

## DISCUSSION BOARD

### Purpose

The purpose of the discussion board postings is to facilitate professional growth through collaborative critical discourse. Through discussion of relevant topics, candidates will write initial in-depth reflections on a topic and respond to each other in order to further both their own and each other's understanding of the issues and topics addressed.

**In addition to satisfying appropriate hours of faculty-to-student and student-to-student interaction as a component of basic credit hour requirements, the Discussion Board also addresses ALA/AASL 2010 Standards, specifically including:**

#### **Standard 4: Advocacy and Leadership**

##### **4.1. Networking with the library community**

Candidates demonstrate the ability to establish connections with other libraries and to strengthen cooperation among library colleagues for resource sharing, networking, and facilitating access to information. Candidates participate and collaborate as members of a social and intellectual network of learners.

### Resources

The texts, activities, and your classmates are all resources for this assignment. You will analyze and integrate all learning materials and experiences in your responses to the discussion questions.

### Background

This is an online, learning community-based class. Class participation--whether it be conversation in an asynchronous discussion board, peer review of other students' work, or participation in an online activity--is one of the main assessments of this class. Think of the Discussion Forum as a place--the virtual space where you "attend" class and the heart of this course.

The Discussion Forum is where you:

- learn through conversation,
- interact with your instructor and fellow students,
- ask questions,
- share your work,
- offer (and receive) peer review on some of your major projects.

In short, the Discussion Board is where we will all enhance and support our professional growth. As such, you are assessed on the quantity and quality of your Forum Participation.

### Your Task

We ask that everyone log on to Blackboard a minimum of four times a week and participate in the required class conversations. Each module will have a forum with a number of threads. In most cases, you will be asked to participate in each of the threads (typically 5-6).

The conversations work best when participants log on throughout the week--preferably at least once at the beginning of the week (first couple of days), at least once in the middle of the week (second couple of days), and at least once during the last part of the week (last 2-3 days).

### Things to Remember

1. The goal is to have dynamic discussion that lasts throughout the module, so postings should be distributed throughout the discussion period (not on one day or just at the beginning or end of the discussion period.) Attend class and participate in the discussion board a minimum of 4 times per week. Posting on Sunday may be too late for your classmates to respond.
  1. You are expected to post in the **forum** at least 4 days per week / 8 days per module.
  2. You should participate in the **forum** early in each week (by Wednesday evening) by posting in at least two **threads**.
  3. You need to have at least one original post in each **thread**.
  4. You should contribute at least 4 posts per **thread**. These posts can be spread over the 2 weeks of the module.
2. Your response posts should be thorough. Simply posting "I agree" does not move the discussion forward. Provide examples, questions, or related materials that can further the conversation.
3. Respect others' ideas and respond to the content of the messages. Keep in mind the difference between critical thinking and just being critical.
4. Keep the discussion related to the topic.
5. Please include **MLA formatted citations** for directly quoted or paraphrased material.
6. Discussion Questions and Weekly Summaries, unlike formal assignments, do not need to adhere to specific formatting requirements. However, please proofread DQ responses carefully. Grammar and spelling may impact the grading.
7. When you are peer-reviewing work, consider using S.W.O.T. analysis, a business strategic planning method used in education. It is a simple way to evaluate the Strengths, Weaknesses, Opportunities, and Threats of something. See [http://www.mindtools.com/pages/article/newTMC\\_05.htm](http://www.mindtools.com/pages/article/newTMC_05.htm) for types of questions to ask.

### Checklist of Criteria

1. Candidates attend class regularly and read all posts. The teacher knows this by reading discussion posts and also by checking the course statistics for candidates.
2. Contributions build on ideas of others; the posts make connections with others' ideas and the course readings and activities. The posts extend the conversation. Success is determined if people continue the conversation.
3. Posts apply information from texts, course bibliography, and professional sources.
4. Posts incorporate new knowledge, show critical thought, and provide authentic, relevant examples.
5. Posts add something fresh to every conversation.
6. Posts demonstrate synthesis and analysis.

### Upon Completion

One week after the close of each module, your teacher will use this rubric to assign discussion points. You'll see the points in the Grade Center. For Module 1, the teacher will return this rubric via email with highlighted criteria to show you where you earned the points. On the subsequent modules, points will be inserted into the Grade Center, but the rubric won't be completed. If, after studying the rubric below, you don't understand why you're missing points, please email the teacher, requesting additional feedback.

