



ASYNCHRONOUS TOOLS & TECHNIQUES

February 9, 2-3pm

<http://bit.ly/discussOnline1>

SYNCHRONOUS TOOLS & TECHNIQUES

February 23, 2-3pm

<http://bit.ly/discussOnline2>

FACILITATING EFFECTIVE ONLINE DISCUSSIONS IN QUERCUS



1

Provide an overview and feature comparison of the tools that support asynchronous discussions

2

Explore how to use these tools to design discussions aligned with your course learning outcomes, content, and activities

3

Review key considerations for designing and facilitating asynchronous discussions for learning and engagement

SESSION AGENDA

A QUICK POLL

Do you use asynchronous discussions in your course?

1. Yes
2. No



ANSWER IN CHAT

What has been your experience with asynchronous discussions (either as a facilitator or participant)?

Challenges? Strengths?





BIG PICTURE

CHALLENGES AND BENEFITS OF ONLINE DISCUSSIONS

WHEN TO USE ASYNCHRONOUS DISCUSSIONS



ARE DISCUSSIONS WORTH THE TROUBLE?

Challenges

- Students who overcontribute
- Students who never/rarely contribute (*lurkers*)
- Inappropriate/off-track comments
- Sensitive /difficult subjects

Strengths

- Increased participation & engagement
- Exploration of new content and ideas
- Exposure to diverse perspectives
- Experimentation and problem-solving
- Critical thinking & deep understanding
- Increased communication skills
- Community-building

WHICH MODE?

	Asynchronous	Synchronous
What?	<ul style="list-style-type: none">• Delayed mode of communication• Allows for cognitive participation	<ul style="list-style-type: none">• Real-time communication• Supports personal participation
When?	<ul style="list-style-type: none">• Reflecting on more complex issues (analyzing, evaluating)	<ul style="list-style-type: none">• Discussing less complex issues (brainstorming, planning)
Why?	<ul style="list-style-type: none">• Students have more time to reflect and process information because an immediate response is not expected	<ul style="list-style-type: none">• Students become more committed and motivated because a quick response is expected
How?	<ul style="list-style-type: none">• Asynchronous tools (discussion forums)	<ul style="list-style-type: none">• Synchronous tools (videoconferencing)

Adapted from Hrastinski (2008) & Ragupathi (2018)



ASYNCHRONOUS DISCUSSION TOOLS

ACCESS AND SET UP

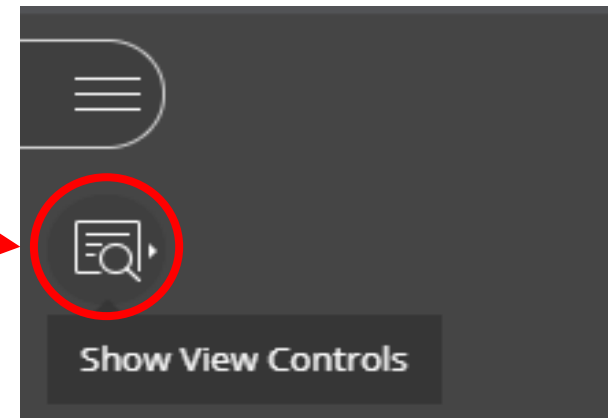
FEATURE COMPARISON



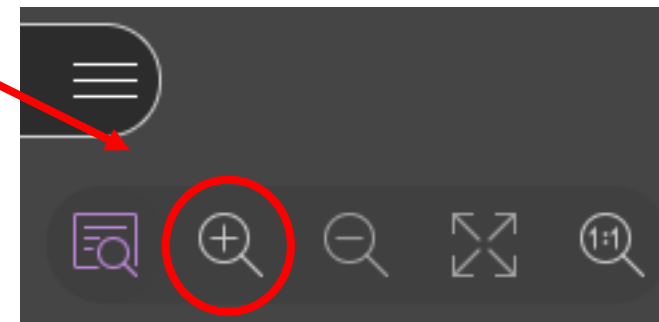
HOW TO ZOOM IN ON SLIDES

1. Use BbCollaborate functions

- Click on “Show View Controls”
- Zoom up to 3X (only shows on your screen)



2. Use other zoom in/out functions on your computer



ASYNCHRONOUS DISCUSSION TOOLS

Quercus
Discussions



Topic-based discussion board platform built into Quercus with graded and ungraded options.

PepperR



Discussion board platform designed for in-depth exploration of topics.

plazza

Wiki-style Q & A platform for collaborative responses.


ed

Threaded discussion tool for student collaboration on questions & answers.

ASYNCHRONOUS DISCUSSION TOOLS

Quercus
Discussions




Pepper

plazza

ed

Discussions

QUERCUS DISCUSSIONS: ACCESS

PERM_FASE_CourseTemplate > Discussions

Home
Announcements
Modules
Discussions
Bb Collaborate
Assignments
Quizzes
Grades
New Analytics
Rubrics

All Search by title or author... + Discussion

▼ Pinned Discussions

- How to use Discussions in your cour...
All Sections

▼ Discussions Ordered by Recent Activity

- Ask Questions Here!
All Sections
- Watch & Discuss: Course Topic In T...

