



# Making the Most of **Discussions**

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# 1: Workshop Overview

Research supports the relationship between interpersonal interaction in the online environment and the learning that takes place. One study<sup>1</sup> of over 6,000 college students found that their course satisfaction and learning were related to their interactions with each other. Students who rated instructors highly on teaching presence behaviors, such as facilitating effective discourse, also reported high levels of satisfaction and learning in the course.

The discussion board offers an important vehicle for interpersonal interaction. Discussions can serve a range of purposes, such as:

- An online meeting place for social interaction among peers.
- An additional medium for collaboration and the exchange of ideas.
- A medium to pose questions about homework assignments, readings, and course content.
- A way to demonstrate the understanding or application of course material.
- A record of discussion that users can review at a later point.
- A graded activity that demonstrates understanding or application of course material.

In this workshop, the first section presents the discussion board from the student point of view. Next, you take on the instructor role and learn how to use the tool throughout the lifecycle of discussions—from creating forums and threads to moderating, managing, and grading.

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<sup>1</sup>Shea, P. J., Pickett, A. M., and Pelz, W. E. "A Follow-Up Investigation of 'Teaching Presence' in the SUNY Learning Network." JALN 7.2 (2003): 73-74. Web. 11 Jan. 2006.

# Roadmap

## 2: Student Experience

- Learn to access forums and threads.
- Learn to reply to posts, create threads, and rate posts.
- Collect posts for printing and review. Use the search function to locate posts.

## 3: Creating Discussions

- Create discussion forums and threads, choosing forum settings based on learning goals.
- During forum creation, set grading options and email subscriptions.
- Explain ways to organize your discussion board.
- Learn how to add forums to content areas, learning modules, lesson plans, or folders.

## 4: Moderating Discussions

- Assign users to forum roles.
- Use the moderation queue to return or approve posts.
- Change thread status or lock threads.

## 5: Managing Discussions

- Change forum availability and settings.
- Use the copy function to save time when creating forums.
- Keep discussions organized by reordering forums, deleting forums and threads, and adding tags.

## 6: Grading Discussions

- Learn the discussions grading process.
- Learn how to assign grades to forums and threads, and how to edit or delete grades.
- Use the email tool in conjunction with the grading of discussion posts.

## 2: Student Experience

In this section, you will use the discussion board as a student. You will explore common functions, such as navigating forums and threads, reading and replying to posts, and collecting and printing posts. The information provides some context for the decisions you make as an instructor.

### Learning Outcomes

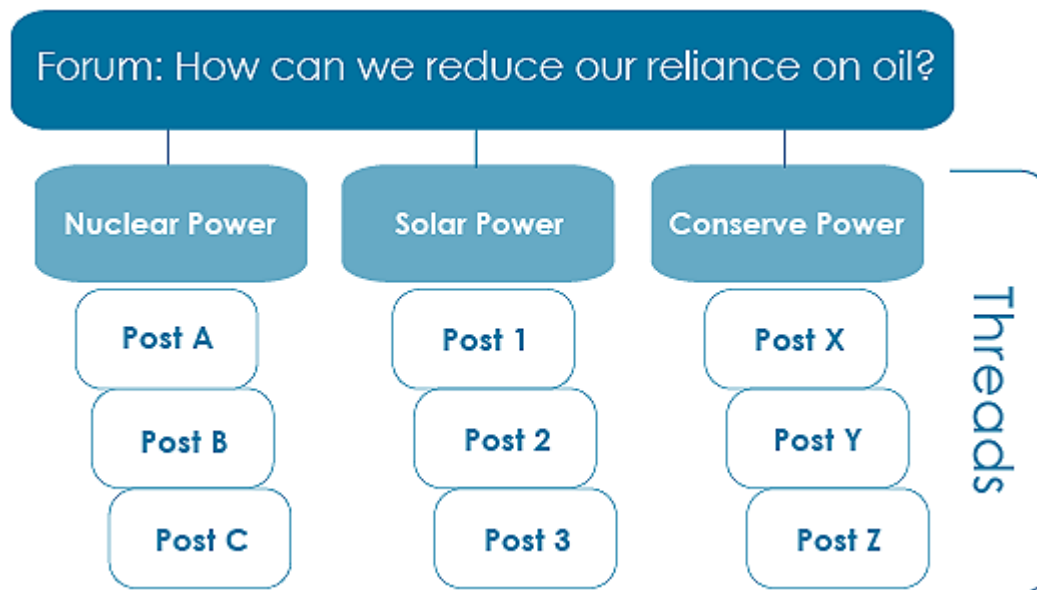
After completing this section, you will be able to:

- Navigate discussion forums and threads.
- Change the forum view.
- Select which type of threads to display.
- Create threads and reply to posts.
- Rate posts.
- Collect posts for sorting, filtering, and printing.
- Use the search function to locate specific threads.
- Use appropriate discussion etiquette.

# The Discussion Board

Depending on how you set up your course, you access the discussion board from either the course menu or a course area, such as a content area, learning module, lesson plan, or folder.

Each discussion board contains one or more forums. A **forum** is an area where users discuss a topic or a group of related topics. Typically, within each forum, users can access multiple threads. A **thread** includes the initial post and any replies to it.

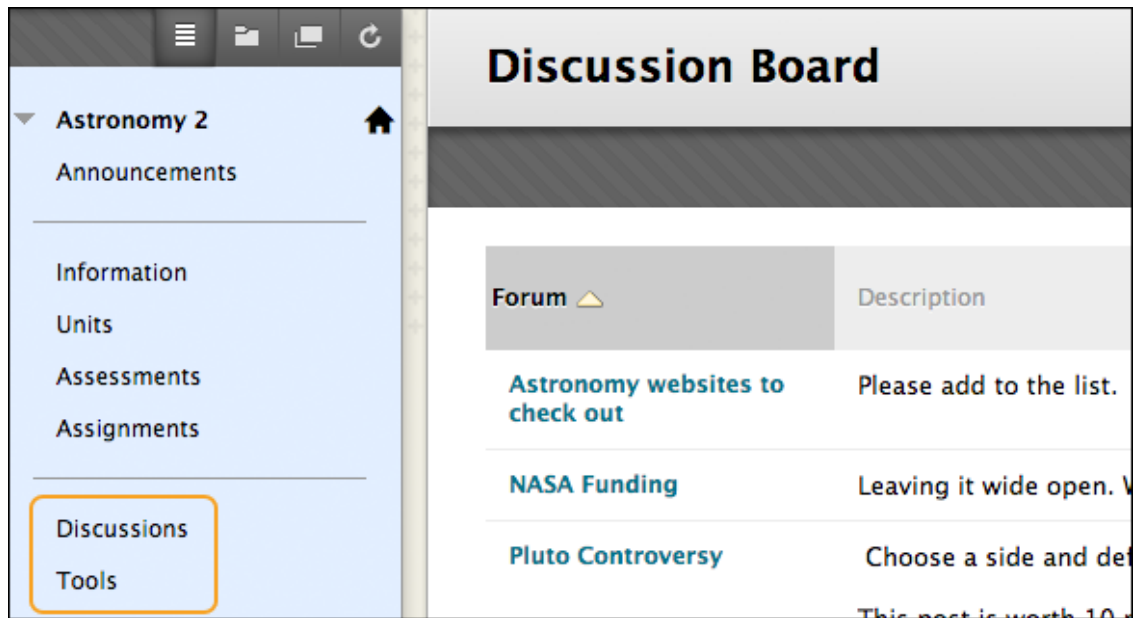


The discussion board is also available as a group tool that is used by smaller groups of students within a course. Group discussion boards are available only to users who are members of the group. If an instructor made the group discussion board available, members access it from the **Groups** link on the course menu or in the **My Groups** area following the course menu.

**NOTE:** Your school controls whether this tool is available.



In our example, users access the discussion board on the course menu. An instructor can rename the link. Students can also click the **Tools** link on the course menu and select the discussion board link.



