

Session I: 11:30 – 12:15 p.m.



PRESENTERS

Matthea Marquart

Kristin Garay

Columbia University



Fostering Student Engagement & Motivated Participation in Discussion Forums: Examples from Columbia University

DESCRIPTION

Discussion forums are a key component of most online courses, and are often included as homework for face-to-face courses as well. In this session, the presenters will share examples of discussion forum assignments that have yielded high student participation, as well as different ways to set up and facilitate discussion forums, including student-led and small-group discussion forums. The presenters will also share sample grading rubrics for discussion forums, and strategies to plan ahead for issues that may come up.

The examples and strategies will come from Columbia University's School of Social Work, which offers a fully online Master's of Science in Social Work program. This interactive session will begin with polls to learn why participants have chosen to attend; the presenters will use the poll results to tailor the use of time for the different sections of the presentation. In addition, throughout the presentation, participants will have the opportunity to share their own strategies, ask questions, and add to their toolkits of strategies for online discussion forums. Strategies discussed will appeal to a range of budgets and classroom staffing, so as to be applicable and sustainable at any school.

Fostering student engagement & motivated participation in discussion forums: Examples from Columbia University

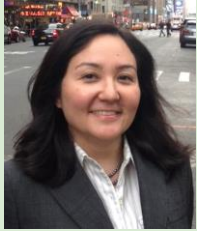


Monday, April 24, 2017
Education Beyond Tomorrow Virtual Conference

 **COLUMBIA**

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Your Presenters



Matthea Marquart

Director of Administration, Online Campus; Lecturer
Columbia University School of Social Work



Kristin Garay

Manager, Online Campus Technologies; Teaching Associate
Columbia University School of Social Work



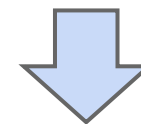
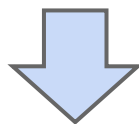
SCHOOL OF SOCIAL WORK

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Founded in 1898, Columbia University School of Social Work now offers a fully online Master's in Social Work. For more info: <http://socialwork.columbia.edu/the-student-experience/online-campus/>.

What's in this for you?

- Presentation of example discussion forum assignments
- Discussion of different ways to set up, facilitate, and grade discussion forums
- Discussion of strategies to plan for potential issues



- Share your strategies

- Ask questions

- Add to your toolkit

AGENDA

1	Welcome and agenda
2	Introductions and polls - What brought you to this session? And what do you think makes a good discussion forum?
3	Strategies for setting up, facilitating, and grading discussion forums
4	Examples of high-participation discussion forum assignments
5	Strategies and planning for issues
6	Wrap up and Q&A

How to Participate in this Session

We'd love to hear your thoughts and see your active engagement throughout this session via:

- Chat
- Polls

Note: We have planned this session to be interactive without the use of participant webcam or mic.

Polls

- What brought you to this session today?
- How much experience do you have with discussion forum assignments?

What brought you to this session today? (you can ...)

View Votes Edit End Poll

What brought you to this session today? (you can choose as many as apply)

<input type="checkbox"/>	General curiosity	0%	(0)
<input type="checkbox"/>	Someone forced me to attend but I will make the best of it even though I'm not that interested	0%	(0)
<input type="checkbox"/>	I'm here to criticize, so please be terrible	0%	(0)
<input type="checkbox"/>	I have a passion for live online instruction	0%	(0)
<input type="checkbox"/>	I will be teaching my first online course soon and want some ideas of ways to engage students and build community	0%	(0)
<input type="checkbox"/>	I have taught online before and am interested in comparing experiences with others	0%	(0)
<input type="checkbox"/>	I came to share my ideas and experiences	0%	(0)
<input type="checkbox"/>	I came to learn from other participants	0%	(0)
<input type="checkbox"/>	Other (please tell us more in chat)	0%	(0)

Click on as many as apply

Introductions - Type into Chat

Please share:

- Your city, school, and how you're feeling
- What do you think makes a good discussion forum?