Edit Discussion Settings

My Settings

- Manually mark posts as read

Student Settings

- Create discussion topics
- Edit and delete their own posts
- Attach files to discussions

Cancel Save Settings

QUERCUS DISCUSSIONS: SET UP

How to use Discussions in your course

Edit View Insert Format Tools Table

12pt Paragraph **B** *I* U A ✎ T² :

Quercus provides an integrated system for class discussions, allowing both instructors and students to start and contribute to as many discussion topics as desired.

Getting started with Discussions (see also "[Discussions](#)" in the Canvas Instructor Guide):

- [What are Discussions?](#)
- [How do I use the Discussions Index Page?](#)
- [How do I create a discussion as an instructor?](#)
- [How do I assign a graded discussion to everyone in a course?](#)
- [How do I allow students to edit and delete their own discussion posts in a course?](#)
- [How can I add an embed an image in my discussion post?](#)

p ▶ span | 106 words | </> ↗ ⋮

Post to

All Sections x 2

Attachment Choose File No file chosen

Options

- Allow threaded replies
- Users must post before seeing replies
- Enable podcast feed
- Graded
- Allow liking
- Add to student to-do

Group Discussion

This is a Group Discussion

Available From

Until

Cancel Save & Publish Save


3

4

ASYNCHRONOUS DISCUSSION TOOLS

Quercus
Discussions




PepperR

plazza

ed

[Integration: PepperR](#)

PEPPER: ACCESS

- Add as item to course navigation

The screenshot shows the course navigation configuration interface. On the left is a sidebar menu with items: Home, Modules, Assignments, Rubrics, Outcomes, Discussions, People, Pages, Files, Syllabus, Collaborations, Grades, Quizzes, Announcements, and Settings. A red circle with the number '1' is placed over the 'Settings' item. The main area has tabs: Course Details, Section, Navigation (with a red circle '2' over it), Apps, and Feature Options. Below the tabs, there are two sections: 'Drag and drop items to reorder them in the course navigation.' and 'Drag items here to hide them from students. Disabling most pages will cause students who visit those pages to be redirected to the course home page.' The first section contains a list of items: Home, Modules, Assignments, Rubrics, and Outcomes. A red circle '4' is over the 'Modules' item, and a red arrow points upwards from the 'PepperR' item in the second section to the 'Modules' item. The second section contains a list of items: SCORM, i>clicker registration, Piazza, PepperR, and UT Advanced Group Tool. The 'PepperR' item is highlighted in yellow and has a red circle '3' over it. On the right side of the interface, there is a 'Save' button with a red circle '5' above it.

PEPPER:ACCESS

- Add as external tool to module

Add Item to Week 2

Add **External Tool** to Week 2

Select a tool from the list below, or enter a URL for an external tool you already know is configured with Basic LTI to add a link to it to this module.
Allows you to pull in documents from Office 365 OneDrive to Canvas

[Pearson MyLab and Mastering](#)

[peerScholar](#)
peerScholar is an online peer- and self-assessment tool

2 [Pepper](#)
Pepper is a discussion board in which members of a class post and respond to messages, organized in a threaded format.

[Perusall](#)
Add links to external web resources that show up as navigation items in course, user or account navigation. Whatever URL you specify is loaded within the content pane when users click the link.

[Piazza](#)
Add links to external web resources that show up as navigation items in course, user or account navigation. Whatever URL you specify is loaded within

URL:

to use this tool the domain must match pepper-tmp.oise.utoronto.ca

Page Name:


Load in a new tab

Indentation:

PEPPER: INTERFACE





The screenshot displays the PepperR interface for a user named Anna Limahni. The top navigation bar includes links for Calendar, Private Messages, My Settings, Help, About Pepper, and Signout. The main header area features the text "Anna Limahni's Sandbox: PepperR" and the PepperR logo. Below the header, there are navigation links for Home, Favourites, Admin, and Search, along with a "People Online: 1" indicator. The "Home" section lists four discussion folders: "Sample discussion" (4 of 4 read), "Anonymous Discussion" (1 of 1 read), "Discussion 3" (6 of 6 read), and "Assignment 1" (0 of 0 read). A plus sign icon is visible at the bottom left of the content area.