The screenshot displays the Blackboard interface for a course titled 'Astronomy 2'. On the left, a sidebar menu lists various course components: 'Announcements', 'Information', 'Units', 'Assessments', 'Assignments', 'Discussions', and 'Tools'. The 'Discussions' and 'Tools' links are highlighted with an orange rectangular box. The main content area is titled 'Discussion Board' and features a table with two columns: 'Forum' and 'Description'. The table lists three discussion topics: 'Astronomy websites to check out', 'NASA Funding', and 'Pluto Controversy'. Each topic has a corresponding description and a point value.

Forum	Description
<a href="#">Astronomy websites to check out</a>	Please add to the list.
<a href="#">NASA Funding</a>	Leaving it wide open. V
<a href="#">Pluto Controversy</a>	Choose a side and def This post is worth 10.

## The Discussion Board Page

The main discussion board page displays a list of available forums. For each forum, the page displays the total number of posts, the number of unread posts, and the number of users who have participated in the forum.



Forum	Description	Total Posts	Unread Posts	Total Participants
<b>Oceans in the News</b>	Each week please post a link to a relevant news article related to oceanography or marine biology. Add the week number to your title.	6	3	6
<b>Surf's Up: Wave Dynamics and Wind Waves</b>	This forum will hold our discussions on wave terminology, relevant websites, and questions.	10	2	7
Wave Assignment: Energy from Waves and Tides	Explore harnessing energy from waves and tides. Please narrow topic to a specific aspect such as: <ul style="list-style-type: none"><li>• how could the energy be extracted?</li><li>• how big is this resource?</li></ul>	4	0	4

- A. Click the forum title to view the messages. Forums containing unread posts appear in bold.
- B. View data on the number of posts and participants.
- C. Click the number in the **Unread Posts** column for one-click access to the forum's unread messages.

# Viewing a Discussion Forum

When you access a forum, a list of threads appears. The following columns display information for each thread:

- **Date:** Displays the date the thread was created.
- **Author:** Displays the name of the user who created the thread.
- **Status:** Indicates whether the thread is published, hidden, locked, or a draft.
- **Unread Posts:** Displays the number of posts not yet accessed.
- **Total Posts:** Includes both read and unread posts.

## Forum Features

Discussion Board > Forum: Wave Assignment: Energy From Waves and Tides **A**

**Forum: Wave Assignment: Energy From Waves and Tides**

**Create Thread** Grading Information Subscribe Search Discover Content Display

<input type="checkbox"/>	Date	Thread	Author	Status	Unread Posts	Total Posts
<input checked="" type="checkbox"/>	6/25/12 9:56 AM	Assignment: Extracting Energy <b>D</b>	Monica Gonzales	Published	1	1
<input type="checkbox"/>	6/21/12 3:37 PM	Siadar Bay Wave Energy Project	Ryan Johnson	Published	2	2
<input type="checkbox"/>	6/21/12 10:38 AM	Wave Assignment: Wave Energy Trials Underway in New Zealand	Henry Wagner	Published	1	1

Displaying 1 to 3 of 3 items Edit Paging... **E**

Items per page: 3 Go  
Total number of items: 3

- A. Use the breadcrumbs path to navigate to a previous page. Do not use the browser navigation controls because page load errors may occur.
- B. Use the action bar functions to perform various actions, including:
- **Create Thread:** Add a new thread to a forum.

- **Search:** Search for discussion board content. By default, the search field is collapsed to save screen space.
  - **Thread Actions:** Make a selection from the drop-down list. Edit the status of the selected threads and perform other actions, such as marking threads read or unread and setting or clearing flags. Flags mark threads for later attention.
  - **Collect:** Gather selected threads onto one page where you can sort, filter, or print them.
- C. Select one or multiple threads' check boxes or select the check box in the header row to select all threads for an action, such as collecting.
- D. Click a thread title to read the posts. Forum titles containing unread posts appear in bold type.
- E. Click **Edit Paging** to determine the number of items to view per page. Type a number in the box and click **Go**. Click the **X** to close the pop-up box.

## List View and Tree View

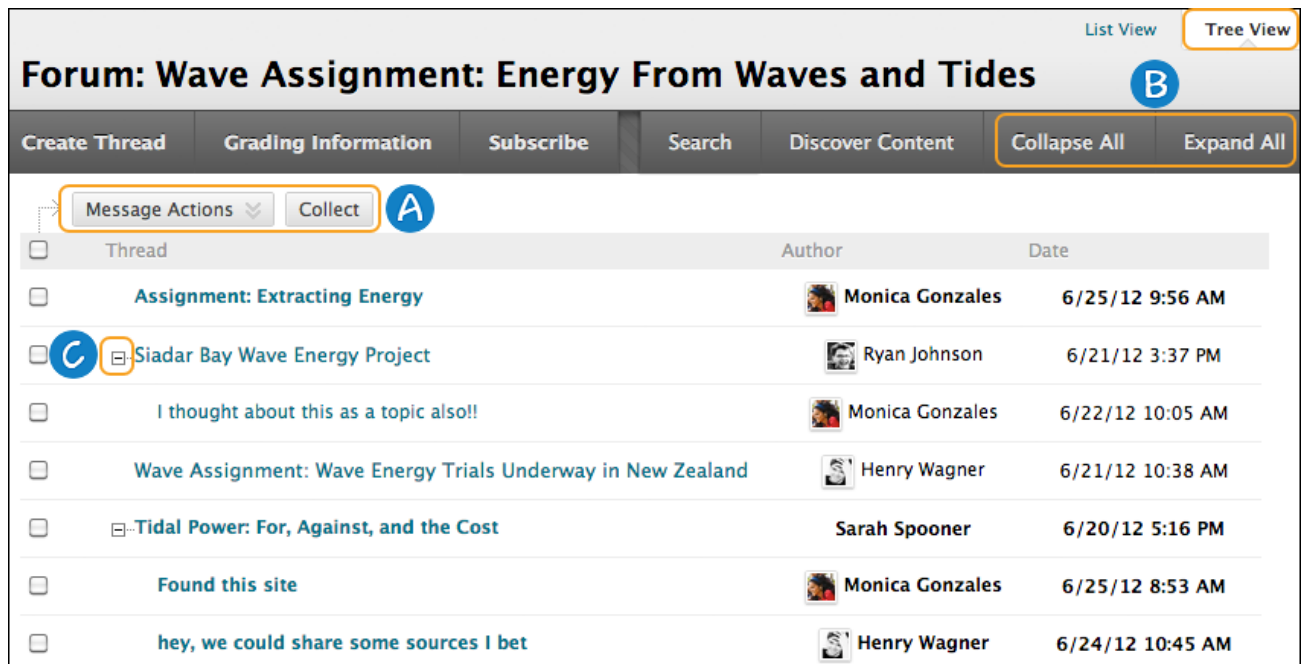
After clicking a forum title, a page loads displaying all forum threads. You can view the page in either **List View** or **Tree View**. This choice remains in effect until you change it, and you may change it at any time. On the forum page, in the upper-right corner, switch between the two views.

In **List View**, threads are presented in table format. Threads containing unread posts appear in bold type.

<input type="checkbox"/>	Date	Thread	Author	Status	Unread Posts	Total Posts
<input checked="" type="checkbox"/>	6/25/12 9:56 AM	<b>Assignment: Extracting Energy</b>	Monica Gonzales	Published	1	1
<input type="checkbox"/>	6/21/12 3:37 PM	Siadar Bay Wave Energy Project	Ryan Johnson	Published	2	2
<input type="checkbox"/>	6/21/12 10:38 AM	Wave Assignment: Wave Energy Trials Underway in New Zealand	Henry Wagner	Published	1	1

- A. To sort a column, click the column heading or caret.
- B. Select the check box next to a thread and make a selection from the **Thread Actions** drop-down list on the action bar. You can select multiple threads or select the check box in the header to select all threads. Actions include marking threads read or unread and setting or clearing flags.