AGENDA

- | | |
|---|---|
| 1 | Welcome and agenda |
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Questions to ask when setting up a discussion forum in your Learning Management System (LMS)

- What type of discussion response matches your assignment? (ex. video, image, text)
- Grading
 - Will you grade the discussion forum?
 - Will you provide students with a grading rubric in the LMS?
 - Who is responsible for the grading? (ex. Instructors, TA, peer grading)
- Will the discussion be facilitated? If so, by the instructor or students?
- Groups
 - Will students be divided into separate discussion topic groups?
 - Will students respond to a discussion as a team assignment? (i.e. Team composes discussion responses together before posting)

Considerations when writing instructions

- Include purpose of the assignment
- Include how to post (e.g. via text, video, or image)
- Include grading rubric
- Be extremely specific about deadlines, down to the minute, and include time zone

Literature Review: Grading discussion forums

- The use of grades has been found to increase student participation in online discussion forums (Yeh, 2005)
- Graded discussion forums that lack rubrics or clear guidelines may increase participation, but don't appear to be sufficient to elicit high quality student responses. Authors recommend clear guidelines and rubrics to increase quality of responses. (Hew, Cheung, & Ng, 2010)
- Guidelines requiring students to respond to a set number of their peers' submissions leads to significantly more discussion between students, and results in a less instructor-focused discussion (An, Shin, & Lim, 2009)

Literature Review: Discussion forum facilitation

- Instructor facilitation, without a requirement for students to respond and reflect upon peer submissions, tends to lead to students discussing with the instructor as opposed to responding to each other. An increase in students freely expressing thoughts and opinions in discussion forums was found when instructor presence was minimized. (An, Shin, & Lim, 2009)
- Students reported a general preference for instructor facilitation as opposed to peer facilitation, for the following reasons:
 - Instructors can prevent a discussion from going off-track
 - Instructors can assist in resolving conflicts in the discussion
 - Instructors can provide additional clarifying information when the discussion topic is new to students
 - Instructors can motivate increased discussion when student participation slows (Hew, 2015)
- When students reported a preference for peer facilitation, it is under these circumstances:
 - when it is a topic where they desire greater freedom voicing their views
 - when they desire the ability to determine the direction of the discussion
 - when they want facilitation experience (Hew, 2015)

Your turn

There are two new chat pods here -- please share within the appropriate chat pod, and please respond to each other

- Chat 1: Your favorite strategies for interactive discussion forums
- Chat 2: Your biggest challenges (and solutions)

Student perspective

“Discussion forums provide a space where students must submit their perspectives and opinions for peer evaluation. In this way, students learn from each other, develop thought allegiances, and engage in a more critical, yet respectful, discussion. Where study groups or post-class coffee sessions may build community in-person, **discussion forums provide the virtual space to make social connections.**

Additionally, the **discussion forums require critical review of course material**, ensuring that the content has been appropriately synthesized before engaging with it in class. Consequently, class time is maximized. In all of my classes, the discussion forum becomes livelier as my classmates become more engaged with each other and with the course material, fueling a self-sustaining system of excitement for course subject matter.

At the same time, the discussion boards can become overrun with substantial content requiring hours of review, and **professors' consistent positive reinforcement for completion coupled with reminders about length have been successful** to limit overindulgence in the discussion forum.”

-- Jennifer Hand, MSW Candidate

Student perspective

“Each week in our policy class we shared a story from either *The New York Times* or *The Wall Street Journal* that captured our attention and others responded with their thoughts around the story and its policy implications. I still read the paper with policy angles in mind even though I am on the clinical track. Also, **getting to know my peers and their different views of the same story through online discussions was one of the most enriching and engaging experiences for me.**

In our Direct Practice class, we had the opportunity to discuss 'use of self' and share characteristics of our personalities, personal core beliefs/worldview, ways we were taught to relate to others, stressors that come up for us when working with clients, and things we would feel comfortable revealing or not revealing to clients. I learned so much more about my classmates than I would have in a residential program both because every person answered the same questions and because I could read and reread their responses. **The online exercise allowed us to connect deeply to one another in ways that I still appreciate.”**

-- Ilene Marto Atiyah, MSW Candidate

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Types of examples

1	Introductions at the start of the semester
2	Student-facilitated
3	Application of course content
4	Sharing about coursework

Unless indicated otherwise, examples are drawn from courses taught by Matthea Marquart

Sample Introductions: Your Columbia Story

Course: Orientation (ungraded, optional)

Instructions:

To begin to get to know your classmates, please share your Columbia story.

When and how did you first hear of Columbia School of Social Work, and what made you decide to apply to the online campus? Where were you when you got your acceptance, and how did you feel? What are you excited about?

After you've posted your story, take a look at your classmates' stories and start a conversation.