Calendar Private Messages ▼ My Settings ▼ Help ▼ About Pepper Signout

Anna Limahni's Sandbox: PepperR 

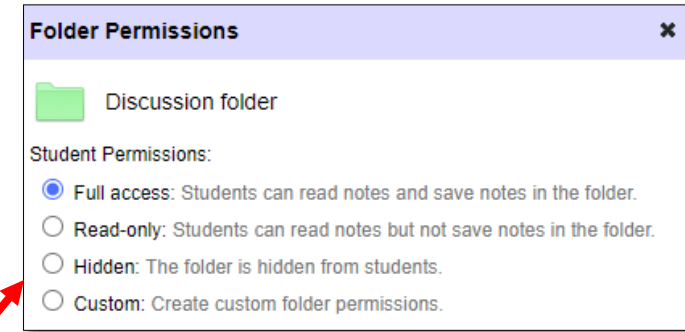
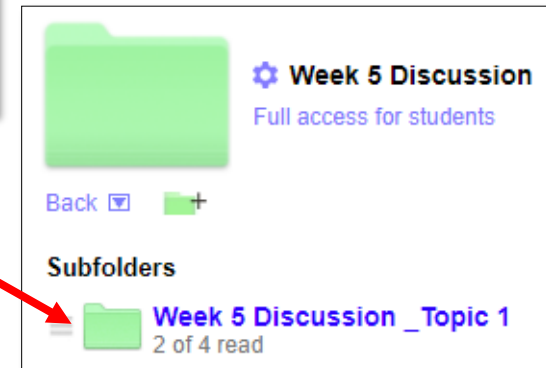
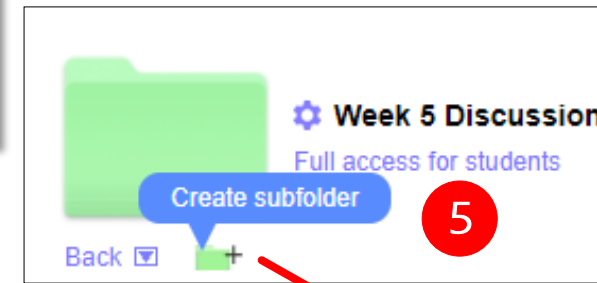
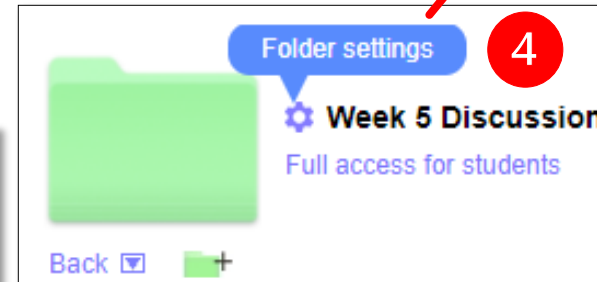
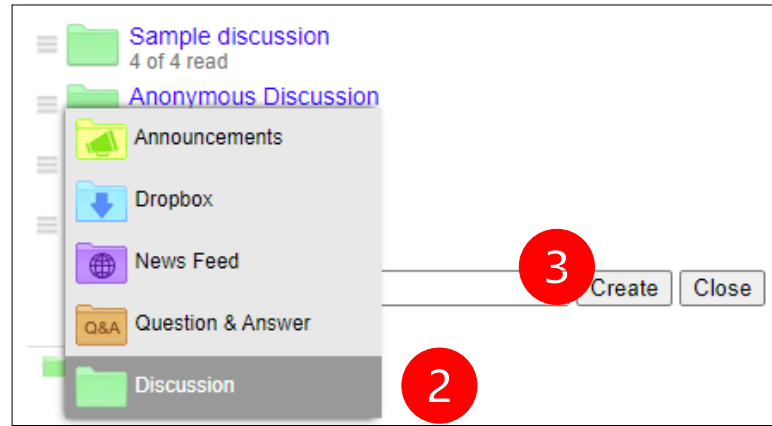
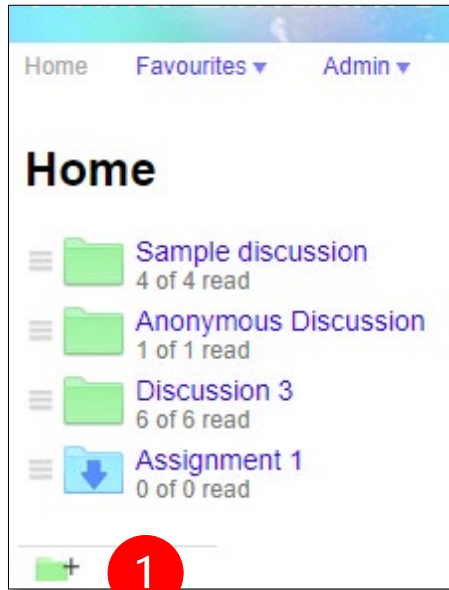
Home Favourites ▼ Admin ▼ Search People Online: 1

Home

-  Sample discussion
4 of 4 read
-  Anonymous Discussion
1 of 1 read
-  Discussion 3
6 of 6 read
-  Assignment 1
0 of 0 read



PEPPER: SET UP



PEPPER: POSTING & REPLYING

New Note [Note](#) | [Thread](#)













New note

Title: Public Private

Folder: Week 5 Discussion _Topic 1

Author: [Anna Limanni](#) Co-Authors *none*

Styles **A** **B** *I* U ~~S~~ ABC Σ

Home Favourites People Search


[New Note](#) [Note](#) | [Thread](#)

Week 5 Discussion _Topic 1

[Back](#)


Notes 4 of 4 read [Tools](#)

- [Week 5_Topic 1_reply](#) by [Anna Limanni](#) #13, Today, 12:31 PM
- [Reply to Other participant](#) by [training27 blackboard](#) #14, Today, 12:30 PM
- [Reply to original topic](#) by [training27 blackboard](#) #15, Today, 12:30 PM
- [My reply to Student post](#) by [Anna Limanni](#) #16, Today, 12:32 PM

 **Week 5_Topic 1_reply**
[Anna Limanni](#)
#13 Saved Today, 12:31 PM


My reply to Topic 1

[Reply](#) • [Readers](#) • [Pop](#) • [Fav](#) • [Print](#) • [Like](#)


 **Reply to Other participant**
[training27 blackboard](#) replying to [Week 5_Topic 1_reply](#).
#14 Saved Today, 12:30 PM

My reply to your post

[Reply](#) • [Edit](#) • [Delete](#) • [Readers](#) • [Pop](#) • [Fav](#) • [Print](#) • [Like](#)

