

What?	Examples/How
Student Introductions	<p>Ask students to introduce themselves to the class.</p> <ul style="list-style-type: none"> • Allow students to connect with other students. • Fictionalize the process a bit. One done from the perspective of the author's pet. <p>"Hi, I am Will, Bob's dog. Bob is great as a master. He feeds me when I am hungry and lets me outside when I need to do other things. He spends way too much time on his studies though. He could be playing ball with me outside but he sits at that computer and keeps poking it with his fingers. He only gets up to go get another book. I don't know why he pokes that machine so much. He also uses really bad language occasionally when he is poking at that thing. I sure am glad he doesn't talk to me like that."</p>
Projects	<p>http://www.bized.co.uk/virtual/</p>
Providing opportunities for learners to present their projects	<p>http://www.ourmessage.org/justice/ourmessage/frameset.html</p>

<p>Role Playing</p>	<p>The set up is presented to small groups within the discussion board. Groups assign roles and use the discussion board to have a hypothetical conversation on the topic. After discussing the case, you are to write a one-page essay from the point of view of X - defend your position.</p> <p>Set up example: “Mr. Brown is in his first year of employment with a large software development company. During a routine monitoring of his company expense account, a regular pattern of inappropriate charges is noticed. Mr. Brown's supervisor notifies him that the charges are inappropriate and that he must return the funds to the company. Mr. Brown claims that he never submitted those charges and that it is not his signature on the expense forms. He refuses to return the money and threatens to sue on the grounds that the monitoring of the account created a hostile workplace environment. He has retained an attorney.</p> <p>Students should discuss the situation by taking the following roles</p> <ul style="list-style-type: none"> • Mr. Brown • Mr. Brown's supervisor • Mr. Brown's attorney • Accountant who noticed the inappropriate expenses • Company's attorney” <p>Another Example: http://members.iinet.net.au/%7Ewilliamo/mary/HTML/current.html</p>
<p>Activity Fatigue</p>	<p>Consider bi-Weekly discussion topics rather than weekly, coordinated with assigned readings to avoid activity-fatigue.</p>

Student Facilitation	Assigned student roles: facilitator, guru, agitator, poker, <ul style="list-style-type: none"> ○ Facilitator Makes the first posting ○ Guru Brings another source to the discussion ○ Agitator Asks for clarification, offers alternatives, stirs the pot ○ Poker Pokes people to post, including emails or other prompts
Self Assessment	Have students grade themselves by compiling their three best postings, along with an explanation of how the postings support the grade. “Which posting have you (yes YOU!) made so far that most focuses or deepens the dialogue for the community? Keep in mind the rubric: <ul style="list-style-type: none"> • Great posts will <i>build on the ideas of another one or two participant and dig deeper into assignment questions or issues.</i> • Excellent posts will ... <i>integrate multiple views and /or show value as a seed for reflection by other participants' responses in its thread.</i> • Excellent contributions can also be marked by the creation of language or useful metaphors that push the dialogue deeper. • When you've made your choice, post a comment to the week # forum”
Twenty questions	"Pretend I am your client and you are an instructional designer. Please interview me in a group interview to try to narrow down what I really need you to develop for me. I will give you a first clue and then you should ask clarifying questions to arrive at what it is I really want. CLUE: We want you to make us a video tape on how to do maintenance work on our new line of printers."

Collaborative Writing

“You and your writing team are to create a review of the research study provided to you. You will use the Research Study Review Rubric to jointly craft your responses to the following items:

- Critique the purpose of the study to determine if the problem is worthy of investigation.
- Support your reasons with facts obtained from other sources.

Analyze the literature review for breadth and depth. List other sources that you believe should be included in the literature review. You are required to turn in a draft document for each section listed above. I suggest you share the work and then use editing tools (TrackChanges and Comments) to demonstrate collaboration. I require you to turn in the draft with evidence that different authors contributed to the final draft. I will make comments and return the draft to you for revision. I expect you to share the draft among the group and to address all edits and comments before returning the final to me.”

<p>Assignment Example</p>	<p>Color, Line, Shape, and Rhythm in the Arts (includes attachment) “Look at these paintings by Raphael (first and second attachments: The Alba Madonna and The School of Athens). Choose one, and discuss its use of color, line, and shape. How does this painting have a rhythm, and are the rhythms different in the two paintings? Why or why not? (Think about the movement of the work, to where your eye goes, what draws your attention, and why as examples of rhythm). Now look at the painting by Picasso (third attachment), and describe its use of color, line, shape, and rhythm. Does this painting convey a different rhythm and tone than the others? Why or why not? Finally, choose one of these paintings. Think about what you said was its use of color, line, shape, and rhythm and think about what feelings or thoughts this painting produces in you. Write a SHORT poem which expresses those feelings, and choose a meter or combination of meters which will express those emotions best. For example, if a painting produces feelings of anxiety and disorder, you might use a combination of a lot of different meters and irregular line lengths. Try to explain why you constructed your poem in this way. I can't wait to see what you come up with! “</p> <p>IDST 2310: The Fine and Applied Arts in Civilization at Georgia College & State U. http://www.faculty.de.gcsu.edu/%7Edvess/ids/courseportfolios/2310/2310port.htm</p>
<p>Creative</p>	<p>Creative: "If you awakened in the year 2399, what is the first thing you would notice?"</p>

Web Trips	<p>Sample Trip: "You are to visit the Web sites listed below. You have been assigned to groups and I encourage you to divide the work between group members. The entire group is responsible for developing responses to the questions about this topic. Only one of the group members will need to submit the responses but be sure to identify the group name and the group members on the response.</p> <p>http://electronicportfolios.com/reflect/whitepaper.pdf http://electronicportfolios.org/systems/paradigms.html http://www.educause.edu/ir/library/pdf/ELI3001.pdf</p> <p>Provide three comprehensive definitions for electronic portfolios. Discuss the issue of portfolios for formative and summative assessment. "</p>
Controversial Topic	<p>"Are American Values Shaped by the Mass Media?" Have your values been shaped by the media? Please discuss which mass media products (TV shows, newspapers, etc.) have had the most effect on them. Sociology of Communications http://crab.rutgers.edu/~goertzel/Com2005.html</p>
Subject Related	<p>Draw Your Personal Family Genogram. Then, in the Genogram discussion topic, describe the experience and its meaning for you as an individual, family member, nurse, and family nurse.</p> <p>Creating Genograms: http://genogram.freeservers.com/ http://www.city-net.com/~markd/medical/genogram.htm http://www.multiculturalfamily.org/text/genograms.shtml</p> <p>Family Nursing in the Community (NURS 307-400) http://www.clemson.edu/servicealliance/NURS307%20Syllabus.htm</p>

Rubrics	Examples/Rationale
<p>Clearly articulate what varying degrees of success look like.</p> <p>Items to consider:</p> <p>Provide sample postings representative of each scoring category listed in the rubric.</p> <p>Address good Netiquette</p>	<p>Sample Discussion Rubrics</p> <p>http://www.mtsu.edu/~webctsup/faculty/discussionboards/fac_db_samplerubrics.htm</p> <p>http://www.westga.edu/~distance/ojdl/spring51/edelstein51.html</p> <p>http://www.uwstout.edu/soe/profdev/rubrics.shtml</p>