Sample Introductions: A photo of something you enjoy

Course: Orientation (ungraded, optional)

Instructions:

To continue getting to know your classmates, please share a photo of something you enjoy, and let us know why you picked that photo. As an example, you might share a photo of a hobby, a person you admire, the city/town where you live, etc. If you can't decide between two or three photos, feel free to post all of them. Then take a look at your classmates' photos and start a conversation.

Sample Introductions: Building community by getting to know what we have in common

Course: Racial Identity Development (10 points)

Instructions

In this course, we are going to have some personal conversations, and we'll be coming from all sorts of different perspectives. Therefore, before we get into conversations about race, I'd like us to take a little time to **connect with each other as human beings and colleagues**. The goal is to start to build a supportive community.

In your discussion forum post, due on Tuesday at 11:59pm EST:

- **Tell us where you're from and where you live now, and something you like about each place.**
- **Share 1-2 things that you care about or love, and why.** This should be general enough that other people can relate.

By Wednesday at 11:59pm EST, reply to at least 3 of your classmates. In your replies:

- **Share something that resonated with you about their post, or that you have in common.**
- Engage with those who have responded to your post.
- Keep in mind that tone can be difficult to interpret online, so **be extra careful to write your responses in a respectful tone.**

Rubric: Building community by getting to know what we have in common

Course: Racial Identity Development (10 points)

Criteria	Points
Submitted your first post on time	1
In your first post, answered the questions	1
Submitted your responses to three of your classmates on time	3
In your responses, followed the instructions	3
Demonstrated professionalism and a supportive tone in your language	2
Total Points	10

Sample Introductions: Sharing your resume

Course: Macro Community Practice (10 points)

Instructions (part 1)

In this course, we are going to draw upon your professional experiences. **To help us get to know you and what your professional experiences have been so far, please share your resume with the class.** If you don't have a polished resume, it's completely fine to submit an unpolished draft; in addition, there are no page limits or requirements for this activity. The goal is to get to know each other, as well as to start to build a supportive community that helps each other.

In your discussion forum post, due before class on Wednesday:

- 1) **Share your resume or draft resume.** As a note, you may want to take your contact info off of your resume; that's your choice.
 - If you have a particular request for feedback on your resume (e.g. you're not sure about where to put something, or whether to delete something, or how to phrase something), ask us a question
 - If there's information that may be helpful for us when looking at your resume, please share it (e.g. you're planning to seek a particular type of job, so you've structured your resume in a particular way)

Sample Introductions: Sharing your resume

Course: Macro Community Practice (10 points)

Instructions (part 2)

- 2) **Write 2-3 sentences about something in this week's reading** that resonated with you because of some part of your work experience that's on your resume.

By Saturday night at 11:59pm EST, reply to at least 3 of your classmates. In your replies:

- **If your classmate has requested feedback on their resume, share your opinion.** Keep in mind that tone can be difficult to interpret online, and we're just starting to get to know each other, so be extra careful to write your responses in a respectful tone.
- Ask your classmates a question about their professional experiences. E.g. maybe you've always been curious about something regarding a type of job or workplace that they have experience with, or maybe you wonder if they have advice about applying to an organization they've worked for, or maybe you've read something in the news about a past organization they worked for and wonder if it's true, etc.
- As a courtesy, be sure to engage with those who have responded to your posting.

Note: we will not be grading your actual resume or resume draft. This assignment is about participation.

Rubric: Sharing your resume

Course: Macro Community Practice (10 points)

Criteria	Points
Submitted first post before 4:30pm EST on Weds 9/7/16	2
Submitted responses to 3 colleagues by 11:59pm EST on Saturday 9/10/16	3
Demonstrating professionalism and community-minded supportiveness in your language. Keep in mind that tone can be difficult to interpret online, so be extra careful to write your responses in a respectful tone.	5
Total Points	10

Sample Student-Facilitated Discussion:

Course: Gender and Sexuality (10 points)

Instructor: Elisabeth Counselman-Carpenter

Instructions (part 1)

- 1. Each group should select an interesting article or multimedia resource related to their topic, and craft a discussion question (or two) to pose to the rest of the class.** The questions should be aimed at helping the rest of the class critically examine your topic and prepare for the in-class presentation the following week. Design questions to encourage participants to think critically about clinical issues or skills that may influence their individual practice. Questions should be practical rather than intentionally combative or esoteric.