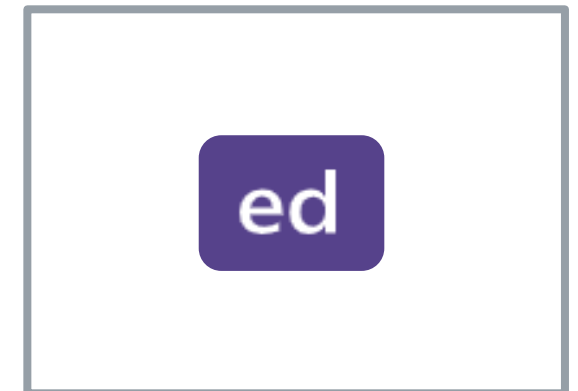
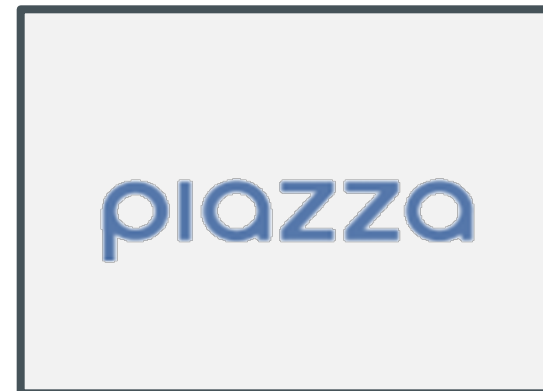
 **Reply to original topic**
[training27 blackboard](#)
#15 Saved Today, 12:30 PM

[Reply](#) • [Edit](#) • [Delete](#) • [Readers](#) • [Pop](#) • [Fav](#) • [Print](#) • [Like](#)

 **My reply to Student post**
[Anna Limanni](#) replying to [Reply to original topic](#).
#16 Saved Today, 12:32 PM

[Reply](#) • [Readers](#) • [Pop](#) • [Fav](#) • [Print](#) • [Like](#)

ASYNCHRONOUS DISCUSSION TOOLS



[How to use Piazza in your Quercus Course \(Instructors\)](#)

PIAZZA Q & A: ACCESS

- Add as item to course navigation

The screenshot shows the course navigation configuration interface. On the left is a sidebar with a list of course items: Home, Modules, Assignments, Rubrics, Outcomes, Discussions, People, Pages, Files, Syllabus, Collaborations, Grades, Quizzes, Announcements, and Settings. A red circle with the number '1' is placed over the 'Settings' item. The main area has tabs for 'Course Details', 'Section 2 Navigation', 'Apps', and 'Feature Options'. Below the 'Section 2 Navigation' tab, there is a section titled 'Drag and drop items to reorder them in the course navigation.' containing a list of items: Home, Modules, Assignments, Rubrics, and Outcomes. A red circle with the number '4' is placed over the 'Assignments' item. Below this is another section titled 'Drag items here to hide them from students.' containing a list of items: SCORM, i>clicker registration, Piazza, PeppereR, and UT Advanced Group Tool. The 'Piazza' item is highlighted in yellow, and a red circle with the number '3' is placed over its three-dot menu icon. A red arrow points from the 'Piazza' item in the second list up to the 'Assignments' item in the first list. At the bottom right of the main area is a blue 'Save' button with a red circle containing the number '5' above it.



PIAZZA Q & A: ACCESS

- Add as external tool to module

Add Item to Week 2

Add **External Tool** to Week 2

Select a tool from the list below, or enter a URL for an external tool you already know is configured with Basic LTI to add a link to this module.

- Piazza**
Adds the Piazza discussion platform to your course.
- [Quizzes 2](#)
Quizzes LTI is an LTI Assignment based solution for delivering LMS-based quizzes
- [Quizzical](#)

URL:

Page Name:

Load in a new tab

Indentation:

PIAZZA Q & A: SET UP

- Create your Piazza account
- Configure your Piazza course

[How to use Piazza in your Quercus Course \(Instructors\)](#)

Piazza Setup

Confirm Enrollment

School:	University of Toronto
LMS Course Name:	Anna Limanni's Sandbox
LMS Course Number:	ANNA LIMANNI'S SANDBOX
Piazza Class Term:	Fall 2020
Piazza Class Name:	limannia-sandbox
Piazza Class Number:	ANNA LIMANNI'S SANDBOX

Create Piazza Account

Your Email:

Your Name:

Your Role:

You can access Piazza on the go with the Android and iOS apps, or directly from piazza.com. We need you to set a password, so you can log in.

Choose a Piazza password:

Confirm password:

I have read and I agree to Piazza's [Terms of Use](#).

PIAZZA ANNA LIMANNI'S SANDBOX **1** Q & A Resources Statistics Manage Class Anna Limanni

LIVE Q&A Drafts 1 hw1 hw2 hw3 hw4 hw5 hw6 hw7 hw8 hw9 hw10 project exam logistics other

Unread Updated Unresolved Following

New Post Search or add a post...

DRAFTS

Draft question 2

PINNED

Private Search for Teammates! 8/25/20

TODAY

Private Why we're showing ads 8:09AM
Dear Instructors, With the move to online learning, Piazza has had a surge of new universities and majors joining the

WEEK 10/18 - 10/24

Instr Hashtag test 10/20/20
#recitation

Question about Assignment 2 10/20/20
When is Assignment 2 due?

