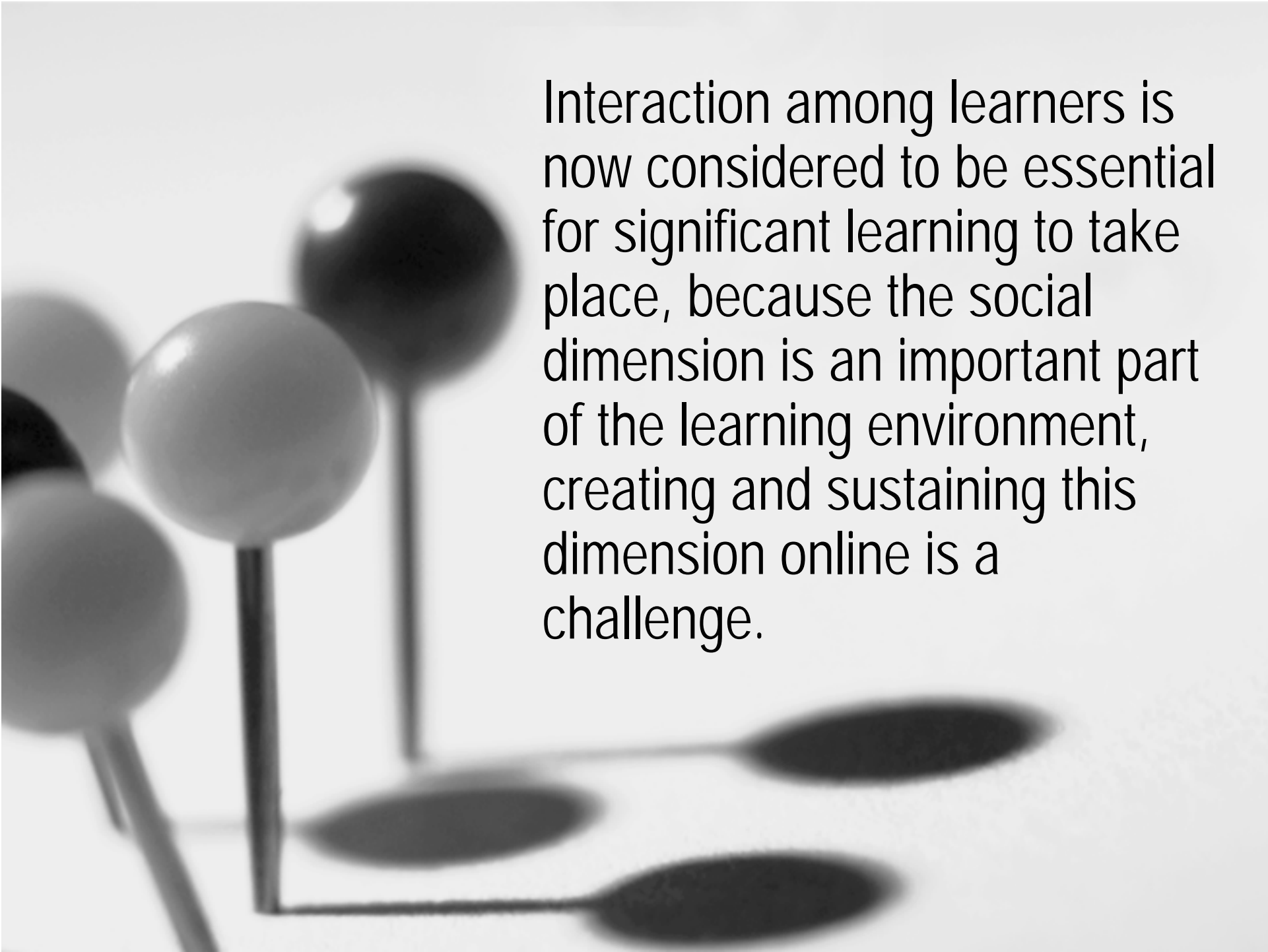


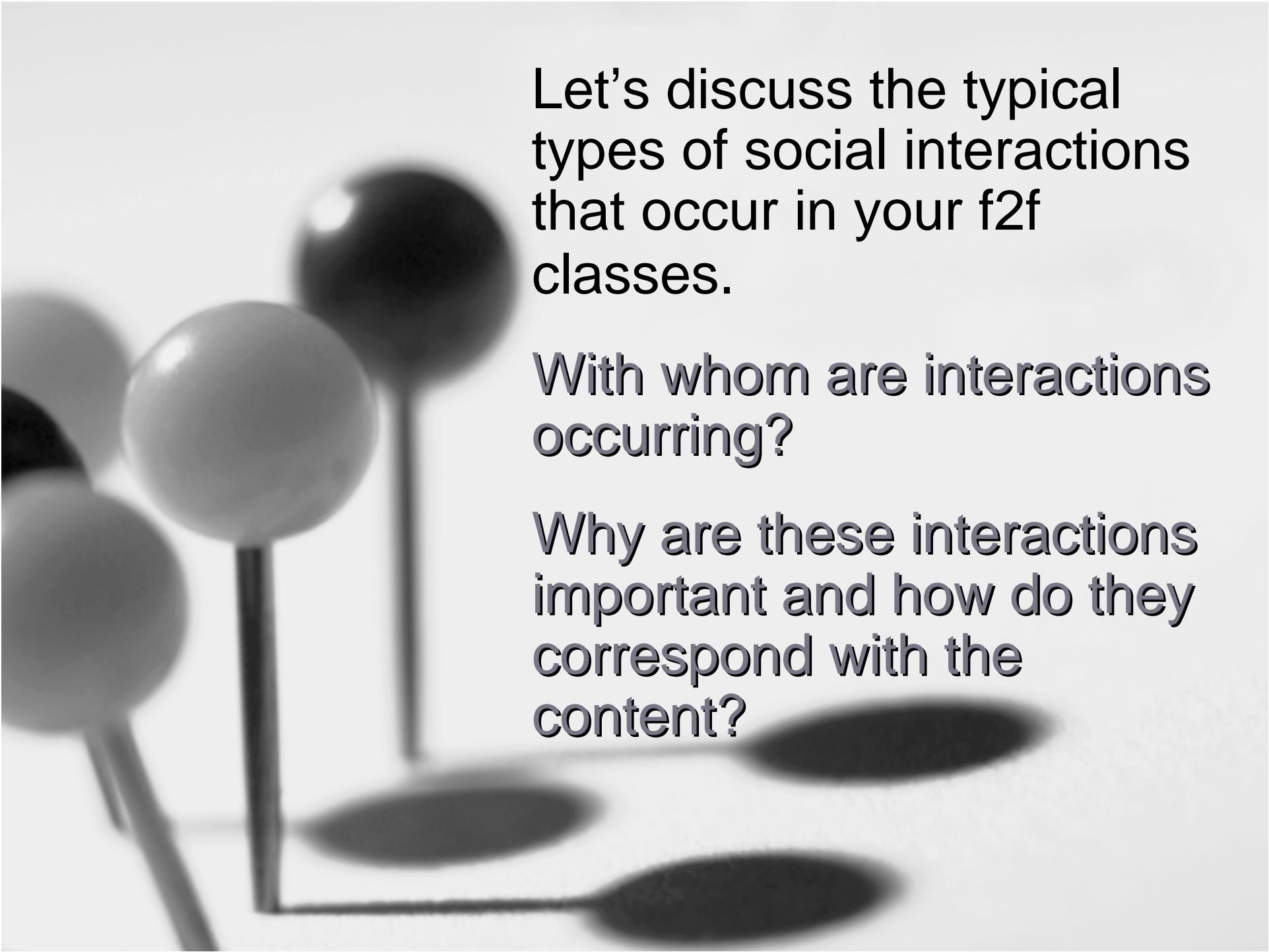


Online  
Facilitation:

The art of moderation



Interaction among learners is now considered to be essential for significant learning to take place, because the social dimension is an important part of the learning environment, creating and sustaining this dimension online is a challenge.



Let's discuss the typical types of social interactions that occur in your f2f classes.

With whom are interactions occurring?

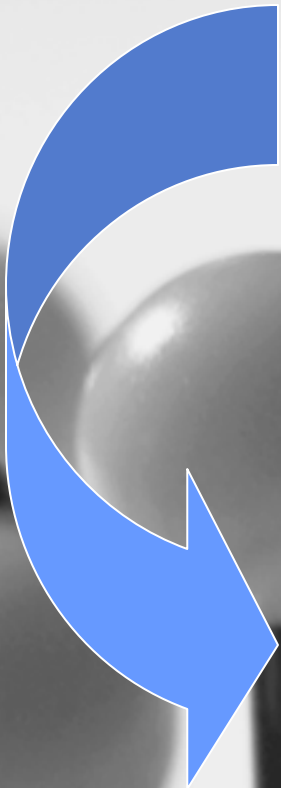
Why are these interactions important and how do they correspond with the content?

