

Online Discussions Read Post – t-chart notes on three Readings/videos

MBrown

Getting Started With Discussions [7:01]

Getting Started With Discussions - Notes	Getting Started With Discussions - Reflections
<p>Make first week Week Zero focused on compassion and care to get things going and make sure students feel supported</p>	<p>Having a Week Zero permits students to become acquainted with the course structure; however, there needs to be sufficient low-risk activities to let students get a feel for the rhythm of work flow of work needed in the class.</p>
<p>Five Tips for getting started with Discussion Board:</p> <ol style="list-style-type: none"> 1. Use questions provided in textbook 2. Ask How? And Why? Questions – need to have open ended questions on discussion forms 3. Use taxonomies (revised Bloom: Remember, Understand, Apply, Analyze, Evaluate, Create) Use these terms in module objectives (what you want students to know and do); then you can use discussion board to elicit evidence of knowledge growth “We can never truly know what a student learns...” Depth of Knowledge taxonomies (Recall, Skill/Concept, Strategic Thinking, Extended Thinking) 4. Create student-to-student interactions 5. Develop students questioning skills (be sure to approve questions ahead of time) 	<p>The revised Bloom labels (verbs) are more useful in constructing goals.</p> <p>The Bloom and Webb taxonomies see to have labels and groupings that are variations of each other; otherwise they seem quite comparable.</p> <p>These activities can be adapted to the online environment for activities to develop students questioning skills and create student interaction: http://www.ascd.org/publications/newsletters/education-update/jan17/vol59/num01/Five-Ways-to-Strengthen-Student-Questioning.aspx</p>

Revised Bloom Taxonomy:

Remember involves being able to recall, defining, or labelling.

Understand is to summarize or classify.

Apply requires some level of implementation or to follow a procedure.

Analyze, breaks down parts of a concept for deeper analysis.

Evaluate is critiquing or making a judgement based on research.

Create is to develop something new based on all the learning.

Webb's Depth of Knowledge Taxonomy ([google dok question stems]):

This framework consists of 4 levels, level 1 being the simplest and level 4 being the most complex.