Sample Student-Facilitated Discussion:

Course: Gender and Sexuality (10 points)

Instructor: Elisabeth Counselman-Carpenter

Instructions (part 1 continued)

Though there is no one "right way" to launch a discussion, some of the best questions meet these criteria:

- **They are open-ended:** questions that have yes/no answers ("do you agree with concept X?") or simply ask for a factual response ("what does the author say about concept X?") are not very interesting to discuss. Questions that start with "how" and "why" generally lead to more robust conversation.
- **They are critically thoughtful:** you want to get at the underlying debates and themes presented in the readings, so identifying questions that will lead to further debate is helpful. That said, please be aware of what you say and do not post discussions that are based on offensive premises, stereotypes or isms. This is a professional forum; be aware of your bias.

Sample Student-Facilitated Discussion:

Course: Gender and Sexuality (10 points)

Instructor: Elisabeth Counselman-Carpenter

Instructions (part 1 continued)

- **They encourage multiple viewpoints and lenses while allowing for some syntheses:** though you are allowed in this assignment to focus on only one reading if it inspires you in some way, I encourage you to think about the ways in which you can connect one reading to another through discussion ("how would Author A respond to the claims made by Author B?"). You may synthesize within or between weeks to help other students make connections.
- **They are relevant:** you all have a great deal of experience--from other classes, your field placements, and from other areas of life. Try to identify questions that allow your colleagues to make and share connections to their own experiences.
- **They encourage thoughtful examination of social work practices or skills.**

Sample Student-Facilitated Discussion:

Course: Gender and Sexuality (10 points)

Instructor: Elisabeth Counselman-Carpenter

Instructions (part 2)

2. Lead the discussion around your question(s).

Everybody should engage in these discussions by the weekend before the live session. As your colleagues start posting in the forum, it is your responsibility to moderate responses to your question and facilitate further learning. Please note that comments that minimize, demean or lessen the voice of another participant, individual or groups of individuals are not acceptable.

I recognize that most of you have probably not facilitated an online discussion before, so here are some tips and tactics you might try:

- **Nudge toward the unknown and/or unexamined:** remember that learning happens as we explore things we don't already know. Otherwise we're just repeating ourselves. If the responses to your question(s) are didactic, encourage people to think about alternative perspectives or to provide additional illuminating examples.
- **Have back-up questions ready:** if people seem bored or unable to comment, try to dig deeper by taking the question(s) in a different direction.
- **Encourage relationships:** if you see two people who have similar or contrasting points of view, encourage them to read each others' responses and further the dialogue.

Sample Student-Facilitated Discussion:

Course: Gender and Sexuality (10 points)

Instructor: Elisabeth Counselman-Carpenter

Instructions (part 3)

3. Develop a synthesis.

Your final responsibility is to develop a brief synthesis of the discussion to share in the live session. You should integrate this synthesis into your presentation. You might include follow up discussion or an activity designed to help people extend the discussion they had prior to class.

Grading

Though you must participate each week, you will receive one individual grade based on the following criteria:

- the quality of your team's discussion question: is it thoughtful and engaging? Does it encourage critical examination of the themes of this course?
- The facilitation of your team's discussion: do you encourage participation and engagement?
- Participation in the other discussions: what is the quality (remember that quantity and quality are not the same thing) of the content of your participation?

Sample: Team-Facilitated Discussion

Course: Gender and Sexuality (10 points)

Instructor: Elisabeth Counselman-Carpenter

“I chose student-facilitated group discussions as an assignment to **encourage students to take ownership of their topic** of choice by coming up with the questions and fully managing the questions and answers that keep the flow going, to encourage them to **engage in critical analysis with one another** and continue to bridge between synchronistic lecture and asynchronistic learning.

Students really take the opportunity to use these boards to enhance their community building, and will sometimes continue the conversation in chat on their own during our live sessions. They continually surprise me with the questions they ask of one another and how deeply they can take a topic. They then integrate these discussions into to their presentations, and the students watching love to see themselves quoted. It adds a holistic depth to the entire assignment.”

-- Elisabeth Counselman-Carpenter, LCSW, PhD

Sample Application of Course Content: Job interview questions about your education

Course: Macro Community Practice (10 points)

Instructions, Part 1

Many first job interviews are now conducted via Skype. This week, you will **practice answering questions for a webcam interview that apply and integrate this course's learning**. Remember that part of making a good impression via webcam is setting up your technology with good lighting, an eye-level angle, and a neutral background.