Click **Tree View** to show the thread starter messages and their replies.



**Forum: Wave Assignment: Energy From Waves and Tides**

List View **Tree View**

Create Thread Grading Information Subscribe Search Discover Content Collapse All Expand All

Message Actions Collect A

Thread	Author	Date
<input type="checkbox"/> Assignment: Extracting Energy	Monica Gonzales	6/25/12 9:56 AM
<input type="checkbox"/> Siadar Bay Wave Energy Project	Ryan Johnson	6/21/12 3:37 PM
<input type="checkbox"/> I thought about this as a topic also!!	Monica Gonzales	6/22/12 10:05 AM
<input type="checkbox"/> Wave Assignment: Wave Energy Trials Underway in New Zealand	Henry Wagner	6/21/12 10:38 AM
<input type="checkbox"/> Tidal Power: For, Against, and the Cost	Sarah Spooner	6/20/12 5:16 PM
<input type="checkbox"/> Found this site	Monica Gonzales	6/25/12 8:53 AM
<input type="checkbox"/> hey, we could share some sources I bet	Henry Wagner	6/24/12 10:45 AM

- Select the check box next to a thread and make a selection from the **Message Actions** drop-down list on the action bar. You can select multiple threads or select the check box in the header to select all threads. Actions include marking threads read or unread and setting or clearing flags.
- On the action bar, use the **Collapse All** and **Expand All** functions to hide or show all posts included in all threads. You can also create threads and collect posts.
- You can expand and collapse threads by using the plus and minus icons next to the titles. If a thread starter message contains unread posts, the thread starter title appears in bold type.

# Changing the Displayed Threads

Instructors set the thread status, such as published or hidden, but students choose which type of threads appears. By default, published threads appear.

## QUICK STEPS: Changing the Displayed Threads

1. Access the forum.
2. Select **List View**.
3. On the action bar, point to **Display** to access the thread status options.
4. In the drop-down list, select the type of threads to view in the forum.

The screenshot shows the Blackboard forum interface for 'Forum: Oceans in the News'. At the top right, there are two view options: 'List View' (selected) and 'Tree View'. Below these, there is a 'Create Thread' button, a search bar, and a 'Display' dropdown menu. The 'Display' dropdown menu is open, showing four options: 'Show All', 'Published Only', 'Hidden Only', and 'Drafts Only'. The 'Published Only' option is highlighted. Below the dropdown menu, there is a table of forum threads. The table has columns for 'Date', 'Thread', 'Author', 'Status', 'Tags', and 'Un'. The first three threads are listed: 'Week 1: Wave Power in Scotland' by Ryan Johnson, 'Week 1: NOAA's Coral Reef Conservation' by Henry Wagner, and 'Week 1: Wave Power' by Bruce Lopez. All three threads are marked as 'Published' and have a '1' in the 'Un' column.

Date	Thread	Author	Status	Tags	Un
6/24/12 10:11 AM	Week 1: Wave Power in Scotland	Ryan Johnson	Published		1
6/22/12 1:18 PM	Week 1: NOAA's Coral Reef Conservation	Henry Wagner	Published		1
6/22/12 10:42 AM	Week 1: Wave Power	Bruce Lopez	Published		4

## Thread Status

The following table describes the status options for threads.

Status	Goal for Thread
<b>Publish</b>	Make thread available to all users.
<b>Hide</b>	Hide the thread from immediate view, but still allow users the option of reading the threads. Unneeded content is hidden from view, helping users find relevant content. Even if you enabled editing for the thread, users cannot reply to or edit hidden threads,
<b>Draft</b>	A <b>Draft</b> thread is saved by an author for future editing, but is not submitted for publication. When it is published, it becomes available to other users. Users can only view their own drafts and must access them from the <b>Display</b> drop-down list.



# Viewing a Discussion Thread

When you click a thread, the **Thread Detail** page appears. The page is divided into three sections:

**Section 1:** The action bar contains functions that allow you to select, flag, mark read/unread, or collect posts.

**Section 2:** The message list contains a list of all the posts in the thread, beginning with the initial post. The selected post is highlighted. Use the plus and minus icons to expand and collapse the posts.

**Section 3:** The current post contains the text of the selected post and information about the post.

**Thread Detail**

Subscribe Search Refresh

Week 1: Wave Power > Reply

Total Posts: 4 Unread Posts: 3

1

Message Actions Select: All None Collect

2

<input type="checkbox"/>	Week 1: Wave Power		Bruce Lopez 6/22/12 10:42 AM
<input type="checkbox"/>	You'll do GREAT		Cathy Chu 6/21/12 3:41 PM
<input type="checkbox"/>	I'm with you Bruce		Henry Wagner 6/22/12 1:20 PM
<input type="checkbox"/>	good site		Monica Gonzale: 6/25/12 8:50 AM

Select: All None

Message Actions Collect

3

Week 1: Wave Power > Reply Quote Set Flag

Author: Bruce Lopez

Posted Date: Wednesday, June 20, 2012 5:11:31 PM EDT

Edited Date: Friday, June 22, 2012 10:42:00 AM EDT

Total views: 26 (Your views: 4)

Overall Rating: ★★★★★

Your Rating: ★★★★★

I was excited to find a website that even I could understand!!! Ha!

<http://www.alternative-energy-news.info/technology/hydro/wave-power/>

## Functions on the Thread Detail Page

The screenshot shows the 'Thread Detail' page for a thread titled 'Week 1: Wave Power'. At the top, there is a 'Subscribe' button (labeled A) and a search bar. Below the thread title, there are buttons for 'Reply', 'C' (comment icon), and a download icon. The thread statistics show 'Total Posts: 4' and 'Unread Posts: 3'. A 'Message Actions' dropdown (labeled B) is visible, with options for 'All' and 'None'. Below this, a list of posts is shown with checkboxes for selection. The posts are: 'Week 1: Wave Power' by Bruce Lopez (6/22/12 10:42 AM), 'You'll do GREAT' by Cathy Chu (6/21/12 3:41 PM), 'I'm with you Bruce' by Henry Wagner (6/22/12 1:20 PM), and 'good site' by Monica Gonzales (6/25/12 8:50 AM). The 'I'm with you Bruce' post is highlighted. Below the list, there is another 'Message Actions' dropdown and a 'Collect' button. The 'I'm with you Bruce' post is expanded, showing the author 'Henry Wagner', the date 'Friday, June 22, 2012 1:20:21 PM EDT', and the text 'I was struggling at first finding a website that wasn't full of formulas. I just wanted some straight talk also. Your site is a good one.' (labeled E). The post has a rating of 9 (4 views) and a star rating of 4.5. The 'Reply', 'Quote', and 'Set Flag' buttons are visible at the bottom right of the post.

- A. On the action bar, you can access functions such as **Subscribe**, **Unsubscribe**, or **Search**. When subscribed to a thread, you receive an email alert when a post is updated or a reply is posted. Instructors must enable this function when creating a forum. By default, the search field is hidden to save screen space.
- B. Select one or multiple threads' check boxes and make a selection in the **Message Actions** drop-down list on the action bar. Actions include marking threads read or unread and setting or clearing flags. You can also use the functions for collecting posts and selecting all posts.
- C. Arrange your view using the icons on the action bar:
- **Swap Up** or **Down**: Switches the message tree section and the reply section of the screen.

- **Hide** or **Restore to Minimum**: Collapses or displays the message tree section of the screen.
  - **Maximize** or **Minimize**: Displays the message tree fully or just a portion of the message tree.
- D. Use the **Move to previous message** or **Move to next message** arrows for navigating between messages in the thread.
- E. Click **Parent Post** to display or hide the parent message in the thread.

# Replying to Posts

If the thread status is published, you can reply to posts. You cannot reply to posts in locked or hidden threads.