WEEK 10/11 - 10/17

Private October Product Updates on... 10/15/20
Dear Instructors, We wanted to share a few product updates that we recently pushed to help you during the term. Stude

WEEK 9/13 - 9/19

Instr Question 1 9/15/20
Reply below
1 Unresolved Followup

Instr Note to students 9/15/20
No reply needed
1 Unresolved Followup

WEEK 9/6 - 9/12

Private Upcoming Product Enhance... 9/10/20
Dear Instructors, We've added new capabilities for you to easily create groups in your Piazza class. We also wanted to

WEEK 8/30 - 9/5

Post Type Question *if you need an answer* Note *if you don't need an answer* Poll/In-Class Response *if you need a vote*

Post to Entire Class Class Group Individual Student(s) / Instructor(s)

Select Folder(s) hw1 hw2 hw3 hw4 hw5 hw6 hw7 hw8 hw9 hw10 project exam logistics other

Manage and reorder folders

Summary (100 characters or less) Enter a one line summary...

Details Rich text editor Plain text editor Markdown editor [Report any bugs with our editor to bugs@piazza.com](mailto:bugs@piazza.com)

Insert Format Table

B *I* [List icons] [Link icon] [Image icon] [Table icon] f(x) (i) TT [Eye icon] [Help icon]

Posting Options Make this an announcement (note appears on the course page) Send email notifications immediately (bypassing students' email preferences, if necessary) Add this post to students' reading lists (appears in student's "my reading list" bin until they've read it; see details in Manage Class)

Post My Note to ANNA LIMANNI'S SANDBOX! Save Draft Cancel Preview Post

PIAZZA: POLLS

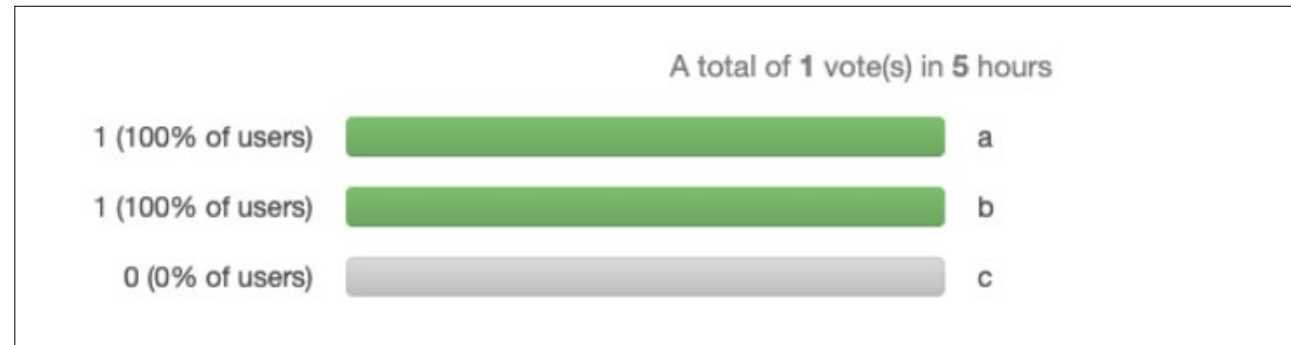
Post Type Question *if you need an answer* Note *if you **don't** need an answer* Poll/In-Class Response *if you need a vote*

1

poll admin panel *visible only to instructors and creator of the poll*

Close the Poll Download poll stats Clone the poll Hide Poll Results

2



3

ASYNCHRONOUS DISCUSSION TOOLS

Quercus
Discussions




PepperR

plazza

ed

[Ed Discussion](#)

ED DISCUSSION: ACCESS

- Add as item to course navigation

The screenshot shows the course navigation settings interface. On the left is a sidebar with navigation items: Home, Modules, Assignments, Rubrics, Outcomes, Discussions, People, Pages, Files, Syllabus, Collaborations, Grades, Quizzes, Announcements, and Settings (highlighted with a red circle 1). The main area has tabs for Course Details, Section Navigation (with a red circle 2), Apps, and Feature Options. Below the tabs is a heading "Drag and drop items to reorder them in the course navigation." followed by a list of items: Home, Modules, Assignments, Rubrics (with a red circle 4), and Outcomes. Below this is another heading "Drag items here to hide them from students. Disabling most pages will cause students who visit those pages to be redirected to the course home page." followed by a list of disabled items: SCORM, i>clicker registration, Piazza, Pepper, Ed Discussion (highlighted in yellow with a red circle 3), and UT Advanced Group Tool. A red arrow points from the Ed Discussion item in the second list up to the Rubrics item in the first list. On the right side of the interface, there is a "Save" button (with a red circle 5) inside a dark blue box.

ED DISCUSSION: SET UP

- Configure your Ed course
- Add students & teaching team

[Adding students and staff to your Ed course](#)

The screenshot shows the 'General' settings page for a course titled 'Anna Limanni's Sandbox - Anna Limanni's Sandbox' for '2021, SEMESTER 1'. The interface includes a sidebar with 'General', 'Discussion', and 'Advanced' tabs. The main content area has a 'Save' button in the top right. Below the title, there are input fields for 'Code' and 'Name', both containing 'Anna Limanni's Sandbox'. A 'Join Link' section explains that users can sync with the LMS and provides an option to 'Enable' the join link, which is currently unchecked. The 'Features' section has 'Resources' unchecked and 'Discussion' checked. The 'Default page' is set to 'Discussion'. The 'Invite Users' section includes a 'Role' dropdown set to 'Student' and an unchecked option to 'Unenroll existing students before importing'. A text area contains an example CSV string: 'Example: John Appleseed, john1234@example.edu, Tutorial 1A;Tutorial 1B (optional, semicolon-delimited)'. An 'Invite' button is located at the bottom right.

