

# **Building a Community of Learners with Threaded Discussions.**

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Threaded discussion boards are organized systematic learning tools that allow students to post questions anytime time and receive feedback directly from either the teachers or other students (Holden & Westfal, 2010).

9:58



Ok we may have orientation to math major together, but we'll see.

Depends on what instructor we get

We have the same orientation time Josh

Are you talking about the SLO orientation or the orientation to math major class?

SLO orientation

Wait what's the



Traci Holmes Libby

Admin · 17h · 🌐



Parents of incoming freshmen, just a reminder that your student should start to see quarterly registration fees (which include tuition) on the Money Matters tab of their portal on August 11. Registration fees are due by Aug 25, or, if your fees are deferred by financial aid, which will be noted on the Money Matters tab a few days after Aug 11, payment of the balance not covered by aid will be due when aid funds on Sept 7. If you receive ANY amount of financial aid (loans, s... See More



👍❤️ 54

26 Comments

# Advantages Threaded Discussions?

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Once the initial content is delivered, a teacher can **spend more time focused on discussion** extending the mathematical dialogue to previous background knowledge or other subject areas (Hagerty & Smith, 2005). Consequently, the teacher can **foster a deeper level** of quality mathematical understanding and discourse (Smith et al., 2003; Warschauer, 1997). Collectively, teachers and students could share their ideas, elaborate on their thought process, and compare their ideas with previous statements or work (Simonsen & Banfield, 2006).

# Advantages Threaded Discussions?

Students are **‘virtually’ forced to engage in all levels** of mathematical discourse as a requirement of the course (Collison et al., 2000; Simonsen & Banfield, 2006). One study showed that a high level of reflection showed better understanding of the functions as evidenced by student test scores (Reed, Drijvers, & Kirschner, 2010).

# Advantages Threaded Discussions?

Smith (et.al.) charges that, in this new milieu, there is a higher expectation of teachers' accuracy; specifically, that "their standing may be only as good as their last posting" (p.53). The asynchronous nature of the medium allows the **teacher the time for necessary reflection to compose appropriate responses** to individual student questions as opposed to traditional settings that require answers on the fly or apparent delayed responses, which can harm teacher credibility (Smith et al., 2003).

# Advantages Threaded Discussions?

After reading a particularly well thought out question posted on a threaded discussion board, the teacher might not have an immediate answer. With the asynchronous nature of this interaction, the teacher can extend his or her knowledge base and ensure a complete and thoughtful response. The student subsequently **receives the best possible coaching** and the teacher's ability to research ensures his or her continued position as the content expert (Collison et al., 2000; Smith et al., 2003).

# Disadvantages Threaded Discussions?

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Although the sample size was small, one qualitative study produced important results in looking at this student-to-teacher interaction in a threaded discussion arena (Simonsen & Banfield, 2006). Specifically, the study examined a **pattern of teacher responses**: the teacher may immediately resolve or validate an issue, the teacher may choose to redirect or ask the student to expand his or her thoughts to move the discussion forward, or the teacher may withhold responding to the discussion (Simonsen & Banfield).

# Disadvantages Threaded Discussions?

First, by having issues resolved or receiving an answer to a specific question, students can benefit from the same immediate feedback that student-to-content interaction provides. Again, they can follow up quickly with given feedback and attempt to tackle a new problem (Engelbrecht & Harding, 2004; Zerr, 2007). This **prompt instructor feedback helps to keep students on the right track** and reinforces the students' feeling of progress (Lou et al., 2006).

It could be argued that **immediate responsiveness can encourage student dependency and halt student progress** until teacher feedback is received, potentially causing frustrations (Collison et al., 2000).

# Use Threaded Discussions?

## Informal Discussions

Introductions

Favorite Movie (music) topic

## Informal Question & Answer

Content Questions

Executive Questions

## Rich Discussions

Response to a Prompt

# Informal Discussions

## **Fun Fridays:**

List 1-3 TV shows or movies that...

- are your all time favorites
- you recently watched (new to you)
- you recommend to others and why.

Be sure to indicate which ones are TV shows and which ones are movies.

## **Tourist Tuesday:**

For this Tourist Tuesday, think of the most amazing place you would like to be right now. After thinking of a place, upload a photo. Talk about what you would do there and who you would bring with you.