## QUICK STEPS: Replying to Posts

1. Access a forum and select a thread.
2. On the **Thread Detail** page, click a post's title. The post appears in the current post portion of the content frame. You can view the text of the post and information about the post, such as the **Author** and **Posted Date**.
3. Click **Reply**. Alternatively, click **Quote** to include the post's text as part of your reply.

The screenshot shows the 'Thread Detail' interface. At the top, there's a 'Subscribe' button and 'Search' and 'Refresh' links. Below this, a navigation bar shows 'Week 1: Wave Power' with a right arrow and a 'Reply' button. A summary line indicates 'Total Posts: 4' and 'Unread Posts: 3'. A list of posts follows, each with a checkbox, a title, an author's name and profile picture, and a timestamp. The post 'I'm with you Bruce' by Henry Wagner is selected and highlighted in blue. A blue circle with the number '2' is next to its title, and a blue arrow points from it to the detailed view below. In the detailed view, the post title 'I'm with you Bruce' is shown with left and right navigation arrows. To its right, 'Reply' and 'Quote' buttons are highlighted with an orange box and a blue circle with the number '3'. Below these buttons, the post's metadata is displayed: Author (Henry Wagner), Posted Date (Friday, June 22, 2012 1:20:21 PM EDT), Edited Date (Friday, June 22, 2012 1:20:21 PM EDT), Total views (9, with 4 from the user), Overall Rating (4 stars), and Your Rating (5 stars). A dashed line separates this from the 'Parent Post' section, which contains the text: 'I was struggling at first finding a website that wasn't full of formulas. I just wanted some straight talk also. Your site is a good one.'

Post Title	Author	Posted Date
Week 1: Wave Power	Bruce Lopez	6/22/12 10:42 AM
You'll do GREAT	Cathy Chu	6/21/12 3:41 PM
I'm with you Bruce	Henry Wagner	6/22/12 1:20 PM
good site	Monica Gonzales	6/25/12 8:50 AM

**Post Details for 'I'm with you Bruce':**

- Author: Henry Wagner
- Posted Date: Friday, June 22, 2012 1:20:21 PM EDT
- Edited Date: Friday, June 22, 2012 1:20:21 PM EDT
- Total views: 9 (Your views: 4)
- Overall Rating: 4 stars
- Your Rating: 5 stars

**Parent Post:**

I was struggling at first finding a website that wasn't full of formulas. I just wanted some straight talk also. Your site is a good one.

- On the **Reply to Post** page, click **View Original Post** on the action bar to include the original message on the page while replying. Click **Close Original Post** to hide the original post from view. Optionally, edit the **Subject**.
- In the **Message** box, type your reply. You can use the content editor functions to format the text and include files, images, external links, multimedia, and mashups.
- Alternatively, in the **Attachments** section, attach a file using one of the following options:
  - To upload a file from your computer, click **Browse My Computer**.
  - If your school licenses content management, click **Browse Content Collection**.
- Click **Save Draft** to store a draft of the message or click **Submit** to publish your reply.


## Reply to Post

\* Indicates a required field.

Cancel Save Draft Submit

### 1. Message

Close Original Post


**Author:**  Henry Wagner  
**Date:** Friday, June 22, 2012 1:20:21 PM EDT  
**Subject:** Thread:

I was struggling at first finding a website that wasn't full of formulas. I just wanted some straight talk also. Your site is a good one.

\* **Subject:**

Message

Paragraph Arial 3 (12pt)



Path: p Words:0

☐ Post Message as Anonymous

### 2. Attachments

Attach File

## Result

Your reply appears on the **Thread Detail** page, indented under the parent post. If you attached a file, a paper clip icon appears in the post's row. Click the title to open the post in the current post portion of the content frame. Use the **Move to previous message** and **Move to next message** arrows to view another post or use the breadcrumbs path to return to the forum or the discussion board page.

# Rating Posts

Instructors can use the discussion board for peer review. Students start threads and include their work in their initial posts. Other users review the work, assign a rating to the initial post, and may include comments in a response. Rating posts also allows users to focus on messages considered especially informative or useful by others. Depending on the forum settings, users can assign a rating to posts using a five star system. Instructors can also rate posts.

## QUICK STEPS: Rating Posts

1. Access a forum and select a thread.
2. On the **Thread Detail** page, click a post's title. The post appears in the current post portion of the content frame.
3. For **Your Rating**, select one to five stars. You can add and delete stars at any time.

< Wave Assignment: Wave Energy Trials Underway in New Zealand >

Reply Quote

Author:  Henry Wagner

Total views: 11 (Your views: 3)

Posted Date: Thursday, June 21, 2012 10:38:14 AM EDT

Overall Rating: ★★★★★

Edited Date: Thursday, June 21, 2012 10:38:14 AM EDT

Your Rating: ★★★★★☆

A uniquely 'Kiwi' wave energy generator is harnessing the power of waves in Evans Bay Wellington Wave Energy Technology New Zealand (WET-NZ) – a partnership between the Crown Research Ins and New Zealand's National Institute of Water and Atmospheric Research (NIWA) and the Wellingt

Your rating is included in the **Overall Rating**, which is the combined rating of all users.

# Creating Threads

Depending on which forum settings an instructor has selected, students may be allowed to create new threads.

## QUICK STEPS: Creating Threads

1. Access a forum.
2. On the action bar, click **Create Thread**.
3. On the **Create Thread** page, type a **Subject**.
4. In the **Message** box, type instructions, a description, or a question. You can use the content editor functions to format the text and include files, images, external links, multimedia, and mashups.
5. Alternatively, in the **Attachments** section, attach a file using one of the following options:
  - To upload a file from your computer, click **Browse My Computer**.
  - If your school licenses content management, click **Browse Content Collection**.
6. Click **Save Draft** to store a draft of the post or click **Submit** to create a thread.

The screenshot shows the 'Create Thread' interface. At the top, there's a title bar 'Create Thread' and a legend '\* Indicates a required field.' To the right are buttons for 'Cancel', 'Save Draft', and 'Submit'. The form is divided into two main sections: '1. Message' and '2. Attachments'. In the 'Message' section, there's a 'Subject' field with the text 'Tidal Wave in Indonesia'. Below it is a rich text editor with various formatting tools (bold, italic, underline, paragraph, font face, font size, bulleted list, numbered list, indent, outdent, link, unlink, image, video, audio, table, etc.) and a text area containing the message: 'I'm looking for more pictures for my presentation; I remember someone said they found a website with some aftermath photos. If that was you....'. Below the text area is a 'Path: p' field and a 'Words:24' counter. There's also a checkbox for 'Post Message as Anonymous'. The '2. Attachments' section has an 'Attach File' label and two buttons: 'Browse My Computer' and 'Browse Content Collection'.

**Create Thread**

\* Indicates a required field.

Cancel Save Draft Submit

**1. Message**

\* Subject: Tidal Wave in Indonesia

Message

T T T Paragraph Arial 3 (12pt) [Formatting Tools]

I'm looking for more pictures for my presentation; I remember someone said they found a website with some aftermath photos. If that was you....

Path: p Words:24

☐ Post Message as Anonymous

**2. Attachments**

Attach File Browse My Computer Browse Content Collection



# Collecting Posts

On the **Thread Detail** page, you can read one post at a time. To read multiple posts from the same page, use the **Collect** function. After posts are collected, you can filter, sort, print, and tag them.

The **Collect** function is also available from the forum page. You can gather posts made to different threads.

## Example

Ashby posts a question to request help and seven classmates reply. She can collect the initial post and the replies on one **Collection** page to read or print.

## QUICK STEPS: Collecting Posts

1. Access a forum and select a thread.
2. On the **Thread Detail** page, select the check boxes of the posts to collect. If a post has replies and you want them to appear on the **Collection** page, click the plus sign to expand the post and select the check boxes for those messages.

**NOTE:** To select all the posts in a thread, click **Select: All** above the message list. All check boxes for all the posts are selected whether they are expanded or collapsed.

