Welcome to Facilitating Engaging Online Discussions Webinar!

First
Reflect on your experience with Classroom Discussions

Second
Relax & take a deep breath. Forget what else is going on, this is your time!

Third
Type in the chat what methods you currently use for online discussions &/or what interested you about this webinar?
Facilitating Online Discussions in Asynchronous & Synchronous Environments

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Purpose

Goal
Introduce different strategies and techniques for engaging asynchronous and synchronous discussions

Take-Away
1. Learn steps to make engaging asynchronous discussion questions and develop example prompts;
2. Identify favorite strategies for engaging synchronous discussions, & apply to your courses.
Asynchronous Environments
Why use discussion board questions?

- Provides community
- Mode for learning
- Discussion of confusing ideas
- Patterns of thought
- Assessment of concepts
What is a good question?

- Consider the following:
  “Please list three items related to how adults learn.”

Or

“Please identify three items related to how adults learn, describe how you have experienced each of these three items, and pick one that you think was best for your learning process and tell why.”
Steps to designing a good question

1. Identify what needs to be learned
2. Develop a question that assesses that knowledge
3. Administer the question to small group of students or colleagues (Try it out!)
4. Analyze the results and make modifications
5. Give question to students
6. Analyze the results to determine if material was learned.
7. Make modifications for next time.
8. Repeat
The PEAR Approach

Based on Kolb’s Experiential Model

- **Personal** – Having a personal connection,
- **Experience** – related to their lived experience
- **Active** – they must do something (upper levels of Bloom)
- **Reflective** – and think about how it impacted them.
Create a question, related to your field, that includes each of the PEAR components. Share with a partner.
Additional steps . . .

- Connect your question to the reading
- Ask them to analyze concepts in the reading
- Make connections between theory or practice & personal lives
- Ask them to experiment with concept in the reading
- Have them tell what they would do differently
- Argue the opposite of a classmate’s position
- Respond to a classmate and tell why you agree or disagree.
Helpful Approaches

- Faculty - Have two deadlines; one for responding to the prompt and the second for replying to another student.

- Faculty - Use a rubric

- Provide Model Responses

- Students - When responding to another person’s post, be sure to address the following:
Synchronous Environments
Creating Community

Goal: Support students in developing ability to critically reason and communicate using disciplinary language,

- Welcome videos
- Welcome Discussions
- Complete Online Profiles
Icebreakers

- Concentric Circles/
- Speed Dating
- Four Corners
- Pinwheel

https://symondsresearch.com/icebreakers-for-online-teaching/
Engaging Students in Synchronous Discussions

CatlinTucker.com
Low Prep Methods
Plight of the Brilliant Socratic Q.
Think-Pair-Share

How do you usually structure your synchronous online discussions?

What do you or your students struggle with?

Type in the chat or share!
Use Video Clips
Stimulate Discussions
TQEs - Thoughts, Questions, Epiphanies

1. Students read allocated materials
2. Small Breakout Groups (15-20 minutes)
3. Each group chooses top 2 TQE’s and put them in chat/whiteboard (5 minutes)
4. Large Group Discussion of TQEs
Guiding Discussions - Talk Moves

• I agree with what ___________ said because ................

• I want to add to what ___________ said, I think that............
Momentum - Snowball

1. Respond to prompt in Pairs
2. Respond to prompt in Fours
3. Respond to prompt in Eights
4. Large Group Discussion
Giving Students the Spotlight

Your five minutes!

Gallery Walk
Collaborative Note-Taking
Higher Prep Methods
Jigsaw

1. Groups assigned SAME article into SAME breakout group, summarize and discuss it together (Small Expert Group)
Jigsaw

2. Groups assigned DIFFERENT articles combined in one breakout to describe their article in turn (Small Group)

3. Large Group Discussion pulls out salient points from all articles.
Introduce Outside Opinions

‘Hat’ Full of Quotes
Functional Sub-Groups or Fishbowl
Debate or Case Studies

‘Tis so!

‘Tis not!
Capturing all Opinions/Back-Channel

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World Café/Cocktail Party

PRINCIPLES FOR HOSTING CONVERSATIONS THAT MATTER

- Set the Context
- Create Hospitable Space
- Explore Questions that matter
- Encourage everyone’s contributions
- Listen together for Insights
- Connect Diverse perspectives
- Share Collective Discoveries
Activity - Reflect and Apply

1. Which of these strategies appeals to you?
2. Pick one and develop it for your Fall Courses
3. Share this idea in your breakout room and come up with 2 TQEs.
Let’s Share our TQEs!
Thank you for being with us today.