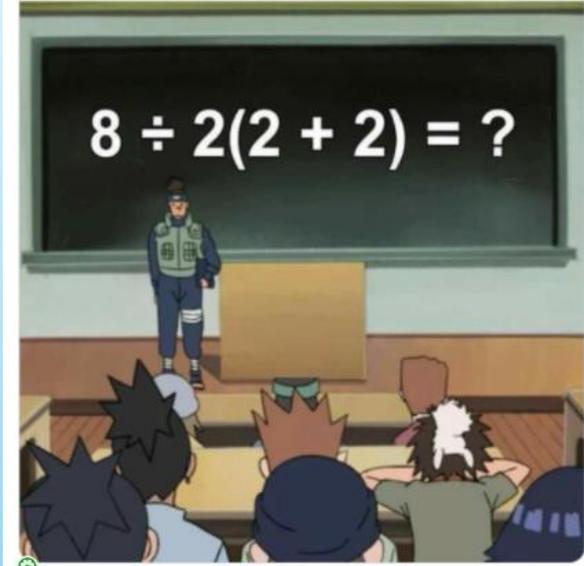
## **Quarantine Song**

Post a link to a song on YouTube that represents how you've felt/your life during quarantine. Make sure you are using *clean* versions of the songs. In your post, site the specific lyric(s) that you feel a connection to and explain why. This post should be at least 5-7 sentences.

# Is Canadian bacon actually bacon?

# Formal Discussions (Content)

PEMDAS



Name two different responses to this expression.  
Justify each response.

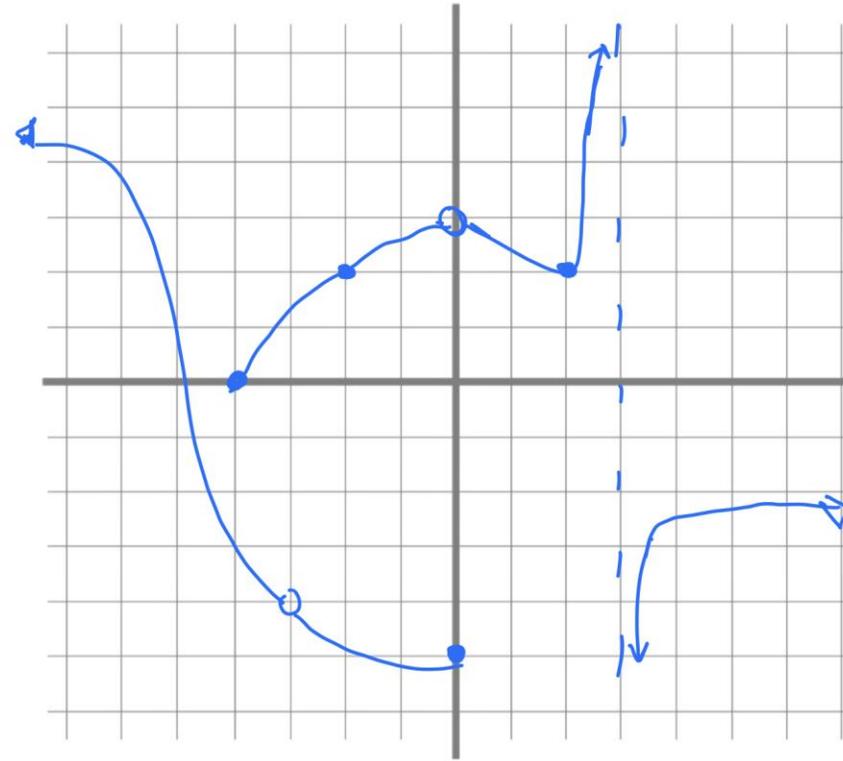
Argue why one of them is the correct answer and explain why.

# Formal Discussions (Content)

Last year I gave the following exam question. Students were asked to graph a function. Discuss the strengths and weaknesses of their solution.

a. (10 points) Draw  $f(x)$  so that ALL of the given requirements are satisfied:

- i.  $f(-5) = 0$
- ii.  $f(-2) = 2$
- iii.  $f(0) = -4$
- iv.  $f(2) = 2$
- v.  $\lim_{x \rightarrow -4} f(x) = -2$
- vi.  $\lim_{x \rightarrow -3^-} f(x) = 0$
- vii.  $\lim_{x \rightarrow -3^+} f(x) = -4$
- viii.  $\lim_{x \rightarrow 0} f(x) = 3$
- ix.  $\lim_{x \rightarrow 3^-} f(x) = \infty$
- x.  $\lim_{x \rightarrow 3^+} f(x) = -\infty$
- xi.  $\lim_{x \rightarrow -\infty} f(x) = 5$
- xii.  $\lim_{x \rightarrow \infty} f(x) = -2$



## RICH DISCUSSIONS

We talk about **building access to mathematics through Algebra**. Read the article by Drs. Waller and Marzocchi. How do you think the words you choose as a teacher contributes to building access to mathematics.