3. On the action bar, click **Collect**.

The screenshot shows the 'Thread Detail' interface. At the top, there's a header with 'Thread Detail' and buttons for 'Search' and 'Refresh'. Below this, the thread title '2004 Indian Ocean earthquake' is displayed with a 'Reply' button and icons for download, print, and share. A summary bar indicates 'Total Posts: 3' and 'Unread Posts: 2'. The main content area features a 'Message Actions' dropdown menu with a 'Collect' button highlighted by an orange box. Below the menu, there's a 'Select: All None' option, also highlighted by an orange box. The message list contains three items, each with a checked checkbox, a plus icon, the message title, a user profile picture, the user name, and the timestamp.

Message Actions	Collect	Select: All None
<input checked="" type="checkbox"/>		
<input checked="" type="checkbox"/>		
<input checked="" type="checkbox"/>		

Message Title	User	Timestamp
2004 Indian Ocean earthquake	Bruce Lopez	6/20/12 5:07 PM
I have a personal interest also	Cathy Chu	6/21/12 11:21 AM
RE: 2004 Indian Ocean earthquake	Monica Gonzales	6/22/12 10:08 AM

## Result

On the **Collection** page, you can read and print the results. On the action bar, click **Print Preview** to open the page in a new window in a printer-friendly format. Posts print in the order they appear on the page. To select which posts appear and in which order, you can filter and sort posts using the **Filter** function and the **Sort by** and **Order** drop-down lists on the action bar. Sort options for messages include the following:

- Author's Last Name
- Author's First Name
- Subject
- Date of Last Post
- Thread Order
- Overall Rating, if the forum settings include rating posts

The screenshot displays the 'Collection' page interface. At the top, there is a 'Print Preview' button and a 'Filter' button. Below these, a 'Sort by' dropdown is set to 'Date of Last Post' and an 'Order' dropdown is set to 'Descending'. A 'Mark' dropdown is also visible. The main content area lists three forum posts, each with a checkbox for selection. The first post is by Monica Gonzales, dated June 22, 2012, with a rating of 4 stars. The second post is by Cathy Chu, dated June 21, 2012, with a rating of 4 stars. The third post is by Bruce Lopez, dated June 20, 2012, with a rating of 5 stars. Each post includes a 'Thread' and 'Post' title, a 'Posted Date', a 'Status', and an 'Overall Rating'. The post content is visible below the header information. At the bottom of each post, there are buttons for 'Reply', 'Quote', and 'Mark as Read'.

Thread	Post	Author	Posted Date	Status	Overall Rating
2004 Indian Ocean earthquake	RE: 2004 Indian Ocean earthquake	Monica Gonzales	June 22, 2012 10:08 AM	Published	☆☆☆☆
2004 Indian Ocean earthquake	I have a personal interest also	Cathy Chu	June 21, 2012 11:21 AM	Published	☆☆☆☆
2004 Indian Ocean earthquake	2004 Indian Ocean earthquake	Bruce Lopez	June 20, 2012 5:07 PM	Published	☆☆☆☆☆

On this page, you can also reply to posts and mark messages read or unread. Click the **Quote** function to include the post's text as part of your reply. To view the responses to a post, click the post's hyperlinked title to navigate to the **Thread Detail** page.

# Filtering Collected Posts

To narrow your results or sort a collection, you can use the **Filter** function. If you print the posts after filtering, they print in the order they appear on the page.

**NOTE:** If the author or authors of some posts are no longer enrolled in the course, the posts may appear out of order.

## QUICK STEPS: Filtering Collected Posts

1. On the **Collection** page, click the **Filter** function on the action bar to expand the field and select options from the following drop-down lists:
  - **Author:** Select All or select an author.
  - **Status:** Show All or select a status.
  - **Read Status:** Select Show All, Read, or Unread posts.
  - **Tags:** Show All Tags or select a tag. Tags are text labels that act like bookmarks. Learn more about tagging later in the workshop.
2. Click **Go** to apply the selections. Use the **Sort by** and **Order** drop-down lists to further organize the results.
3. Click the **X** to close the **Filter** field.

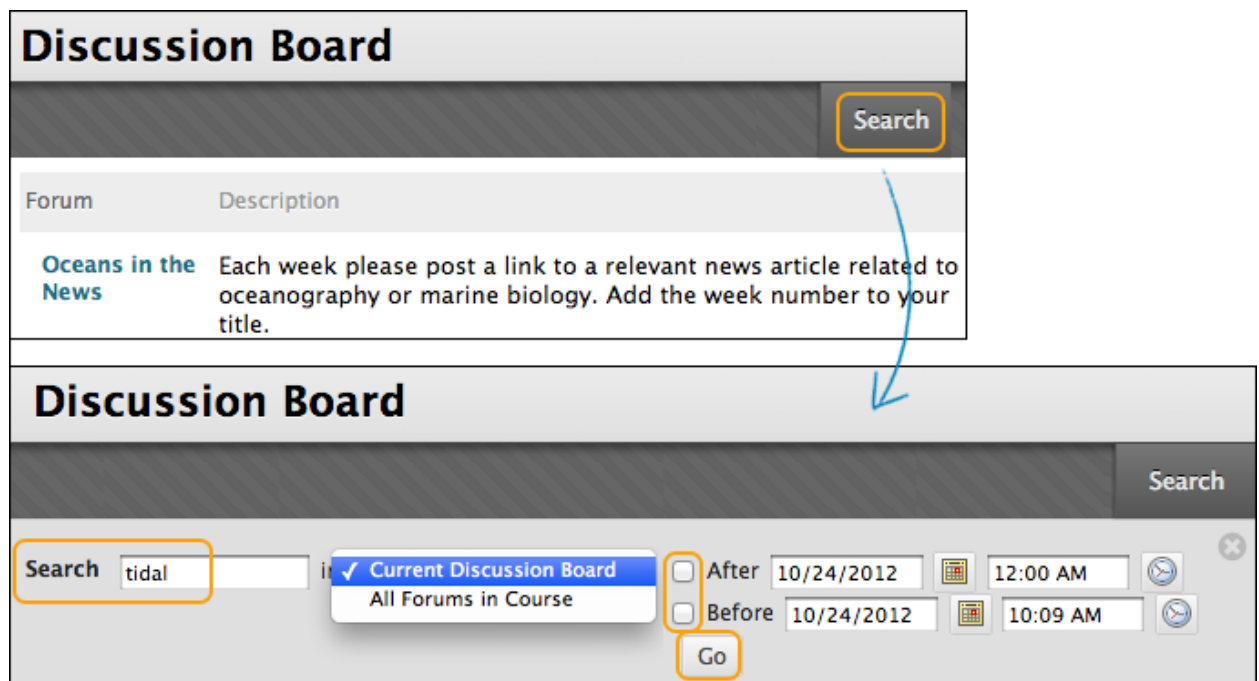
The screenshot shows the 'Collection' page interface. At the top, there's a 'Collection' header. Below it, a dark bar contains 'Print Preview' on the left and a 'Filter' button on the right. The 'Filter' button is highlighted with an orange box. Below the dark bar, there are several filter fields: 'Author' with a dropdown menu open showing options like 'Select All', 'Bruce Lopez', 'Henry Wagner', 'Chris Casper', 'Monica Gonzales', and 'Cathy Chu'; 'Status' with a 'Published' dropdown; 'Read Status' with a 'Show All' dropdown; and 'Tags' with a 'Show All Tags' dropdown. A 'Go' button is to the right of these fields, also highlighted with an orange box. Below the filter fields, there's an 'Order' dropdown set to 'Descending'. A small 'X' button to close the filter is also highlighted with an orange box.

# Searching Posts

You can search for specific text—a phrase, word, or part of a word—in the discussion board. The results appear on a **Search Results** page.

## QUICK STEPS: Searching Posts

1. Access the discussion board, a forum, or a thread.
2. On the action bar, click **Search**. The **Search** field expands.
3. Type a search criterion in the **Search** box.



