

Welcome!

Our Agenda

- Open Q&A
- Submitted Question on Feedback
- Submitted Question on Asynchronous Discussions

(side-by-side view)

How do I know my students are reading the feedback and that it is making a difference?

- Rich Feedback Quizzes
 - A/B test with every other week containing feedback
 - Survey
 - Reflective exercise

How do I know my students are reading the feedback and that it is making a difference?

- Rich Feedback Quizzes
 - A/B test with every other week containing feedback
 - Survey
 - Adjust your feedback settings to provide feedback immediately after each question is submitted.

How do I know my students are reading the feedback and that it is making a difference?

- Large Paper or Projects
 - Make reflection on feedback a required element in a paper or project grade. 95% Paper + 5% Feedback reflection.
- Email reminders

Asynchronous Discussions

- **Can you discuss the value (if any) of Discussions in asynchronous classes?** I tend to have a Discussion for each weekly unit. Students are asked to comment about the week's readings, or I give them some specific prompts to help them get their discussion post started. I ask for 5-6 sentences.
- In addition, they are required to respond to another student's post (4-5) sentences. Each weekly unit is 100 points total and the Discussion is 30 points. I notice that the best students in class often go over the sentence requirements and post very deep and engaging comments -- both their own and their replies to other students.

Asynchronous Discussions

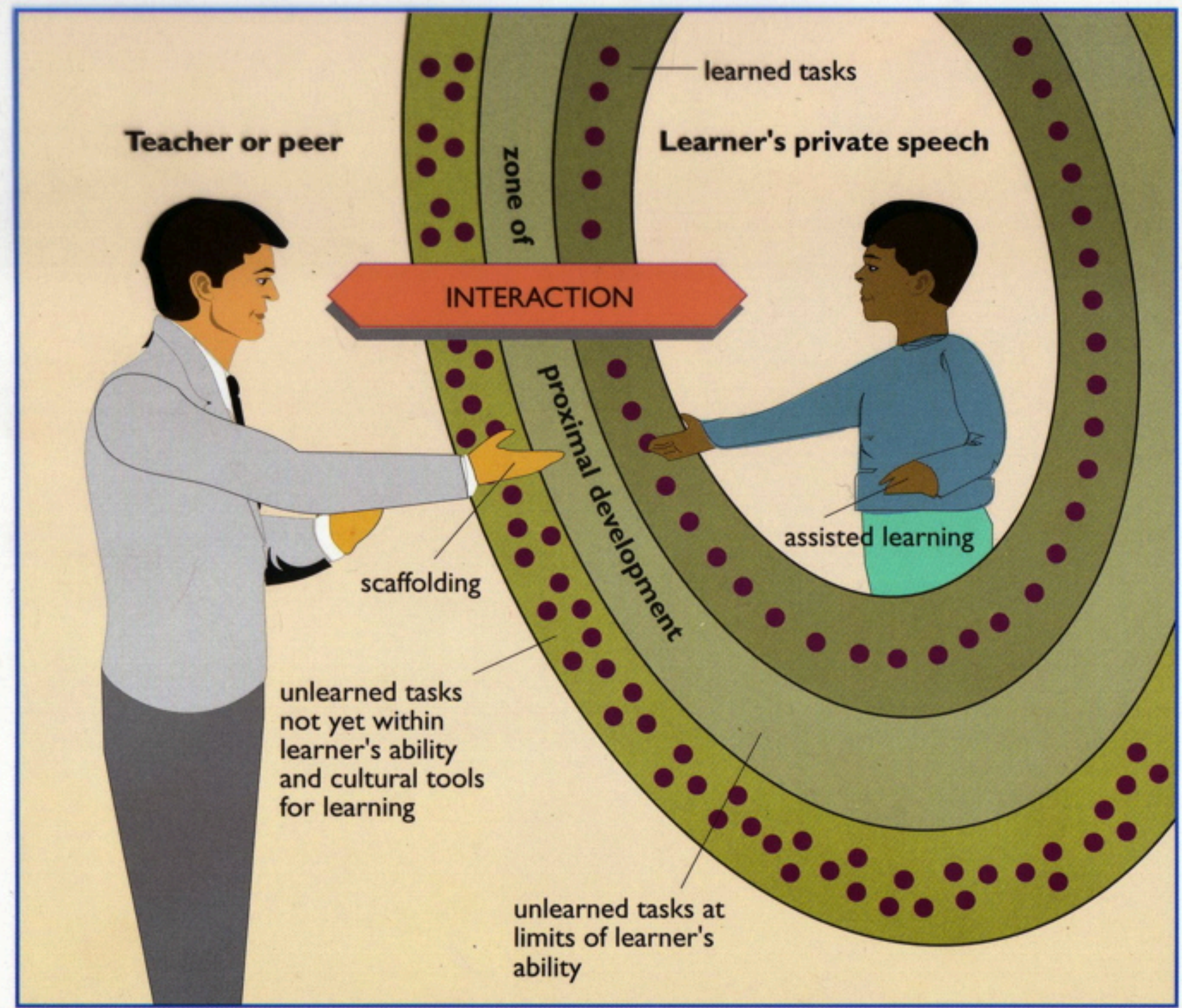
- The rest of the students stay within the sentence requirements and are not going as deep with their thinking -- but I am generally not very strict about grading.
- **BUT do I have to comment on their two posts?** The point is the interaction between students, right?
- I generally write a comment of "good post" or "interesting ideas here" or I highlight a sentence or two from their post and say "I agree with this!" Occasionally, I will write a 4-5 sentence thoughtful reply to the student. I have NEVER gotten any feedback from students that they like these replies of mine -- and I don't even know if they read them. **What is the "Best Practices" here?**