General

Discussion

Advanced

Anna Limanni's Sandbox – Anna Limanni's Sandbox

2021, SEMESTER 1

Code

Name

Join Link

You can automatically add all students to this course with the **Sync with LMS** button at the bottom of this page. You should *not* enable the Join Link unless you have a specific reason to.

Allow students to self sign up to the course by visiting the join link below.

Enable (not recommended)

Features

Resources

Discussion

Default page

Invite Users

Enter the full name and email address of each user in CSV format. You can also copy and paste user data from Excel.

Role

Unenroll existing students before importing

Example: John Appleseed, john1234@example.edu, Tutorial 1A;Tutorial 1B (optional, semicolon-delimited)

Save

Invite

New Thread

Search

Filter

COURSES

Anna Limanni's Sandbox

UToronto Playground 3

1

CATEGORIES

- General
- Lectures
- Sections
- Problem Sets
- Assignments
- Midterm
- Final Exam
- Social

Pinned

Welcome!

General Scott Maxwell INSTRUCTOR 2mth 18 16

Hello from Python

General Anonymous 2mth 4 4

13 Dec 2020

Assignment 1 megathread

Assignments ... Scott Max... INSTRUCTOR 2mth 14 6

factorial

Assignments - A1 Anonymous 2mth 1 1

My question

Midterm Anonymous 2mth 5


Apollo 11

General Scott Maxwell INSTRUCTOR 2mth 6


School of Athens

Social Scott Maxwell INSTRUCTOR 2mth 7 10

Welcome! #6

 Scott Maxwell INSTRUCTOR
2 months ago in General

 UNPIN  STAR  WATCH 59 VIEWS

 Hi everyone,
16 We're using Ed Discussion for class Q&A.

This is the best place to ask questions about the course, whether curricular or administrative. You will get faster answers here from staff and peers than through email.

Here are some tips:


- Search before you post
- Heart questions and answers you find useful
- Answer questions you feel confident answering
- Share interesting course related content with staff and peers

For more information on Ed Discussion, you can refer to the [Quick Start Guide](#).

All the best! 😊

Scott

Comment Edit Delete ...

 Add comment

ED DISCUSSION: RUN CODE

Hello from Python #4



Anonymous
2 months ago in **General**



49
VIEWS



Hey everyone!

4

The lecture today was great, but I'm having some trouble with my hello program.

```
▶ Run PYTHON 
```

```
1 print 'hello, world!'
```

Does anyone know what's wrong? Thanks!

Comment Edit Delete Endorse ...

Sort by Newest ▾



Scott Maxwell **INSTRUCTOR** 2 months ago
cc @Alex take a look please!

♡ Reply Edit Delete ...



Alex Fang **INSTRUCTOR** 2 months ago **Visible to staff only**
Taking a look! Maybe we should change the notes?

♡ 1 Reply Edit Delete ...




Scott Maxwell **INSTRUCTOR** 2 months ago **Visible to staff only**
↩ Replying to Alex Fang




Yes, that's a good idea. Let's do it.


♡ 1 Reply Edit Delete ...


ED DISCUSSION: ANNOTATE IMAGES

School of Athens #14













 Scott Maxwell **INSTRUCTOR**
2 months ago in Social

   50
PIN STAR WATCH VIEWS

 Find Plato!
10



Comment Edit Delete Endorse ...

Paragraph **B** *I* U            



Is this Plato?

	Quercus Discussions	PepperR	Piazza	Ed
Peer review	✓			
Group discussion	✓	✓ (manually create groups)	✓ (manually create groups)	
Post anonymously/private		✓	✓	✓ (including staff only)
Link to other posts		✓ (#)	✓ (@)	✓ (#)
Link to other areas of Quercus	✓			
Search and filter options	✓	✓	✓	✓
Graded/ungraded option	✓			
Supports multimedia	✓	✓	✓	✓
Edit posts to create joint responses	can allow editing and deleting own posts	edit and delete own posts, edit co-authored posts	✓	✓
Polling tool			✓	
Rewards/incentives	✓ (like, if allowed)	✓ (like)	✓ ('endorse')	✓ ('endorse')

	Quercus Discussions	Pepper	Piazza	Ed
Best for	Instructor-initiated discussion with prompt Discussing course content, interactive ice breakers, group discussions, peer reviewed discussions	Instructor-initiated discussion with student-led subtopics/threads In-depth exploration of course content and ideas, sharing work for feedback	Student or instructor-initiated questions, comments, or polls Collaborative problem solving, Q&A forum, anonymous posting	Student or instructor-initiated questions or comments Collaborative problem solving, Q&A forum, anonymous posting
Assessment options	Discussions can be ungraded or graded. Graded discussions can have a rubric attached and be assigned for peer review. They can be viewed and graded in SpeedGrader.	No built-in grading option but can use analytics to gauge participation	No built-in grading option but can use analytics to gauge participation	No built-in grading option but can use analytics to gauge participation
Analytics	Course or New Analytics	Readers Impact Report Connections	Statistics	Analytics