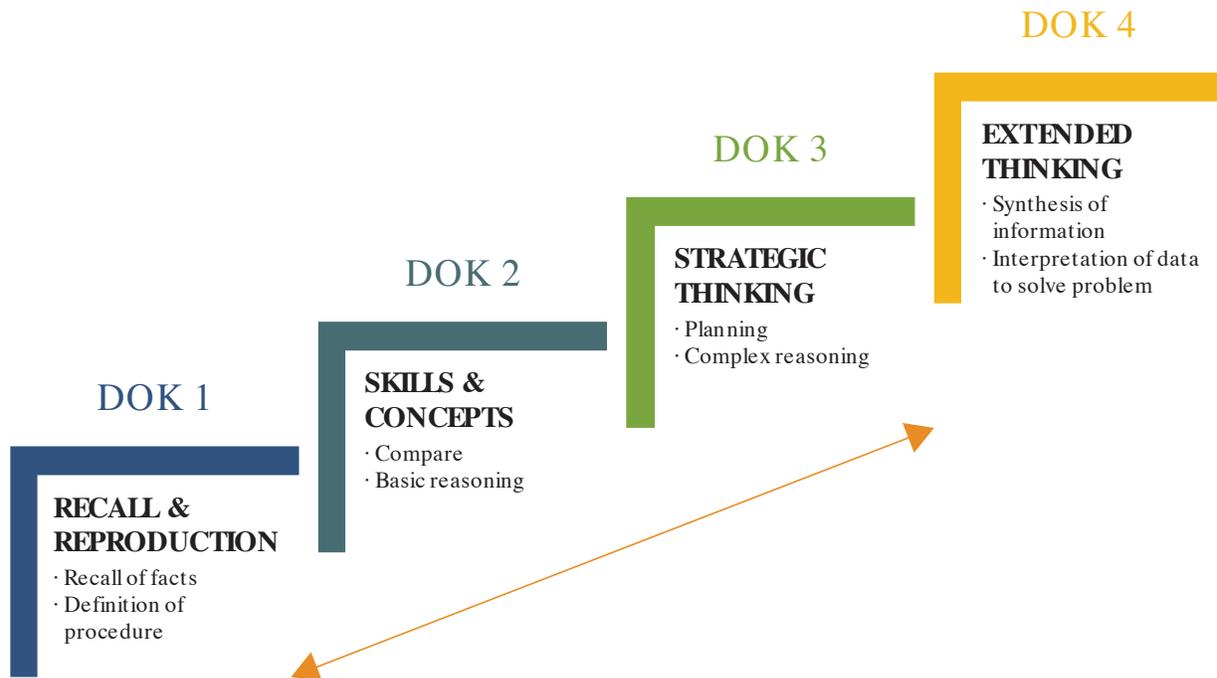


Figure 3: Webb's Depth of Knowledge

Level 1 (Acquired knowledge) involves recall and reproduction. Remembering facts or defining a procedure.

Level 2 (Knowledge Application) are skills and concepts. Students use learned concepts to answer questions.

Level 3 (Analysis) involves strategic thinking. Complexity increases here and involves planning, justification, and complex reasoning. Explains how concepts and procedures can be used to provide results.

Level 4 (Augmentation) is extended thinking. This requires going beyond the standard learning and asking, how else can the learning be used in real world contexts.

Source: <https://www.synergiseducation.com/blooms-taxonomy-and-webbs-depth-of-knowledge/>

Webb's Depth of Knowledge

DOK Level 1

(Recall)

Verbs: arrange, calculate, define, draw, identify, list, label, illustrate, match, memorize, recognize, tell, ...

Focus: on specific facts, definitions, details, or procedures

Note: there's one correct answer, and a combination of Level 1s does not make it a Level 2

DOK Level 2

(Skill / Concept)

Verbs: categorize, cause/effect, classify, compare, distinguish, estimate, graph, interpret, modify, predict, relate, show, summarize, ...

Focus: on applying skills and concepts • explaining how or why

Note: there's one correct answer

DOK Level 3

(Strategic Thinking)

Verbs: assess, cite evidence, compare, conclude, construct, critique, develop logical argument, differentiate, formulate, hypothesize, investigate, revise, ...

Focus: on reasoning and planning in order to respond • complex and abstract thinking required • defending reasoning or conclusions

Note: multiple answers or approaches

DOK Level 4

(Extended Thinking)

Verbs: apply concepts, analyze, connect, create, critique, design, prove, ...

Focus: on complex reasoning, planning, and thinking • make real-world applications in new situations

Note: has multiple answers or approaches • often requires extended periods of time with multiple steps



Webb's DOK Graphic by Tracy Watanabe is licensed under a Creative Commons Attribution 3.0 Unported License.

Source: <https://levelquestions.weebly.com/uploads/5/4/2/2/54227011/595688894.png>

Asking Questions About Texts – Notes [3:54]

Asking Questions About Texts - Notes	Asking Questions About Texts - Reflections
Text – anything in which meaning is encoded as symbols	More needs to be included in 'reading' media (images and motion) and audio
Four questions: What does the text say? How does the text work? What does the text mean? What does the text inspire you to do? SAY: Key details, general understandings (reading guide) WORK: Based on the craft and purpose of discipline (vocab and structure) MEAN: Make connections between texts and arguments	Students will need a lot of exposure and practice with the various kinds of 'text'

INSPIRE: Learning activities (case studies, analyze against themes, use primary sources) To elicit evidence that they read the text ⁶	
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Assessing Your Discussion Board – Notes [7:26]

Assessing Your Discussion Board - Notes	Assessing Your Discussion Board - Reflections
Don't over assessment discussion boards – Yoda Approach – met/didn't meet criteria; have high expectations early on (else will do minimum); ALWAYS provide students with a rubric or list of expectations	Binary scoring encourages timely feedback. Posting a rubric or checklist for each assignment – allows students to direct their efforts; students should be encourage to use the rubric to self-assess before submitting work for grading; but the rubrics need to be worded for student understanding and be realistic for the assignment.
R – Respond to the post (promptly) A – Answer the question V – Vocabulary and concepts used and defined – and writing tactic (define terms on first mention) E – Evidence and examples matter High quality expectations + High quality feedback = Learning	This provides a model for student's posts as well as an expectation for timeliness in posting.
Feedback: Claim – about student performance against the rubric Connect – to an explicit example in the student's post/works/artifacts Action- (Actionable Feedback) – using positive growth language of the rubric	This provides a model for faculty feedback that is specific and supports student participation and learning.