Part Deux: Discussion on the Rocks? Add a Fresh Twist of Alternatives!

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Part Deux: Discussion on the Rocks? Add a Fresh Twist of Alternatives!



Laurie Berry



Kristin Kowal

UW Extended Campus

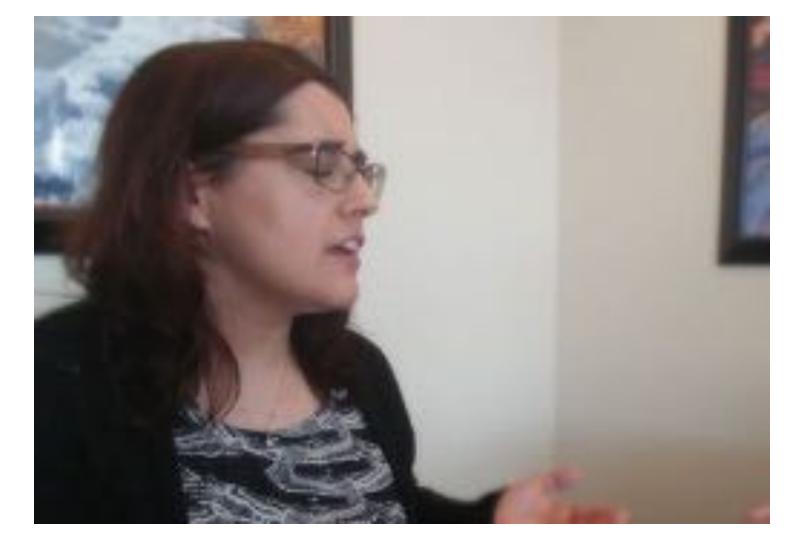
Overview

- Pain points in online discussions
- "Twist" examples
- Self-Reflection and Group Discussion















Discussion on the rocks?

Let's add a twist of fresh alternatives!



Previously on "DISCUSSION ON THE ROCKS?"...

Twist: External Discussion and Reflection

Students discuss with a friend or colleague a particular viewpoint. Then, after their discussion, they write a reflection about their discussion and learned information.



Twist: Debate

Students would research a particular side or viewpoint of a topic. Then, they would review the other side and write a reflection whether they agree or disagree or what other information might be necessary before they can decide.



Twist: Fishbowl

Similar to a traditional discussion, but only half of class or large group participates in discussion at once (Inside Fishbowl). The other half observes the ongoing discussion while pausing to reflect on given questions (outside fishbowl).



Part Deux: Discussion on the rocks?

Let's add a fresh twist of alternatives!



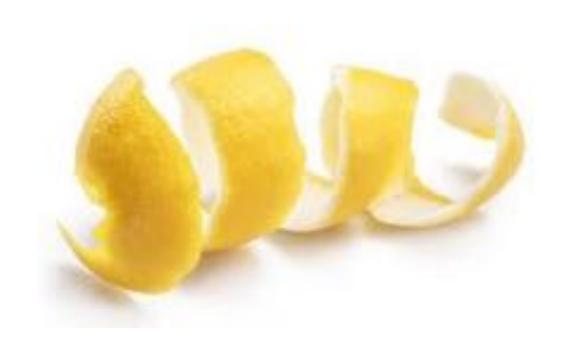
Traditional Question

Think about a retail environment you visit often. What are 10 ways consumer marketers try to influence your purchasing decisions leveraging context and the environment?



Twist: Post Images of Examples

Ask students to go to the location and encourage them to post images of their examples.



Let's add the twist.



Go to a retail environment (e.g., Target, Walmart, local grocery store) and make note of 10 ways consumer marketers try to influence your purchasing decisions leveraging context and the environment. Enter your 10 ways here. You can include pictures (optional).

 One clear way Target manufact their thirty was to set their as a more right experience. On the end stend where their places a correty of minors for adults and lods, they also deployed microscore popular cends and various treats that you would incorp at the monas. They also made sure at the items had se



Poll: Who has used the "Post Images" twist?





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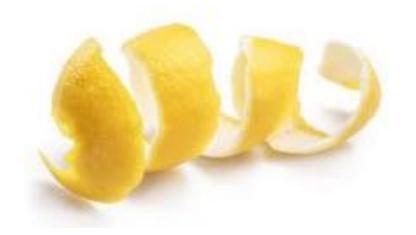
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Instructor: Erin Balliet Ratelis



It not only feels different for the students, but it is also a different type of activity which will stand out for them. It leverages a different technology, and photos are a great visual tool to solidify class insights. It requires students to explore class topics through a very personal lens (no pun intended).

Post Images of Examples: Tips



- Some students may have trouble uploading images
- Be prepared to provide workarounds
- Remind students about privacy/permission

Traditional Question

Find and read four resources about vaccinations. Post the title, author, and link to each resource, note whether it is pro or anti vaccine (or neutral), and note any other biases.

Next, consider situations where vaccinations are required by state law and respond to the following: Do you find yourself coming down on a "side" of whether vaccines should be required?



Twist: Role Play

The student could be assigned a particular side of a topic and then do some research based upon that role. Then, after posting to the discussion board, they could review the other perspectives and write a reflection based upon the other viewpoints.



Let's add the twist...



Consider vaccinations from the role assigned to you by the first letter of your last name.