PEPPER ANALYTICS

■ examples

Anna Limanni's Sandbox

Home Favourites Admin Search

Community members
Change Banner
Show connections
Impact Report
Show recently added notes
View Instructor Uploads

Back +



Impact Report

All folders

	Time Online	Notes Written	Replies	Words Written	Notes Read
Sample discussion	0:00:00	0	0 (0.0%)	0	0 (0.0%)
Anonymous Discussion	0:00:00	0	0 (0.0%)	0	0 (0.0%)
Discussion 3	0:30:58	2	1 (50.0%)	8	4 (20.0%)
Assignment 1	0:00:25	0	0 (0.0%)	0	1 (5.0%)
Week 5 Discussion	0:00:00	0	0 (0.0%)	0	0 (0.0%)
Q&A for midterm	1:15:17	8	3 (37.5%)	28	18 (90.0%)
Course News	0:00:00	0	0 (0.0%)	0	0 (0.0%)
Course Announcements	0:00:00	0	0 (0.0%)	0	0 (0.0%)
Ivie Blankenship	0:00:00	0	0 (0.0%)	0	0 (0.0%)
Huma Burch	0:00:00	0	0 (0.0%)	0	0 (0.0%)
Stella Byun	0:00:00	0	0 (0.0%)	0	0 (0.0%)

DISCUSSION EXAMPLE

- ungraded introductory discussion

Options

- Allow threaded replies
- Users must post before seeing replies
- Enable podcast feed
- Graded
- Allow liking
- Add to student to-do



Get to know your peers

[Anna Limanni](#)

[All Sections](#)

Feb 14, 2019 at 4:44pm

3

Welcome to our course!

Please use this discussion board to introduce yourself to the course. For your introduction, answer the following questions:

1. What fictional world would you want to live in and why?
2. What is your ultimate guilty pleasure (movie? hobby? food?)
3. Recommended a book we should all read (alternatively, make a podcast recommendation)

Your response cannot be text-only! Please include one of the following:

- Video clip
- Audio clip
- Text + photo (not necessarily of you, but something that is meaningful to you)

Have some fun with this and be sure to respond to at least 2 other people's replies.

Before you post your reply, please read the Netiquette document and the Equity, Diversity and Inclusion Statement below:

Netiquette

[Netiquette for Online Discussion Boards](#)

Equity, Diversity and Inclusion Statement

The University of Toronto is committed to equity, human rights and respect for diversity. All members of the learning environment in this course should strive to create an atmosphere of mutual respect where all members of our community can express themselves, engage with each other, and respect one another's differences. U of T does not condone discrimination or harassment against any persons or communities.

Search entries or author

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DISCUSSION EXAMPLE

- graded weekly discussion w/rubric
- based on reading

Options

- Allow threaded replies
- Users must post before seeing replies
- Enable podcast feed
- Graded
- Allow liking

This is a graded discussion: 4 points possible



Discussion with Participation Rubric - qUDL_Weekly Discussions

Anna Limanni

From Teaching with Quercus - (q)UDL

This is a graded group discussion - refer to the attached rubric for participation criteria.

- Please post a response and then reply to at least 2 of your group members.
- In your response:
 - Explain ONE concept you learned in this week's reading ([Evans & Levinson, 2009](#))
 - Write ONE question you still have about the reading.

Assignment Rubric Details

Discussion Participation Rubric (Holistic)

Criteria	Ratings					Pts
Quality and Frequency of Discussion Contribution	4.0 pts Excellent Posts in discussions indicate careful reading of and thoughtfulness about reading assignments. Readily offers interpretations of course readings and supports opinions with	3.0 pts Good Posts in discussion indicate reading and basic understanding of reading assignments. Supports some opinions with evidence from reading. Offers occasional	2.0 pts Adequate Posts suggest incomplete reading or poor understanding of the material. Either does not offer an opinion on reading material or fails to support the opinion with evidence from	1.0 pts Minimal Posts are rare and do not answer the question, or do not indicate reading and comprehension of the reading assignments. Does not comment on	0.0 pts Non Participant Did not use the discussion boards.	

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Search entries or author Unread ↑ ↓

↳ Reply

Replies are only visible to those who have posted at least one reply.


DISCUSSION EXAMPLE

■ ungraded, Q&A forum

Options

- Allow threaded replies
- Users must post before seeing replies
- Enable podcast feed
- Graded
- Allow liking
 - Only graders can like
 - Sort by likes
- Add to student to-do

Published Edit ⋮



Q & A Café
[Anna Limanni](#)
All Sections

Mar 25 at 9:30pm
1

Welcome to our Q & A Café

Throughout the course, please post here any

- general questions about how the course works
- questions about a specific assignment or activity
- questions about doing or finding something in the Quercus environment

Try posting at least one question here. Everyone can benefit from your questions and answers in this forum. If you know the answer to someone's question, please jump in with a reply and help each other out. Read through the forum first to see if you can find an answer to your question before posting.

We will be checking this discussion regularly during the course and will try to answer your questions as quickly as possible. If you have something you prefer to discuss privately with one of us, send us a message through the Inbox and we will respond to you as soon as possible.