**In Module 4, your discussion should be completed by the last Friday at 11:59 p.m.**

<h2 style="margin: 0;">Discussion Board Rubric</h2> <p style="margin: 0; font-weight: normal; color: white;"><i>Value: 12 points per module for total of 48 points or 24% of Total Class Grade</i></p>				
	Exemplary	Proficient	Developing	Unsatisfactory
<b>Timeliness</b>	<b>3 Points</b>  4 or more contributions in the <b>required</b> forum threads (including original post and response to others). Original postings occur early in module in order to provide time for reflection and response.  Candidate goes into our Blackboard discussion area a minimum of 4 times throughout the week, following close to the suggested schedule below.	<b>2 Points</b>  3 or more contributions in the <b>required</b> forum threads.  Postings are balanced throughout the 2-week module.	<b>1 Point</b>  Just 1 or 2 contributions in the <b>required</b> forum threads.  Postings may be heavy on some days.	<b>0 Points</b>  May be missing postings in the <b>required</b> forum threads.  Candidate may seem to disappear from class.
Question: Were there at least two or more thoughtful posts preferably at least once at the beginning of the week (first couple of days), at least once in the middle of the week (second couple of days), and at least once during the last part of the week (last 2-3 days)?				
<b>Knowledge: General Discussions</b>	<b>6 Points</b>  Posts go beyond the mere recapitulation of material presented in the course by demonstrating: (1) the use of <b>prior knowledge</b> through the provision of authentic, relevant examples, (2) the <b>analysis of course material</b> (texts, course bibliography, and professional sources) and Discussion Board threads through careful, critical thought (i.e. summarization; comparisons and contrasts; inferences, etc.), (3) the <b>synthesis of course material</b> through the integration of the new understandings developed with prior knowledge, (4) the <b>extension of new understandings</b> through their application to professional practice with examples and/or recommendations, (5) the <b>assumption of responsibility</b> for the depth of dialog within the Discussion Board as evidenced by the addition of fresh ideas and probing questions to all threads.	<b>5 Points</b>  Contributions demonstrate at least 4 of the criteria in the exemplary category and often add new perspectives and/or pose additional questions for further discussion and reflection by others.	<b>4 Points</b>  Contributions demonstrate at least 2 criteria. Posts may show only a beginning effort in answering question in row below.	<b>0,1,2,3 Points</b>  Contributions may lack clear focus or off topic. Not evident that readings were understood and/or not incorporated into discussion. Postings may not encourage others to converse. Response may be brief "yes" or "I agree."

	Comprehensively answers question in row below.			
Question: Do posts show evidence of knowledge and understanding of course content and include ideas, questions, or resources that extend the learning of the group?				
Professional Dispositions & Response to Candidates' Postings and Activities	<p><b>3 Points</b></p> <p>Posts (1) model tact, sensitivity, respect, honesty, and acceptance of others; (2) contribute to trust building and growth of the class community; (3) seek supplemental ways to be a better learner.</p> <p>Contributions build on ideas of others by adding a new perspective, pose additional questions for further discussion and reflection by others.</p> <p>Peer Reviews are constructive using S.W.O.T. analysis or commend, commend, recommend.</p> <p>Comprehensively answers question in row below.</p>	<p><b>2 Points</b></p> <p>Contributions demonstrate first 2 criteria in the exemplary category.</p> <p>Contributions occasionally add new perspectives and/or pose additional questions for further discussion and reflection by others.</p> <p>Peer Reviews are occasionally constructive.</p>	<p><b>1 Point</b></p> <p>Demonstrates politeness.</p> <p>Slips in professional dispositions may occur.</p> <p>Contributions often do not add new perspectives and/or pose additional questions.</p> <p>Peer Reviews are supportive and positive but don't help with revisions.</p>	<p><b>0 Points</b></p> <p>While posted comments, many posts did not elicit a response from candidates; may not be clear from posts that candidate did the assigned readings.</p> <p>1 or more online professional online protocols may not be adhered to.</p> <p>Contributions may rarely add new perspectives and/or pose additional questions.</p> <p>Peer Reviews may be missing.</p>
	Question: Do the posts provide constructive feedback, integrate multiple viewpoints, elicit further discussion, and/or move the discussion forward?			