Asynchronous Discussions: Best Practices

Design

- The value of TDs is in their ability to scaffold student learning.
 - Through critical thinking (questioning assumptions)
 - Hearing and responding to opposing viewpoints
 - Contextualizing material
 - Working through a problem

Teaching Model Based on Vygotsky's Theory



Asynchronous Discussions: Best Practices

Design

- Topic/Reading —> Discuss it (activity-driven) VS.
- Learning Objectives —> Assessment —> Scaffolding
- Atomized vs. Cohesive Discussions
 - Avoid topical discussions, and instead create a strategic set of learning activities that function as enabling your learning objectives.

COURSE MAP

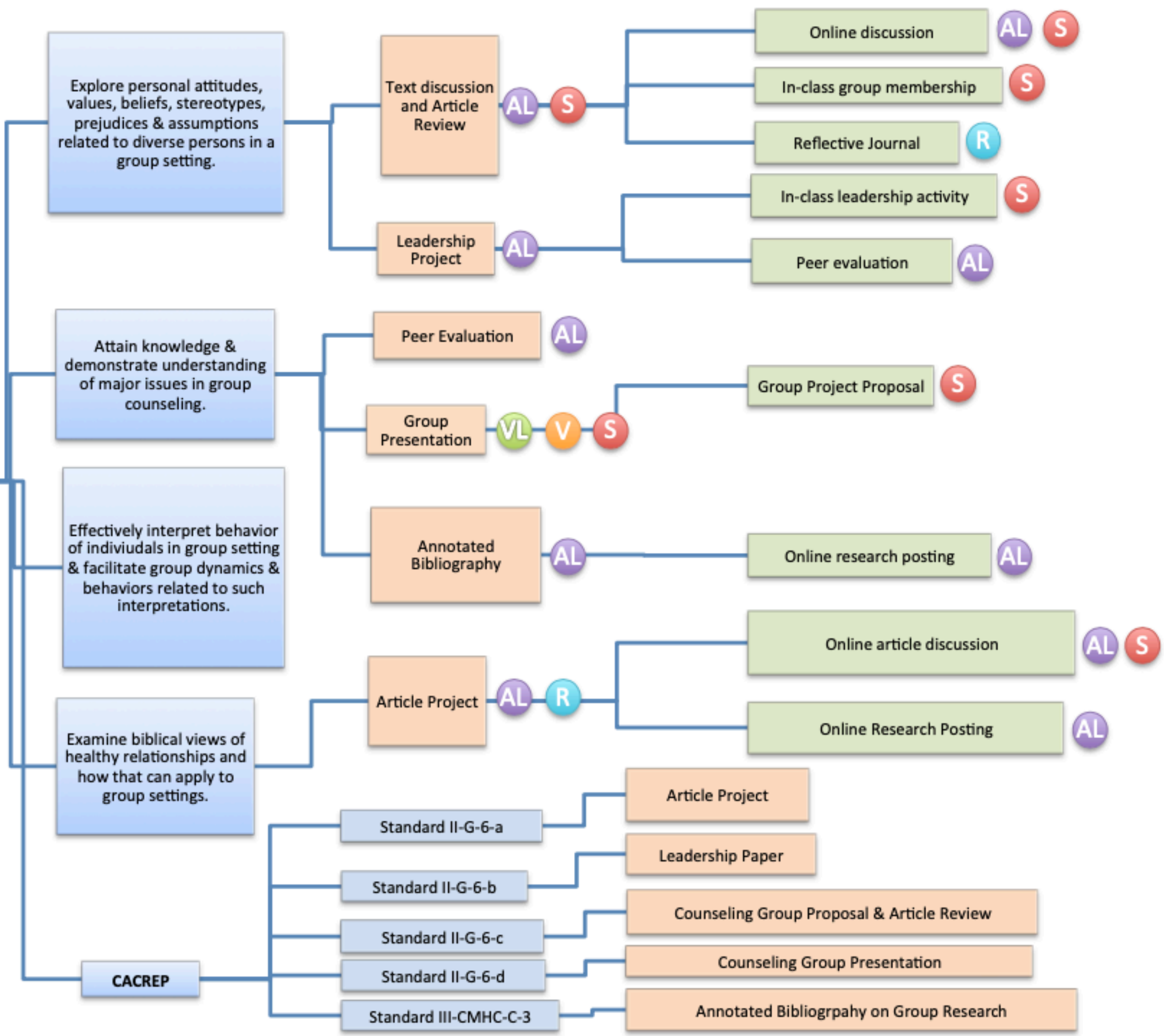
Course Blueprint: CO505 BL

CO 505 BL SP15: Groups in Counseling

Course Description: This course will assist you in preparation for work with groups as a professional counselor in conjunction with the guidelines for ACA and CACREP.

- AL** Analytical/Logical
- VL** Verbal/Linguistic
- R** Reflective
- S** Social/Interpersonal
- V** Visual

OUTCOMES ASSESSMENTS LEARNING ACTIVITIES



Asynchronous Discussions: Best Practices

Design

- Grade deliverables not discussion
 - Discussion is more of a verb than a noun
 - Create discussion reflections or have discussions support a larger deliverable in the class.
- If you have to grade discussions, use a 5 or 10 point scale to take the unnecessary nuance and time out of grading.

Asynchronous Discussions: Best Practices

Engagement in Online Discourse

- 80/20 Principle: invest 80% of your energies in facilitating the discussion and 20% or less assessing them.
- Feedback, such as “good job” and “well done” has been found to be of little value and sometimes negative value to learners (by creating false sense of proficiency).

Asynchronous Discussions: Best Practices

Engagement in Online Discourse

- 80/20 Inquiry to content ratio
 - ask lots of questions
 - “Tell me more...”
- Quote your students. (People LOVE being interviewed)
 - Amber, you wrote...explain your rationale for...
 - John, you said that...How would you respond to...