4. In the drop-down list, select an area to search:

- Current Discussion Board
- All Forums in Course
- Current Forum
- Current Thread

**NOTE:** The options in the drop-down list depend on where your search began. **All Forums in Course** includes any group discussion boards in your course. Students do not see results from group discussion boards unless they are members of that group.

5. To further narrow your search results, select the **After** and **Before** check boxes to enable the date and time selections. Type dates and times in the boxes or use the pop-up **Date Selection Calendar** and **Time Selection Menu** to select dates and times.
6. Click **Go**.

## Result

On the **Search Results** page, you can read and print the results. On the action bar, click **Print Preview** to open the page in a new window in a printer-friendly format. Posts print in the order they appear on the page. To select which posts appear and in which order, you can filter and sort posts using the **Filter** function and the **Sort by** and **Order** drop-down lists on the action bar.


On this page, you can also reply to posts and mark messages read or unread. Click the **Quote** function to include the post's text as part of your reply. To view the responses to a post, click the post's hyperlinked title to navigate to the **Thread Detail** page.

### Search Results: "tidal"

[Print Preview](#)[Filter](#)

Sort by [Date of Last Post](#) Order ▼ [Descending](#)

[Mark](#) ▼  
Select: [All](#) [None](#)

<input type="checkbox"/>	<div><div>Thread: Assignment: Extracting Energy</div><div>Post: <a href="#">Assignment: Extracting Energy</a></div><div>Author:  Monica Gonzales</div></div>	<div><div>Posted Date: June 22, 2012 10:04 AM</div><div>Edited Date: June 25, 2012 9:56 AM</div><div>Status: Published</div></div>
--------------------------	---	--

Don't expect to be using energy from marine sources just yet. It's one thing to know there's an enormous pool of energy out there, another to actually extract it. Methods and devices are currently under development around the world. Other forms of energy extraction (such as wind generation) have become commercially viable only recently following extensive research and [http://www.sciencebuddies.org/science-fair-projects/project\\_ideas/Energy\\_p028.sht](http://www.sciencebuddies.org/science-fair-projects/project_ideas/Energy_p028.sht)

Tags: None

[Reply](#)[Quote](#)[Mark as Read](#)

## Hands-on Activity



For this activity, use your Student Course and access the discussion board.

### Icebreaker forum

- Create a new thread with your name as the title. In the post, introduce yourself. Include one or two details about your life to share with the class.
- Navigate through other threads.
- Reply to a post.

### Scavenger Hunt forum

- Navigate through the posts.
- Collect some interesting posts and use the **Sort** and **Filter** features.

### Ellis Island forum

- Navigate through the posts and rate them.

# Best Practice: Set Etiquette Guidelines

Establish discussion etiquette immediately so students know what your expectations are. As you complete the hands-on activities, keep these guidelines in mind. Later, during development of your online course, consider sharing these guidelines with your students.

## **Be thoughtful**

- Include something new in your reply. For example, include more than “I do not agree” or “Good point.”
- State why you agree or disagree. Be considerate of the points made by others.

## **Be concise**

- Keep posts short. Include web addresses or attachments where necessary.

## **Stay on the topic**

- Make sure your message fits within the general topic of the forum. If it does not, look for a suitable forum.

## **Include a descriptive subject**

- Make threads easy to follow by using accurate and descriptive subject lines.

## **Create new threads as needed**

- If your message will take the current thread’s topic in a new direction, start a new thread.

## **Use plain English**

- Use simple, conversational, uncomplicated language. Remember, your audience is reading onscreen and may have several messages to read. Also, English may not be the first language of all participants.

## 3: Creating Discussions

In this section, we will turn to the instructor role and learn to create discussion forums and threads. You can create forums and threads to organize discussions into units or topics relevant to the course.

As you create forums, select the appropriate settings based on the pedagogical goals for your course:

- Evaluate student performance by grading forums and threads.
- Use the **Moderation Queue** and rating features to promote quality postings and to assist with the workload.
- Allow anonymous posting and thread editing to encourage forthright discourse and increase student participation.

To help students stay connected with discussion board content, you can enable email alerts and add a discussion board link alongside content in your course.

If you have created groups in your course, you can enable the group discussion board. Group members are allowed to create their own forums and threads, and apply the settings to fit their needs.

### Learning Outcomes

After completing this section, you will be able to:

- Explain the difference between the student and instructor views of the discussion board.
- Create discussion forums and threads, selecting forum settings based on pedagogical goals.
- Set grading options for forums and threads.
- Explain ways to organize the discussion board.
- Enable email subscriptions to forums and threads.
- Add a forum to a course area.
- Describe techniques for crafting effective questions and encouraging participation.



# The Discussion Board

Instructors have the same discussion board functions as students, with these additional functions:

- Create forums
- Edit forum settings
- Grade forums
- Manage forum roles
- Copy forums
- Delete forums

## Instructor's View of the Discussion Board

The screenshot shows the Blackboard Discussion Board interface. At the top, there is a header bar with the title "Discussion Board". Below the header, there is a navigation bar with a "Create Forum" button (labeled A), a search bar, and a "Discover Content" button. The main content area displays a list of forums. The first forum is "Oceans in the News" with 9 total posts, 9 unread posts, and 6 total participants. The second forum is "Wave Assignment: Energy From Waves and Tides" (labeled B) with 7 total posts, 5 unread posts, and 4 total participants. A contextual menu (labeled C) is open over the second forum, showing options: Open, Edit, Grade, Manage, Copy, and Delete.

Forum	Description	Total Posts	Unread Posts	Total Participants
Oceans in the News	Each week please post a link to a relevant news article related to oceanography or marine biology. Add the week number to your title.	9	9	6
Wave Assignment: Energy From Waves and Tides	Explore harnessing energy from waves and tides. Please narrow your topic to a specific aspect such as: <ul style="list-style-type: none"><li>• How could the energy be extracted?</li><li>• could a reliable "model" be made and relied upon?</li></ul>	7	5	4

- On the action bar, click **Create Forum** to create a new forum and select settings.
- Click to access the contextual menu.
- Select an option.

# Creating Forums

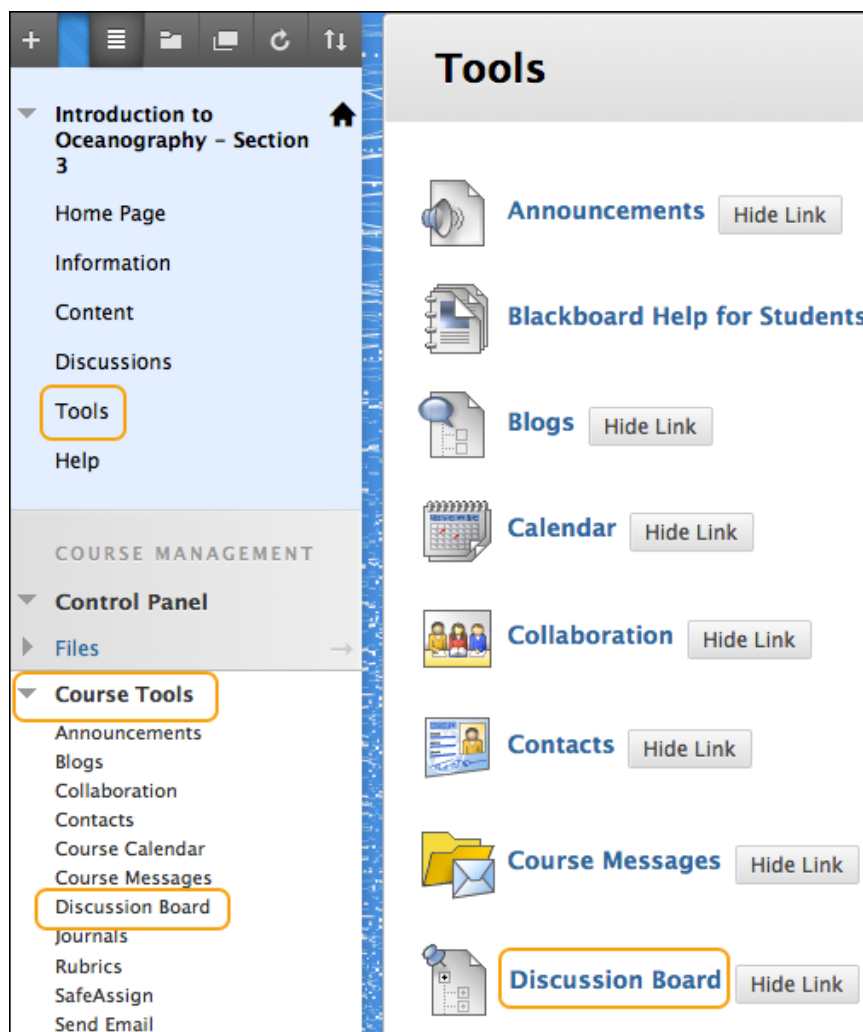
Forum settings allow you to use the discussion board in different ways. For example, to control a forum, you create all threads, and moderate and grade the posts. For a student-led discussion, allow students to create new threads with the option of posting anonymously.

