

✦ Asynchronous Discussion Guide ✦

In good online discussions:

- ◆ Students meet the objectives for understanding, evaluating, and communicating.
- ◆ Students are actively engaged.
- ◆ Each participant's contributions are recognized.

Please use the empty space to write in notes as you design your next online discussion

Set Clear Guidelines and Requirements For:

Participation logistics.

How are you going to assign credit for discussions, grading, minimum participation requirements, etc. How long will each discussion last? When will new topics be posted each week?

Participation quality.

How are you going to judge the quality of participant responses for grading purposes?

Participation netiquette.

What are some "netiquette rules" you want your participants to be aware of? Are there any websites that offer netiquette tutorials for participants or have a good outline of standard rules?

Group size is limited.

How are you going to organize your class into groups?

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Define Learning Outcomes:

- Determine **ahead of time** and share with students if appropriate to the task.
- Identify **key concepts** of content material.

- Consider **prior knowledge** and experiences of students.

Brainstorm prior knowledge that your participants may have related to your content material.

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Define Learning Outcomes:

- Determine which level of **Bloom's Taxonomy** is appropriate for content

What "thinking level" do you want your students at for each key concept or idea?

- Determine criteria for **assessment**

How will you know when learning outcomes have been achieved?

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Develop Discussion Questions:

Bloom's Taxonomy can be used to formulate questions to meet the learner outcomes and guide the discussion to higher levels of cognition.

Brainstorm some questions for your participants based on your Define Learning Outcomes table above.

Knowledge and comprehension:

- Formulate questions with verbs such as: **define, recall, name, state, identify, discuss, describe, explain.**

Application:

- Formulate questions with verbs such as: **demonstrate, interpret, illustrate, show, perform, relate.**

Analysis and Synthesis:

- Formulate questions with verbs such as: **analyze, distinguish, compare, contrast, discriminate, criticize, test, compose, design formulate, construct, develop, integrate, modify.**

Evaluation:

- Formulate questions with verbs such as: **judge, appraise, evaluate, revise, select, measure, weigh, conclude.**

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Activate the Feedback Loop:

- Discussion feedback responses reflect the use of **Bloom's Taxonomy** to guide the discussion to higher levels of cognition.
- Careful thought is given to the **tone** and **implied attitude** of the comments.

*Drawing from your experience as an online facilitator, or, as you gain facilitation experience – reflect here on some saavy ways you handled a tough situation and list some helpful emoticons/online personality comments (*smile*, :-), lol (laugh out loud).*

- Maintain an **active presence**, approximately one to two hours per day.

- Ask and discuss with students:

- What went well? How could it be better? Did everyone feel listened to?

Think of some feedback questions for your students and then brainstorm possible ways you plan to discuss their responses with them in order to create an enjoyable learning community.

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