Dermatology Outcome and Treatment Reveal Response Post**

Now that you have watched the Dermatology Outcome and Treatment Reveal Lecture above, you should draft your post which should be at 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 findings with my feedback?
2. What were the significant differences 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 peer’s opinion as it relates to their example.

---

**Discussion Restriction Tab**

**Release Condition for Content**

Visits the content topic: Watch: Dermatology Outcome and Treatment Reveal Recorded Lecture.
ANY QUESTIONS?

Mary Bohman
EMAIL: mbohman@winona.edu
TWITTER: @BohmanMary