## QUICK STEPS: Creating Forums

1. On the course menu, click the **Tools** link. On the **Tools** page, select **Discussion Board**.

-OR-

On the **Control Panel**, expand the **Course Tools** section and select **Discussion Board**.



- On the **Discussion Board** page, click **Create Forum** on the action bar.
- On the **Create Forum** page, type a **Name**. Users click this name to access the forum.
- Optionally, type instructions or a description in the **Description** box. You can use the content editor functions to format the text and include files, images, external links, multimedia, and mashups. Files you upload from your computer are saved in Course Files or the Content Collection in the top-level folder. Attachments you upload using the editor can be launched in a new window and can include alternate text to describe the attachment. The **Description** appears below the forum name on the **Discussion Board** page.

## Create Forum

\* Indicates a required field.

Cancel Submit

### 1. Forum Information

\* Name 3 Glacier Melt Could Signal Faster Rise in Ocean

Description

Format: Arial 3 (12pt)

Rich text editor toolbar with icons for bold, italic, underline, text color, background color, bulleted list, numbered list, link, unlink, insert image, insert video, insert audio, insert table, insert code, and others.

4

Greenland's glaciers are melting into the sea twice as fast as previously believed, the result of a warming trend that renders obsolete predictions of how quickly Earth's oceans will rise over the next century.

Path: div » div Words:88

### 2. Forum Availability

Available 5 ☒ Yes ☐ No

Enter Date and Time Restrictions 6

☐ Display After ☐ Display Until

October 2012

Sun	Mon	Tue	Wed	Thu	Fri	Sat
	01	02	03	04	05	06
07	08	09	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

Today is: Thursday, October 11, 2012

02:30 PM

03:00 PM

03:30 PM

04:00 PM

04:30 PM

05:00 PM

05:30 PM

06:00 PM

06:30 PM

07:00 PM

- In the **Forum Availability** section, select **Yes** to make the forum available to users.
- TIP:** You can create forums ahead of time and set the availability to **No** until the discussion is ready to start.

6. For **Enter Date and Time Restrictions**, you can set forums to display on a specific date and time and to stop displaying on a specific date and time. Select the **Display After** and **Display Until** check boxes to enable the date and time selections. Use the pop-up **Date Selection Calendar** and **Time Selection Menu** to select dates and times or type dates and times in the boxes. Display restrictions do not affect the forum availability, only when it appears.
7. Select the **Forum Settings** based on your pedagogical requirements. For example, if you are grading posts and want to retain the posts as they are at the time of grading, do NOT select **Allow Author to Edit Own Published Posts**. To learn more about how you can use forum settings to meet your requirements, see the "Suggestions for Settings" list at the end of this topic.

### 3. Forum Settings

- ☐ Allow Anonymous Posts
- ☒ Allow Author to Delete Own Posts
  - ☐ All posts
  - ☒ Only posts with no replies
- ☒ Allow Author to Edit Own Published Posts
- ☐ Allow Post Tagging
- ☒ Allow Users to Reply with Quote
- ☒ Allow File Attachments
- ☒ Allow Members to Create New Threads

Subscribe


- ☒ Do not allow subscriptions
- ☐ Allow members to subscribe to threads
- ☐ Allow members to subscribe to forum
  - ☐ Include body of post in the email
  - ☒ Include link to post

☐ Allow Members to Rate Posts

☐ Force Moderation of Posts

Grade

- ☐ No Grading in Forum
- ☒ Grade Discussion Forum: Points possible:
- ☐ Grade Threads

☒ Show participants in "needs grading" status  after every  Posts

Associated Rubrics

Add Rubric ▼

Select Rubric

Create New Rubric


Create From Existing


Last Edited

Show Rubric to

8. Select a grading option:

- **No Grading in Forum**
- **Grade Discussion Forum:** Select to grade overall participation in the forum. Provide the **Points possible**. A column is created automatically in the Grade Center.
- **Grade Threads:** Select to grade individual threads in the forum. If you enable thread grading, members cannot create new threads or respond anonymously. As you create threads, you decide whether to grade the thread and provide the **Points possible**. A column for each graded thread is created automatically in the Grade Center.

9. If you chose to grade the forum or threads, you can determine when posts go into needs grading status. Select the check box for **Show participants in needs grading status** and select the number of posts from the drop-down list. Applying this setting displays the **Needs Grading** icon (  ) in the Grade Center and places the posts in the queue on the **Needs Grading** page after users make the specified number of posts. If you select a grading option and do NOT select the check box, the **Needs Grading** icon does not appear in the Grade Center and posts do not appear on the **Needs Grading** page.

**NOTE:** If you choose three posts from the drop-down list and a user submits two, the **In Progress** icon (  ) appears in the Grade Center cell and the discussion board until the specified number of posts is met.

10. Click **Submit**. The new forum appears at the bottom of the list on the main **Discussion Board** page.

You can create and associate one or more rubrics for grading discussion posts. To learn more, see the *Using Rubrics* manual. The grading process is explained in the “Grading Discussions” section of this workshop.

## Suggestions for Settings

The following list describes the settings you can select for various types of forum requirements.

- If you want to create effective social forums, select the **Allow Anonymous Posts** and **No Grading in Forum** options. Allowing students to post anonymously is important at the beginning of a course when they are still becoming comfortable with discussions. If quality is a concern, assign a moderator to review each post before making it public. To learn about moderating the discussion board, see the “Moderating Discussions” section of this workshop.
- If you want to create forums where students have control of the discussion, allow them to edit, delete, and rate posts. Also, you can allow students to create new threads and direct the discussion.
- If you want to have a tightly controlled forum, select the **Force Moderation of Posts** and **Grade Discussion Forum** or **Grade Threads** options.
- When you want your students to focus on the existing threads, do not select **Allow Members to Create New Threads**.
- If you allow authors to edit their published posts, consider locking the thread when you are ready to grade. Students cannot change locked posts.
- You cannot select some settings in combination. For example, if you are grading forums or threads, anonymous posts are not allowed. Also, if you enable thread grading, members cannot create new threads.

# Frequently Asked Questions

In the following table, learn about encouraging discussion participation.

Question	Answer
What can I do to encourage participation?	<p>You can encourage participation by selecting the following options when creating a forum:</p> <ul style="list-style-type: none"><li>• <b>Allow Author to Delete and Edit Own Published Posts:</b> Especially in graded forums or threads, students appreciate the option of being able to edit their contributions.</li><li>• <b>Allow Anonymous Posts:</b> This is especially important at the beginning of a course when students are still becoming comfortable with discussions. If quality is a concern, assign a moderator to review each post before making it public.</li></ul>

# Creating Threads

In a forum, you can start new threads to begin a conversation. A thread includes the initial post and any replies to it. When you create a forum, you have the option of allowing or not allowing members to start threads. Generally, the purpose of a forum dictates whether or not members can start threads. A moderated, graded forum used to evaluate student performance is usually tightly controlled, and members cannot create threads. Other forums are designed for members to share opinions and thoughts on tangential or unrelated topics. In this case, you can allow members to create threads and spark discussions.

