Faculty of Arts and Education

Discussion forums

Designed strategies for engaged interaction

Created by Julie Lindsay
QLT Online Leader
July 2016
Setting up a Discussion Forum

- Forum = A main discussion topic/theme
- Thread  = Second-level discussions around the forum topic/theme

Example:

Module 1 Forum
- Topic 1 (Thread)
- Topic 2 (Thread)
Discussion Forum Settings

FORUM INFORMATION

* Name

Add name of Forum

Description

Add a description

FORUM AVAILABILITY

Available

Do you want to make this available later?

Enter Date and Time Restrictions

Display After

Enter dates as dd/mm/yyyy. Time may be entered in any increment.

Display Until

Enter dates as dd/mm/yyyy. Time may be entered in any increment.
More Discussion Forum Settings

- Viewing Threads/Replies:
  - Standard View
  - Participants must create a thread in order to view other threads in this forum.
  - If participants are required to create threads in order to view other threads in the forum, they cannot delete or edit their own posts, and cannot post anonymously. Those options will be set for you automatically.

- Grade:
  - No Marking in Forum
  - Grade Discussion Forum: Points possible: [ ]
  - Grade Threads

- Subscribe:
  - Do not allow subscriptions
  - Allow members to subscribe to threads
  - Allow members to subscribe to forum
    - Include body of post in the email
      - Include link to post

- Create and Edit:
  - Allow Anonymous Posts
  - Allow Author to Delete Own Posts
  - Allow Author to Edit Own Published Posts
  - Allow Members to Create New Threads
  - Allow File Attachments
  - Allow Users to Reply with Quote
  - Force Moderation of Posts

- Additional Options:
  - Allow Post Tagging
  - Allow Members to Rate Posts
### A typical discussion area with many forums

<table>
<thead>
<tr>
<th>Forum</th>
<th>Description</th>
<th>Total Posts</th>
<th>Unread Posts</th>
<th>Total Participants</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Introduction Module Discussions</strong></td>
<td>Access discussions from the Introduction Module here.</td>
<td>23</td>
<td>8</td>
<td>13</td>
</tr>
<tr>
<td><strong>INF537 - The Cafe is Open!</strong></td>
<td>Use this forum to discuss any topic and build your PLN throughout this subject. Create threads and interact as you build our community of learning.</td>
<td>2</td>
<td>0</td>
<td>2</td>
</tr>
<tr>
<td><strong>Guest Colloquium: Resources and discussion</strong></td>
<td>There will be 4 guest colloquums during this session. For each of these a group of students will create a summary and discussion points. Although this is not an assessable item it will help everyone focus on the key issues and ideas and generate further discussion around the presentation.</td>
<td>2</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td><strong>Module 1 Discussions: Colloquium - Is there an expert in the room?</strong></td>
<td>Access discussions from Module 1: Colloquium - Is there an expert in the room?</td>
<td>2</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td><strong>Module 2 Discussions: Digital futures</strong></td>
<td>Access discussions from Module 2: Digital futures</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td><strong>Module 3 Discussions: Specialist research project</strong></td>
<td>Access discussions from Module 3: Specialist research project. Add your own threads to this discussion as needed</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td><strong>Assessment Item 2 Digital Scholarship Interpretive Discussion Paper</strong></td>
<td>Assessment Item 2, Digital Scholarship Interpretive Discussion Paper - Let's discuss here - questions, comments, resources etc. Add your own threads to this discussion as needed</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td><strong>Assessment Item 3 - Case study and critical reflection</strong></td>
<td>Use this forum to create threads sharing ideas and resources and questions for this final assessment item</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>
Subscribe to a Discussion Forum

Forum: Module 2 Discussions: Digital futures

Organise Forum Threads on this page and apply settings to several or all threads. Threads are listed in a tabular format. The Threads can be sorted by clicking the column title or the caret arrow of each column. More Help

Create Thread   Subscribe   Search

<table>
<thead>
<tr>
<th>Thread Actions</th>
<th>Collect</th>
<th>Delete</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

|                       |         |         |
| Date                  | Thread  | Author |
| 13/06/16 07:07        | Module 2.1: Communities of practice | Julie Lindsay |
|                       |         |         |

Important: Forum Subscription
Subscribe to a Discussion Thread

Important: Thread Subscription (drop down box – select threads)
### ‘Tree View’ of a Discussion Forum

**Forum: Introduction Module Discussions**

Organise Forum Threads on this page and apply settings to several or all threads. Each column can be sorted and filtered. Threads can be sorted by clicking the column title or the caret at the top of each column. More Help.