[MTLTPK-12] From Rules That Expire to Language That Inspires.pdf

FROM RULES THAT expire  
TO LANGUAGE

# Lessons Learned

Make sure students respond to the thread rather than creating a new one.

Students must respond first before they can view others

Wait to respond

# Lessons Learned

## Set the expectations:

To receive full credit -

1. Answer the Prompt (**must have 3 or more sentences**)
2. You must then pick **two** students and respond or comment on their post to my question. (**Must have 3 or more sentences for each response or comment. No Copy and Paste allowed; each response must be unique.**)

Note: When you comment on your classmates' response, you must first greet your classmate and when you finish your comment you should also sign off with your name.

# Lessons Learned

## Features of Canvas – Sorts by Students

The submissions for this assignment are posts in the assignment's discussion. Below are the discussion posts for Amaya Fisher-Davis, or you can [view the full discussion](#).

from [Introduction](#)

Aug 5, 2020 1:21pm



Hey everyone! My name is Amaya Fisher-Davis. I'm looking forward to starting college this fall, though I bet we all wish it was in the midst of better circumstances. I come from a big and blended family with an identical twin sister, a brother and sister that are also twins, and my baby sis. I've declared Mechanical Engineering as a major and am excited to experience college life first-hand.

from [Introduction](#)

Aug 5, 2020 1:28pm



Wow, I admire your tenacity in creating a small business during this pandemic. Personally, I prefer Six Flags over Disneyland, although my closet would say otherwise. Anyhow, I can see we're already study buddies and I can't wait. :)

from [Introduction](#)

Aug 5, 2020 1:35pm



What's up, Sara! I love your outlook on your incomplete puzzle. While I do enjoy lazing about in front of the TV or cruising through YouTube from time to time, I am a total book nerd. However, since the pandemic if I had to chose between a new book or doing a puzzle you'd find me kicking back with a Sudoku or wordsearch.

from [Introduction](#)

Aug 5, 2020 1:39pm



You're not alone Juan, it's crazy seeing all of these computer related majors, seeing that I'm a mechanical engineering major. I also have four siblings and think that it is pretty admirable that you play the violin and write stories.

Submitted: Aug 5 at 1:21pm

### Assessment

Grade out of 10

### Assignment Comments

Add a Comment



Submit

[Download Submission Comments](#)

# Lessons Learned

## Features of Canvas – Speedgrader

The submissions for this assignment are posts in the assignment's discussion. Below are the discussion posts for Justin Dong, or you can [view the full discussion](#).

from [Introduction](#)

Aug 4, 2020 7:47pm



Hi everybody! My name is Justin. I'm really excited for the first semester in college, I hope to meet and make new friends! So a little about me, I have a twin brother, a younger brother and an older sister who is also in college. I like to dance (hip-hop), play games, and hang out with friends during my free time. I'm majoring in Computer Engineering so if you guys need some help building a PC, I GOTCHU.

from [Introduction](#)

Aug 5, 2020 12:39pm



What's up man! Let's get some boba sometime! I'd be down to teach you some moves haha.

Submitted: Aug 4 at 7:47pm

Grading

### Threaded Discussion Board

Criteria	Ratings				Pts
Description of criterion	<b>10 pts</b> Full Marks Discussion included three sentences to answer the prompt. Additionally the response included three unique sentence to each of two classmates' responses.	<b>7 pts</b> Passing Marks Discussion included three initial sentence to answer the prompt. However one ore more response to each to two classmates' responses was either missing, non-unique or less than 3 sentences.	<b>4 pts</b> Minimum Marks Prompt was answered, however not in a complete sentence or less than three sentences.	<b>0 pts</b> No Marks Discussion was not completed	<input type="text"/> / 10 pts 

Total Points: 0 out of 10

Save

Cancel