See pages 105-108 of the attached chapter for tips on setting up your webcam professionally. [attached]

Part 1: Video Post and Self-Reflection, due by Tuesday (11/22) at 11:59pm EST:

1. (In video) For step-by-step instructions on how to post a video, click [HERE](#) [linked]. **Imagine that you are in a job interview (or other professional situation), and need to explain the value of your social work degree.** How is your social work education relevant to the job you're seeking? What is the Social Enterprise Administration track, and why did you choose it?

Sample Application of Course Content: Job interview questions about your education

Course: Macro Community Practice (10 points)

Instructions, Part 2

2. (In writing) Give us some context by **describing the kind of job you're interested in**. If you haven't decided on the type of job you'd like, you can let us know that as well. If you have a particular job in mind, you can share the job posting for extra-focused feedback.
3. (In writing) Watch your video, and reply to your post with a **short self-reflection on your own video**: 1st sentence: what things did you do well? (at least 2) 2nd sentence: what would you do differently? 3rd sentence: is there anything you would like feedback on from your peers? Is there anything you don't want feedback on?

Part 2: Peer Feedback, due by Saturday (11/26) at 11:59pm EST:

1. Watch the videos of at least 2 of your colleagues
2. **Provide supportive feedback in bullet points**. Note: you must post two bullet points of positive feedback for every one bullet point of constructive criticism.
3. Keep in mind that tone can be difficult to interpret online, so be extra careful to write your responses in a respectful tone. Remember that our community agreements include [listed].

Rubric: Job interview questions about your education

Course: Macro Community Practice (10 points)

Criteria	Points
Submitted your first post on time	1
In your first post, shared a video of your sample job interview response, the type of job you're interested in, and your self-reflection	3
Submitted your responses to two of your colleagues on time	2
In your responses, shared at least twice as much positive, specific feedback as constructive criticism	2
Demonstrated professionalism and community-minded supportiveness in your language	2
Total Points	10

Sample Application of Course Content: Best boss/worst boss discussion

Course: Macro Community Practice (10 points)

Instructions (Part 1)

This discussion forum will give you the chance to apply the readings to your professional experiences.

In your initial discussion forum post, due by Sunday at 11:59pm EST:

- **Share a few sentences about the best boss you've had.** What specific behaviors in particular made this your best boss? How did the organization's structure or systems contribute to your boss being a good boss?
- **Share a few sentences about the worst boss you've had.** What specific behaviors in particular made this your worst boss? How did the organization's structure or systems contribute to your boss being a bad boss?
- **Connect your experiences to at least one of the readings for Week 3.**
- You can keep the organizations' and bosses' names anonymous.

Sample Application of Course Content: Best boss/worst boss discussion

Course: Macro Community Practice (10 points)

Instructions (Part 2)

By Tuesday at 11:59pm EST, reply to at least 2 of your classmates. In your replies:

- **Share something that resonated with you about their post, and link it to something from one of the readings** (any of the readings from any week in the course).
- Ask a question to deepen the conversation.
- Engage with those who have responded to your posting.
- Keep in mind that tone can be difficult to interpret online, and we're still getting to know each other, so be extra careful to write your responses in a respectful tone.

Rubric: Best boss/worst boss discussion

Course: Macro Community Practice (10 points)

Criteria	Points
Submitted your first post on time	1
In your first post, shared your experiences with your best & worst bosses and connected your experiences to at least one of the readings for the week	3
Responded to at least two of your colleagues on time	2
In your responses, shared something that resonated with you about their post, and linked it to one of the readings (from any week in the course)	2
Demonstrated professionalism and community-minded supportiveness in your language	2
Total Points	10

Sample Application of Course Content: Power and influence at work in the news

Course: Macro Community Practice (10 points)

Instructions

Last week, you considered power and influence in your personal work experience. This week, you will consider power and influence in workplaces in the news.

In your discussion forum post, due by Sunday at 11:59pm EST:

- **Share a news article from 2016 that relates to power and influence in an organization, and tie it to one of this week's readings.** The news article might be from the New York Times business section or other business publication, or from a trade publication related to the field in which you want to work (e.g. [Chief Learning Officer Magazine](#), [HR Magazine](#), [Fast Company](#), etc.).