**Create Thread**

<table>
<thead>
<tr>
<th>Thread</th>
<th>Author</th>
<th>Status</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td><a href="#">Module 0.1: Tools and resources - Introduction</a></td>
<td>Julie Lindsay</td>
<td>Published</td>
<td>08/06/16 17:13</td>
</tr>
<tr>
<td><a href="#">Module 0.3: The context - Looking beyond learning</a></td>
<td>Julie Lindsay</td>
<td>Published</td>
<td>08/06/16 17:12</td>
</tr>
<tr>
<td>RE: Module 0.3: The context - Looking beyond learning</td>
<td>Nadine Bailey</td>
<td>Published</td>
<td>02/07/16 23:35</td>
</tr>
<tr>
<td>RE: Module 0.3: The context - Looking beyond learning</td>
<td>Joanne Quinlan</td>
<td>Published</td>
<td>07/07/16 17:18</td>
</tr>
<tr>
<td>RE: Module 0.3: The context - Looking beyond learning</td>
<td>Yvonne Barrett</td>
<td>Published</td>
<td>12/07/16 01:53</td>
</tr>
</tbody>
</table>

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View thread responses in ‘tree’ view (or list view)
Designing a Discussion Forum

Module 3: Network literacy, peer-to-peer principles, practices and methods

Access discussions from Module 3: Network literacy, peer-to-peer principles, practices and methods here.

Start with adding Forums

Forum: Module 3: Network literacy, peer-to-peer principles, practices and methods

Organise Forum Threads on this page and apply settings to several or all threads. Threads are listed in a tabular format. The Threads can be sorted by type, number of replies, and number of views. More Help

Create Thread Subscribe

<table>
<thead>
<tr>
<th>Date</th>
<th>Thread</th>
</tr>
</thead>
<tbody>
<tr>
<td>13/06/16 10:08</td>
<td>Module 3: Moderator summary and feedback</td>
</tr>
<tr>
<td>06/06/16 09:53</td>
<td>Module 3.4: Networked peer learning</td>
</tr>
<tr>
<td>06/06/16 09:43</td>
<td>Module 3.3: Peer-to-Peer Learning and Knowledge Networking - Technology in Learning</td>
</tr>
</tbody>
</table>

Important – Do you want students to start their own threads?
Discussion Forum Design: Student Threads

<table>
<thead>
<tr>
<th>Date</th>
<th>Thread</th>
<th>Author</th>
<th>Status</th>
<th>Unread Posts</th>
<th>Total Posts</th>
</tr>
</thead>
<tbody>
<tr>
<td>27/05/16 09:24</td>
<td>Required documents</td>
<td>Sarah Pade</td>
<td>Published</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>26/05/16 21:29</td>
<td>Recommendations</td>
<td>Glenda Morris</td>
<td>Published</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>26/05/16 16:47</td>
<td>Referencing multiple course material</td>
<td>Jacques Du Toit</td>
<td>Published</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>26/05/16 11:06</td>
<td>Spelling</td>
<td>Jacques Du Toit</td>
<td>Published</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>26/05/16 06:58</td>
<td>dot points</td>
<td>Glenda Morris</td>
<td>Published</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>25/05/16 22:33</td>
<td>Blog/Forum posts</td>
<td>Samantha Ellis</td>
<td>Published</td>
<td>0</td>
<td>2</td>
</tr>
<tr>
<td>25/05/16 20:44</td>
<td>solving the barriers from Section 3</td>
<td>Glenda Morris</td>
<td>Published</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>25/05/16 20:19</td>
<td>Referencing an unpublished interview</td>
<td>Kelly Roach</td>
<td>Published</td>
<td>0</td>
<td>5</td>
</tr>
<tr>
<td>25/05/16 17:57</td>
<td>Bullet points in Rationale</td>
<td>Gregory Kay</td>
<td>Published</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>25/05/16 17:50</td>
<td>References in the Executive summary</td>
<td>Gregory Kay</td>
<td>Published</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>23/05/16 23:10</td>
<td>Barriers &amp; enablers Section 3</td>
<td>Glenda Morris</td>
<td>Published</td>
<td>0</td>
<td>2</td>
</tr>
<tr>
<td>23/05/16 17:48</td>
<td>Section 3</td>
<td>Karen Malbon</td>
<td>Published</td>
<td>0</td>
<td>5</td>
</tr>
<tr>
<td>23/05/16 14:43</td>
<td>Executive summary?</td>
<td>Lisa Plenty</td>
<td>Published</td>
<td>0</td>
<td>5</td>
</tr>
</tbody>
</table>