Teacher to  
Groups of Students or Class

With whom are  
interactions occurring?

Teacher to  
Individual Student

Peer to Peer  
= P2P



Investigation

Evaluation

Critique

Why are these interactions important and how do they correspond with the content?

Inquiry

Review

Support

Clarification

Analysis



## Understanding the Environment

- The conditions of learning through discussions are **active** and **reflective**.
- Interaction within an asynchronous discussion is done more **critically**, **thoughtfully** and **safely**.



## Understanding the Environment

Asynchronous discussions function most effectively as part of a total course strategy or set of coordinated learning activities.

# Understanding the Environment

- Online discussions require attention to both the activity structure and the experience of the participants.



Ask yourself:

Do my students have prior experience participating in online discussions?

# Understanding the Environment

Do my students have prior experience participating in online discussions?

- Poll students to assess online discussion experience.
- Create a test/practice BB that students can navigate and post to.



# Understanding the Environment

- Unfamiliarity with this type of discourse may have students lagging behind or posting yes/no answers to the board.



Ask yourself:

Do my students understand the importance of prompt and insightful feedback?

# Understanding the Environment

Do my students understand the importance of prompt and insightful feedback?

- Provide an example of a insightful and relevant discussion thread or board.

This presents students with a sample framework of the depth and breadth of a typical discussion.





## Creating the Environment

Avoid using the discussion area for information which can be posted elsewhere. Create other areas for procedural or direct instruction.

# Creating the Environment

- Expectations and clear guidelines are required.

Ask yourself:

Have I provided enough information for the students to be productive and self-sufficient?



# Creating the Environment

Have I provided enough information for the students to be productive and self-sufficient?

- Be specific with the instructions.
- List the discussion objectives, learning outcomes, the process for discussion, how progress will be monitored.



# Creating the Environment

## Example Discussion Instructions

### Objectives for Discussion #1 / Chapter #1:

- Reflect and provide a reaction on the two major themes of the chapter: Conflict & Resolution.
- Discuss how each theme has been experienced in either your personal or professional life.
- Respond to other students discussion postings regarding the chapter themes.



# Creating the Environment

## Example Discussion Instructions

### Learning Outcomes:

As a result of our discussions on Conflict & Resolution we will have a comprehensive reflection of the authors analysis of the these social themes. Additionally, you will have the opportunity to explore how these themes have operated within your life. Lastly, you will be able to provide insightful feedback to your groups discussion postings on their experiences and how they relate to your own experiences and those of the author.



# Creating the Environment

## Example Discussion Instructions

### Process for the discussion

- Your reaction for Chapter 1 will consist of your individual thoughts, ideas or opinions on the two major themes: Conflict & Resolution. Your reaction should address both themes with at least one paragraph for each theme.
- Provide a narrative paragraph based on your own personal/professional experience for each theme.
- Provide insightful feedback to each group members reaction to chapter 1 as well as their personal/professional narratives.



# Creating the Environment

## Example Discussion Instructions

### Monitoring of the discussion

I will be monitoring the progress of the discussion and I will contact you if I feel that suitable participation is not observed.

Discussion/Participation points are given based on the quality and number of postings required for each discussion topic.



# Creating the Environment

Am I clear on which aspects of the discussion will require collaboration versus self reflection?

- Be specific on whether the students are supposed to participate in a group discussion or if it is a self-reflection posting.
- To alleviate confusion you may want to create two separate threads if you are requiring both to occur.



# Creating the Environment

Is the timeline in which to complete the discussion reasonable and doable?

- Short response time – shallow response.
- Long response time – breaks momentum and pace of discussion.