By Tuesday at 11:59pm EST, reply to at least 2 of your classmates. In your replies:

- **Share something that resonated with you about their post, and link it to something from one of the readings from any week in the course.** You may want to ask a question to deepen the conversation.
- Engage with those who have responded to your posting.
- Keep in mind that tone can be difficult to interpret online, so be extra careful to write your responses in a respectful tone. Remember that our community agreements include [listed]

Rubric: Power and influence at work in the news

Course: Macro Community Practice (10 points)

Criteria	Points
Submitted your first post on time	1
In your first post, responded to the question and connected your response to at least one of the readings for the week	3
Responded to at least two of your colleagues on time	2
In your responses, shared something that resonated with you about their post, and linked it to one of the readings (from any week in the course)	2
Demonstrated professionalism and community-minded supportiveness in your language	2
Total Points	10

Sample Application of Course Content: Case studies

Course: Direct Practice

Instructor: Johanna Creswell Báez, PhD, LCSW

Instructions

Each week we will post a sample Case Study to practice diagnosis skills in preparation for the final exam, and your field work. **Please read the case and provide a diagnosis (including F and Z codes) and a short paragraph explaining your rationale** before class (Thursday, March 30 at 7 PM EST). After you reply/post, you will then be able to see other posts.

Your reply will be factored into your participation grade (make sure it is on time and that you follow the directions).

Sample Application of Course Content: Case studies

Course: Direct Practice

Instructor: Johanna Creswell Báez, PhD, LCSW

“I chose this format, because I think it is a good application of practicing diagnosing. **Students get to take what they learned in the lecture and then apply it to an actual case.** After students post, they then get to see what other students posted. I really like using flipped pedagogy to engage students in learning on their own outside of class and then using class time to dig deeper into the material. **This also does not feel like "busy work" to students because they are actually practicing what they would do in the field.**”

Johanna Creswell Báez, PhD, LCSW

Sample Sharing About Coursework: Identify & share who you plan to interview, why, and what you'd like to ask them

Course: Racial Identity Development (20 points)

Instructions (Part 1)

Now that you've had a chance to listen to a sample interview and reflect on what you'd like to get out of doing the final assignment, it's time to focus in on who you'd like to have a conversation with and what you'd like to talk about.

In this discussion forum, you will **share who you'd like to interview, why, and what you'd like to ask them**, and you'll **take a look at who your colleagues would like to interview and give them some feedback** on their questions to help refine them.

Your interviewee should have these qualities: [listed]

Your list of 10 questions for your interviewee should touch on the following topics (customized to your interviewee), as well as whatever else you'd like to ask: [listed]

Sample Sharing About Coursework: Identify & share who you plan to interview, why, and what you'd like to ask them

Course: Racial Identity Development (20 points)

Instructions (Part 2)

In your discussion forum post, due on Monday at 11:59pm EST:

- **Share who you'd like to interview, and why.** Note: fake names are perfectly ok if there's a reason you'd prefer not to say, and you don't have to tell us it's a fake name.
- **Share your list of 10 questions for your interviewee.**

By Wednesday at 11:59pm EST, reply to at least two of your classmates. In your replies:

- Share something that resonated with you about their post, or that you found interesting
- Share feedback about the questions they plan to ask -- you can provide unlimited positive feedback, but you have a maximum of ONE piece of constructive feedback if you have something helpful to suggest, e.g. about the phrasing of a question, a tip about the overall approach, etc. So, think carefully about what you'd like to say.

Rubric: Identify & share who you plan to interview, why, and what you'd like to ask them

Course: Racial Identity Development (20 points)

Criteria	Pts
Submitted your first post on time	2
In your first post, shared who you'd like to interview & why	4
In your first post, shared a list of 10 questions you'd like to ask your interviewee	4
Submitted responses to at least two classmates on time	2
In your responses, followed the instructions	4
Demonstrated professionalism & a supportive tone in your language; followed our community agreements	4
	Total Points
	20

Sample Sharing About Coursework: Sharing and discussing executive summaries of your final papers

Course: Macro Community Practice (10 points)

Instructions

Congratulations on finishing your final papers! **This discussion forum is a chance to learn about your peers' projects.**

In your discussion forum post, due by Sunday (12/11) at 11:59pm EST:

- **Attach your executive summary here, as well as any notes you'd like the class to know** about your final assignment when they read your executive summary.