Student initiated threads in Assignment Forum
Discussion Forum Design: Lecturer Feedback

Lecturer provides a feedback thread the following week after reading and interacting with students ideas from the module.

Hello everyone,

Thank you for the rich and insightful comments here - this will be a relatively brief feedback commentary as the learning activity for the discussion forum was quite tightly focused. What interests me is the way the Graduate Teacher summaries you have created indicate the qualities of a successful teacher at that particular stage of their career. This is a useful guide and resource for you in both undertaking your interview and in your critical reflection on the responses of the teacher you interview. As you read different people’s summaries you do get a strong sense of the diverse qualities (skills and knowledge and dispositions) a successful teacher will exhibit and possess in their professional roles and responsibilities - in the classroom, with colleagues, within the school culture/context, in their professional learning and in the community.

When you look at the elements of the Australian Professional Standards for Teachers you can see the comprehensive nature of the professional role of a teacher. Teachers are required to gather evidence in their professional practice to demonstrate the achievement of these standards during their professional career, and this is an ongoing professional development process. So, when you look at the stage development across the different professional categories in the second part of the learning activity, this demonstrates quite clearly the diverse ways this professional growth and development will be exhibited in a teacher’s professional life - in their teaching, in school involvement, in community involvement and in professional learning. All these aspects will inform your own thinking about the features that constitute successful teaching that will at the same time enhance successful student learning.

Thanks again for your thoughtful and focused responses, and all the best for your assessment item 1 planning and preparation,

Paul
Discussion Forum Design: Some considerations

Teacher Presence
• It is important that the teacher is present and active in learning forums
• How will you design and manage this?

Student-to-Student Interaction
• Students build knowledge as they interact, share, synthesise the subject content and build discussions around this
• How will you design and manage this?

Teacher-to-Student Interaction
• This goes beyond teacher presence to become a learning environment where the teacher and students interact, share ideas, discuss concepts in more depth etc.
• How will you design and manage this?
Advanced Discussion Forum Management

Forum dropdown box, select ‘Manage’

Manage Forum Users

Edit a course member’s forum role by selecting a new role in the forum role select menu.

Manage user roles
Student moderators in a group will manage discussion and provide summary feedback.
What strategies would you like to know more about?
FoArtsEd Site to support KPI development

Welcome to QLT Online FoArtsEd sandpit

This is where you will find new ideas and strategies for improved approaches to online learning and teaching. If you want to know something - please ask! If you want to see something developed here - please request! Visitors are invited to browse all areas of the site - there is something new going up each week.

UNDER CONSTRUCTION - THIS SITE IS ALWAYS UPDATING - PLEASE COME BACK OFTEN

Hello everyone!
This i2 organisation is designed for all schools and subjects in the Faculty of Arts and Education to support improving online learning across all subjects. This applies specifically to KPI8, KPI11 and KPI12.

Participants are also invited to read and learn from the QLT blog/website - and join in the community discussion!

For more 'how to...' inspiration and to view the complete collection of workshops, videos and support materials across KPI8, 11 and 12 access the FoArtsED QLT 'How To' doc.

How can online learning approaches improve and enhance student engagement in subjects?

A little about me...

I am the Quality Learning and Teaching Leader (online) for the Faculty of Arts and Education. I am also an Adjunct for the School of Information Studies.
QLT Online – Blog and Community

http://uimagine.edu.au/qltonline/

Search by ‘category’ and ‘keyword’

Blog posts advice & tips

Community – login, discuss & share
Email me 
jlindsay@csu.edu.au 
anytime

Feedback form: https://goo.gl/57YPpL