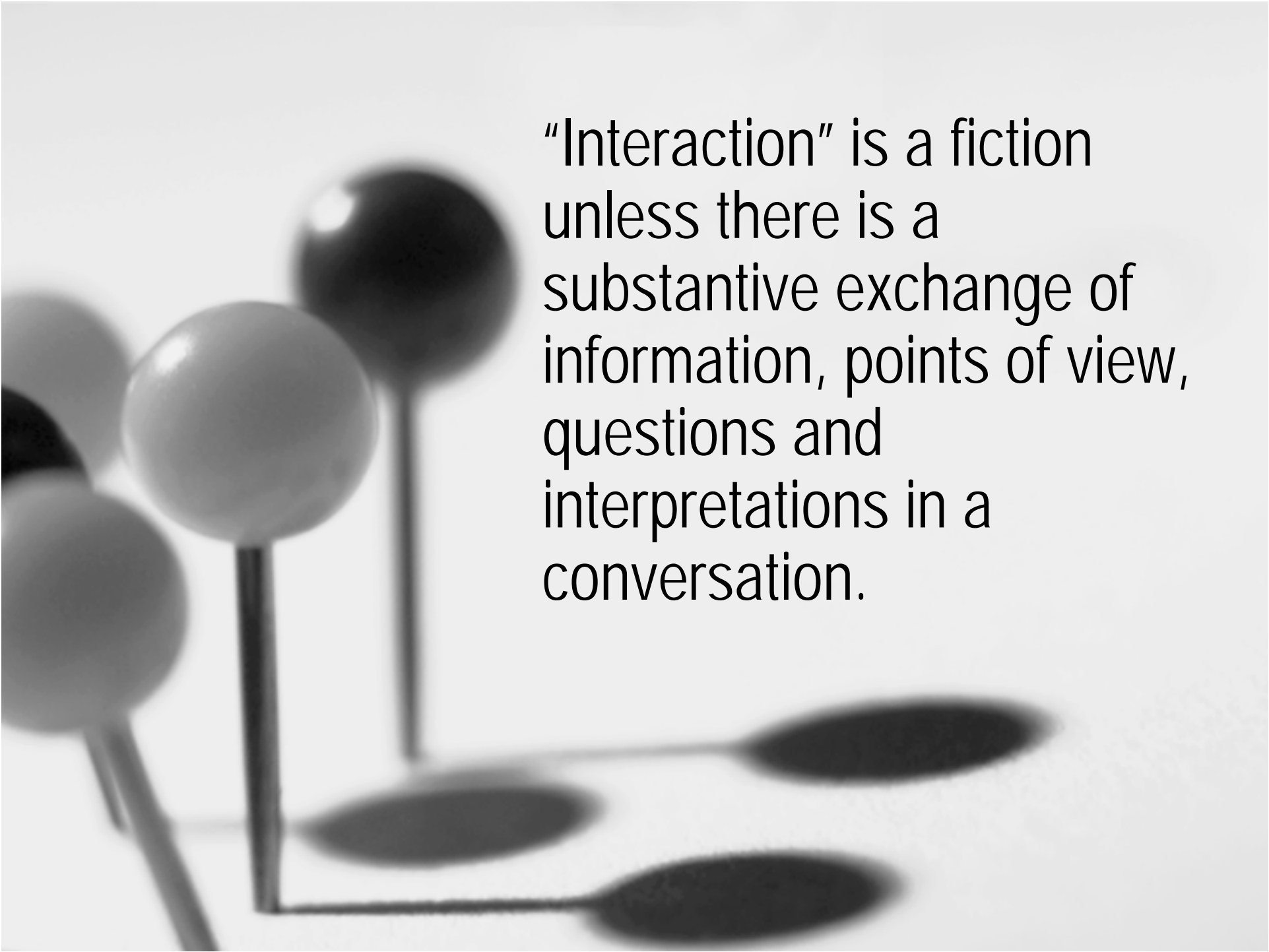


# Creating the Environment

What type of ground rules do I need to establish?

- Clarify whether the discussion is social (class intros.) or formal (reading reaction) will guide the responses.
- Use of Netiquette.
- How often students should check the boards for new postings.
- Critique ideas not individuals.





“Interaction” is a fiction unless there is a substantive exchange of information, points of view, questions and interpretations in a conversation.



# Preparing the Students

Modeling and encouraging positive participation and discourse techniques will ensure smoother discussions and less hurt feelings.

# Preparing the Students

Encouraging insightful and positive discourse: Read, Think, Write!

- Quality responses not quantity meet the learning objectives.
- Critique should be positive/constructive.
- Don't lurk! Be original!
- Don't get upset and take postings personally.



# Preparing Yourself to Moderate

Guide & Shape rather than Lead & Influence: Read, Think, Guide!

- Monitor and correct/guide negative behavior through personal email if necessary.
- Instructor comments should further not cut-off discussion.
- “Jump-in” and steer the discussion or clarify the objectives if necessary.
- Summarize your thoughts about the topic as well as the discussion after the assignment has been completed.