[Roles: Parent of a child with a healthy immune system; college student living on campus; doctor; community member; parent of an immunodeficient child]

Conduct research based upon your assigned role, and summarize what you learn. Be sure to include your view of vaccines in your role.

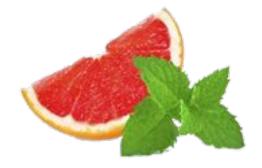
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Poll: Who has tried the "Role Play" twist?





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Instructor: Rachel Portinga



In general, students appear to be more engaged when you ask them to change their format (and to see an issue from someone else's perspective).

Role Play: Tips



- Instructors needs to remind themselves that it is a role-play when they go to grade it.
- Directions should include "At the top of your post, list the role you are representing."
- Consider splitting the activity into two parts, students change role in Part 2.

Traditional Question

Write a static method to return to the name of the student in an array who has the highest score.



Twist: Group Problem-Solving

Students engage in a sequential group-problem solving exercise on the discussion board.

The instructor begins the thread and students build toward a solution by making improvements on previous posts.



Let's add the twist...



We are writing a static method together to return to the name of the student in an array who has the highest score.

Your task is to add two posts that build on the latest posts or prompts that have not yet been built-on.

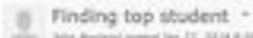


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Poll: Who has tried the "Group Problem-Solving" twist?





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Instructor: John Boyland



The advantage is that it engages students in the task at hand. Since my course is focused on skill-building. The idea is to give students the feeling of working with the material while others are watching, and they can watch others. We learn from both.

Group Problem-Solving: Tips



- Think about how you will handle students' mistakes.
- You may need to reorganize or re-start the thread if it becomes disorganized.
- Keep discussion forums visible after the due date so students can refer back to the problem.

Traditional Question

Read the article, *How stores know what you want when you shop*. Post your thoughts on the following:

- Let's say a software company is selling a product that collects data on specific metrics from your customers. This company sells this data to multiple clients. What would you expect about the degree of differentiation of product offerings in a few years?
- Imagine a fitness center that collected data on their patrons as they spent time in the gym. How could this play out over time? How will it affect traffic to the gym?



Twist: Hypothetical Situation

Students are given a hypothetical situation to analyze and/or evaluate. Then, students respond based upon the information.



Let's add the twist.



Read the article, *How stores know what you want when you shop* and respond to the following prompts:

- Hypothetical Situation 1: You work for a software company that develops fitness trackers. Your competitor, Acme Software Company, is selling a similar product. This company is collecting specific metrics data from your customers and selling the data to multiple clients, including your competitors. Given this situation, propose and discuss what you would expect to be the outcome in the domain of "degree of differentiation" of product offerings in 3 to 5 years.
- Hypothetical Situation 2: The fitness center you belong to is collecting data on its patrons. This data in includes: time of visit, duration of visit, frequency of visits, classes taken, and type of equipment used. Predict how this data will affect:
 - The member population and patrons it attracts.
 - The kind of competencies and resources the fitness center may need to build.
 - The kind of new products or services it could roll out.

2 Bypothetical thinaxion 3: You work for a software company that develops fitures trackers. Your competion, Actas Software Company, is selling a similar product. This company is collecting specific metrics data from your currences. Acros Software Company then with the software form; because the form, including your competitors. Given this situation, propose and election what you recall expect to be the misseum in the domain of "dogsor of differentiation" of product offerings in 5 to 5 years after using the collected data.

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Poll: Who has tried the "Hypothetical Situation" twist?





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Instructor: Peter Stark



There is a clear advantage to [using] this format. This exercise provoked robust discussion around these scenarios.

Hypothetical Situation: Tips



- Be more directive and provide additional guidance on expected responses.
- This activity is best performed after completing readings on a topic.
- Have three or four situations.
 Then, split students into groups to discuss one hypothetical situation. Afterwards, regroup and share information with the entire class.

Traditional Question

Find one user interface and describe 2 "good" design features from that design.

Find another user interface and describe 2 "bad" design features from that design.

Post screenshots showing the designs you are critiquing.



Twist: "Bad" Design Critique

Ask students to create something that is intentionally "bad" so other students can find the problems and identify the reason(s) the posted design is incorrect.



Let's add the twist...



- Design the worst interface you can think of. It should have 5 bad design features.
- Describe the 5 bad design features in a document separate from your user interface.
- Review the design assigned to you and post what you think are the five bad design features.



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Poll: Who has tried the "Bad Design" twist?



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Instructor: Lisa Landgraf



The assignment was more visual and it had a "reverse" twist to it. That is - I wanted them to create something that was bad. The critique required them to find the problems and identify the reason it was incorrect. Thus they have to learn the "right" way of doing it.

"Bad" Design Critique: Tips



- Too much of one style of discussion can end up with non-participation. Think carefully about how you are using this type of discussion.
- The same assignment could be used for a "good" design.
- The back and forth nature of the discussion tool works well for this.

Summary of Twists

- 1. Post images of examples
- 2. Role play
- 3. Group problem-solving
- 4. Hypothetical situation
- 5. "Bad" design critique



Let's Twist!



Self-Reflection Questions

- Why do you use discussions in your course(s)?
- Are you achieving what you want? Why or why not?
- Reflect on what you learned today and how you might apply it.





Group Discussion

- Share answers to reflection question(s)
- How can we use discussions to facilitate critical thinking, engagement, and connection?
- What other discussion alternative techniques have you tried?



Q & A



Thank You!

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