By Tuesday (12/13) at 11:59pm EST, reply to at least 2 of your classmates. In your replies:

- Share something that interested you or resonated with you, or that you liked, about their executive summary.
- Note: any feedback you give should be positive feedback - the time for constructive feedback is over.
- Engage with those who have responded to your posting.
- Keep in mind that tone can be difficult to interpret online, so be extra careful to write your responses in a respectful tone. Remember that our community agreements include [listed].

Rubric: Sharing and discussing executive summaries of your final papers

Course: Macro Community Practice (10 points)

Criteria	Points
Submitted your first post on time	1
In your first post, attached your executive summary and any notes you'd like your readers to know before they read it	3
Submitted your responses to two of your classmates on time	2
In your responses, shared something that interested you or resonated with you, or that you liked, about their executive summary	2
Demonstrated professionalism and community-minded supportiveness in your language	2
Total Points	10

AGENDA

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| 1 | Welcome and agenda |
| 2 | Introductions and polls - What brought you to this session?
And what do you think makes a good discussion forum? |
| 3 | Strategies for setting up, facilitating, and grading discussion forums |
| 4 | Examples of high-participation discussion forum assignments |
| 5 | Strategies and planning for issues |
| 6 | Wrap up and Q&A |

Strategies and planning for issues

- **Captioning**
 - Establish a system that allows for fast turnaround in captioning of all video and audio content
- **Student perpetuation of inaccurate information**
 - Instructor or TA monitoring of discussions
- **Microaggressions**
 - Instructor or TA intervention, and closing of discussion if it persists
- **Deadline issues**
 - Always list time zone with due date
 - Set multiple deadlines; initial post, responding to peers

Your turn

Continuing in our two chat pods here -- please share within the appropriate chat pod, and please respond to each other

- Chat 1: Your favorite strategies for interactive discussion forums
- Chat 2: Your biggest challenges (and solutions)

AGENDA

- | | |
|---|---|
| 1 | Welcome and agenda |
| 2 | Introductions and polls - What brought you to this session?
And what do you think makes a good discussion forum? |
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What makes a good discussion forum?

Questions that require different responses from everyone / no single correct answer

Room for students to interact with and learn from each other

Clear connection to course topic / course objectives

Consider how much time you have in your schedule to grade quickly

Explicit instructions and clear expectations

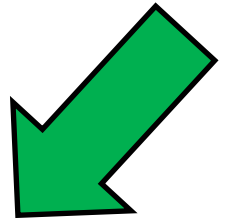
If you have class sessions, bring in the discussion content

Layout: Mini-Presentation with Handout

The screenshot displays the Adobe Connect interface. At the top, there is a menu bar with options: Meeting, Layouts, Pods, Audio, and icons for volume, microphone, and participants. Below the menu is a video area with a 'Start My Webcam' button. The main content area shows a presentation slide titled 'slides placeholder.pptx' with the word 'Slides' in large black text. To the right is a chat window titled 'Chat (Everyone)'. At the bottom right, there is a file list table with columns 'Name' and 'Size'. The table contains one entry: 'Download handout'. Below the table are buttons for 'Upload File...' and 'Download File(s)'. A green arrow points to the 'Download File(s)' button.

Name	Size
Download handout	

1. Click on file name
2. Click "Download File"



Screenshot of Adobe® Connect™ interface produced by the presenters and reproduced with permission from Adobe Systems Incorporated

Q&A



If you would like to contact us:

- **Matthea Marquart:** Twitter @MattheaMarquart or msm2002@columbia.edu
- **Kristin Garay:** keg2143@columbia.edu
- **Columbia University School of Social Work:** Twitter @ColumbiaSSW; Video <https://www.youtube.com/user/columbiassw>; Website <http://socialwork.columbia.edu>



THANK YOU!

- *All of you for your fantastic participation!*
- Peter Eggebraaten
- Kelly Holt
- Kim Langham
- Peiyi Woo
- Johanna Creswell Báez
- Elisabeth Counselman-Carpenter
- Jennifer Hand
- Ilene Marto Atiyah
- Steven Schinke
- Natasha Dachos
- Craig Schwalbe
- Jackie Martinez
- Mary-Lea Cox Awanohara
- Dorothy Robinson
- Columbia Southern University
- 2017 Education Beyond Tomorrow Conference
- Columbia University School of Social Work

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