Thanks for helping make this a great class!




Photo by [Jessica Lewis](#) on [Unsplash](#)



DESIGNING DISCUSSIONS

ALIGNING DISCUSSIONS WITH COURSE LEARNING OUTCOMES, CONTENT, AND ACTIVITIES



DESIGNING DISCUSSIONS

Purpose

- pedagogical intention (desired learning outcomes)

Alignment

- relation to course goals/assessment/activities

Prompt

- question/activity, preparation and expectations

People

- who participates and what are their roles, instructor presence

Assessment

- clear criteria for participation(rubrics), peer and self-assessment

Tech

- low-stakes practice
- affordances (multi-media, polls, chat)



TEACHING WITH DISCUSSIONS

FACILITATING EFFECTIVE DISCUSSIONS FOR STUDENT LEARNING AND ENGAGEMENT



FACILITATING DISCUSSIONS

Manage your time

- schedule your responses, don't respond to all posts
- specify student due dates for required contributions

Participate

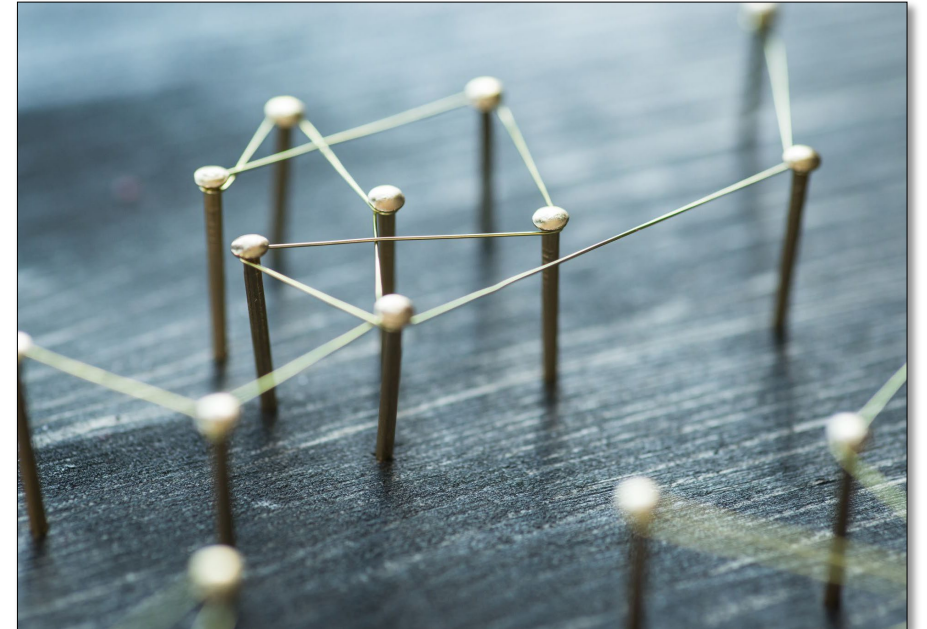
- your presence emphasizes the value of the discussion and keeps students interested
- model expectations in your responses

Preempt questions

- post summary or feedback comments
- developing an FAQ board (and update as needed)

Keep discussion on track

- rephrase/redirect the question
- use dedicated forums for specific topics to keep discussions focused



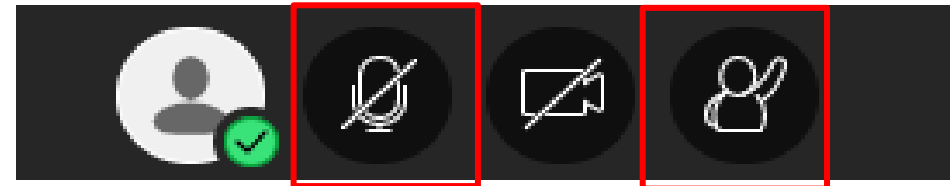
ANSWER IN CHAT

Given what we've covered today, what strategies would you consider implementing into your asynchronous online discussions?

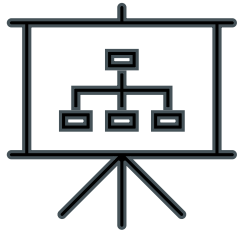


QUESTIONS?

- Use the “raise hand” function if you’d like to ask a question and unmute your mic when ready to speak.
- If you prefer, you can also drop your question in the chat for our moderators.



AFTER THIS WEBINAR



Slides



Recording



Feedback Survey



SUPPORT RESOURCES



RESOURCES

- Vendor Documentation & Support:

- [Piazza Support Centre](#)
- [Ed Discussions Support Portal](#)
- [Canvas Discussions](#)
- [The PeppeR Project](#)

- Quercus Support Resources:

- [Discussions](#)
- [Integration: Piazza](#)
- [Integration: PeppeR](#)
- [Integration: Ed Discussion](#)

- CTSI Past webinar [recordings and notes](#)

- Managing Difficult Conversations Online
- Fostering Online/Remote Class and Group Discussions with PeppeR

- FASE ETO:

- [Which tool should I use for asynchronous discussions?](#)
- [Mapping learning outcomes to technology](#)

- TATP

- [Community Agreement](#)

REFERENCES & ADDITIONAL READINGS

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[TECHNICAL HELP GUIDES](#)

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THANK YOU!