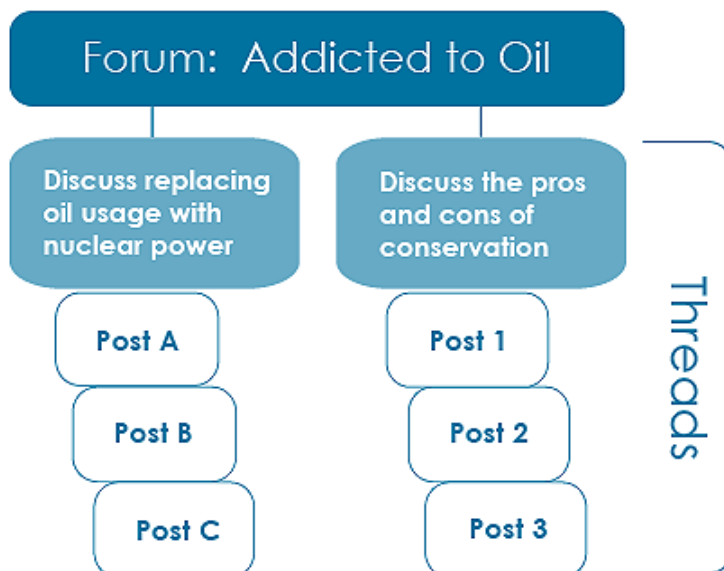
To help organize your view, you can change the status of existing threads and determine which threads appear in a forum.

**NOTE:** Instructors and students create threads in the same way. If you enabled thread grading, you decide which threads will be graded as you create or edit them.

## Suggestions for Organizing Discussions

### Example

You create a forum that addresses a broad subject, such as "Addicted to Oil." Next, create two threads containing the specific issues you want discussed, such as replacing oil usage with nuclear power, and the pros and cons of conservation. To be sure students post only to existing threads, consider disallowing thread creation in the forum settings.

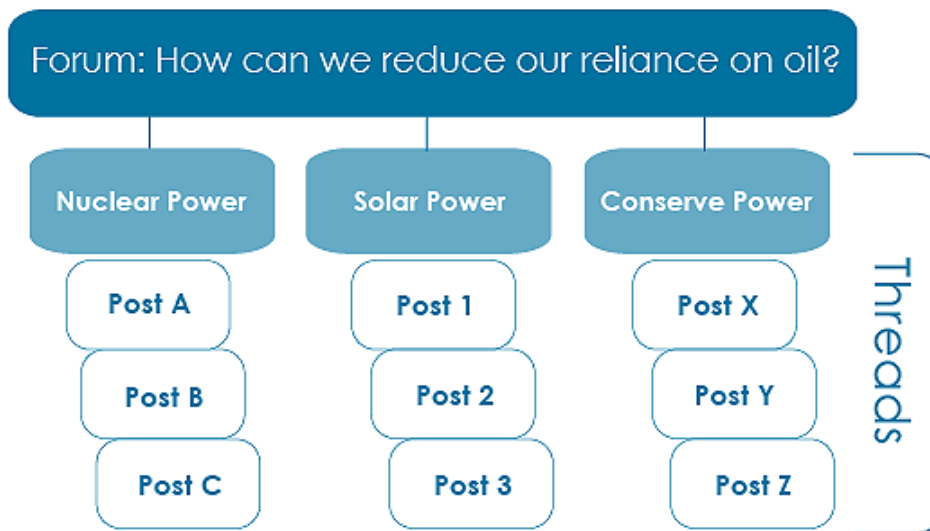




### Example

You create a forum and ask a question or provide the instructions or details in the description, such as "How can we reduce our reliance on oil?" Then, students create threads for each solution to the problem of oil addiction. All members post to existing threads to comment on given answers or create new threads to present new solutions. In the forum settings, be sure you select the **Allow Members to Create New Threads** option.

**NOTE:** If you enabled thread grading, members cannot create new threads.



## QUICK STEPS: Creating Threads

In the following example, you create a graded thread.

1. Access a discussion board forum.
2. On the action bar, click **Create Thread**.
3. On the **Create Thread** page, type a **Subject**.
4. Type instructions, a description, or a question in the **Message** box. You can use the content editor functions to format the text and include files, images, external links, multimedia, and mashups. Files you upload from your computer are saved in Course Files or the Content Collection in the top-level folder. Attachments you upload using the editor can be launched in a new window and can include alternate text to describe the attachment.

### Create Thread

\* Indicates a required field.

Cancel Save Draft Submit

#### 1. Message

\* Subject: 3

Message

Rich text editor toolbar with icons for bold, italic, underline, strikethrough, paragraph, Arial font, 3 (12pt) size, bulleted list, numbered list, link, unlink, undo, redo, and other formatting options.

4

How does noise caused by humans activity affect the natural habitat of animals and the natural balance of oceans?

Path: p Words:19

#### 2. Attachments


5

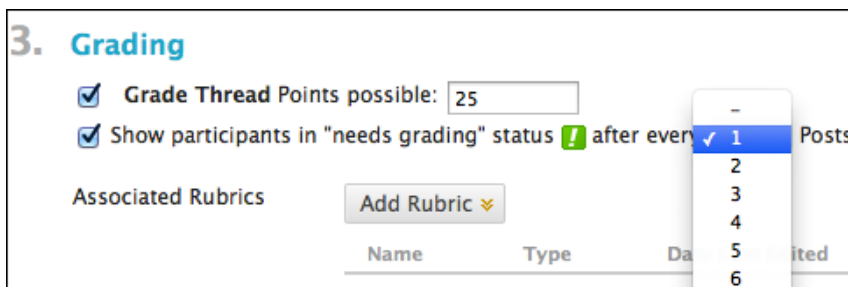
Attach File

5. Alternatively, in the **Attachments** section, attach a file using one of the following options:
  - To upload a file from your computer, click **Browse My Computer**.
  - To upload a file from the course's storage repository:
    - If Course Files is the course's storage repository, click **Browse Course**.

-OR-


  - If your school licenses content management, click **Browse Content Collection**.

**NOTE:** Files uploaded by students are not saved in the course repository.
  
6. If you chose to grade threads when you created the forum, you decide on a thread-by-thread basis whether to grade a thread. In the **Grading** section, select the **Grade Thread** check box and type **Points possible**. You can determine when posts go into needs grading status by selecting the check box for **Show participants in needs grading status** and selecting the number of posts from the drop-down list. Applying this setting displays the **Needs Grading** icon (  ) in the Grade Center and places the posts in the queue on the **Needs Grading** page after each user makes the specified number of posts. If you do NOT select the check box, the **Needs Grading** icon does not appear in the Grade Center and posts do not appear on the **Needs Grading** page.




**3. Grading**

☒ **Grade Thread** Points possible:

☒ **Show participants in "needs grading" status**  after every 1 Posts

Associated Rubrics Add Rubric ▾

Name	Type	Da	ited

**NOTE:** If you choose three posts from the drop-down list and a user submits two, the **In Progress** icon (  ) appears in the Grade Center cell and the discussion board until the specified number of posts is met.

7. Click **Save Draft** to store a draft of the post or click **Submit** to create the thread.

You can create and associate one or more rubrics for grading discussion posts. To learn more, see the *Using Rubrics* manual. The grading process is explained in the "Grading Discussions" section of this workshop.

## Result

The newly created thread appears in the forum. If you enabled grading, two functions appear in the **Grade** column. Change to **List View** to see the functions.




Forum: Pick an ocean....

List ViewTree View

Create ThreadSubscribe

SearchDiscover ContentDisplay

Thread ActionsCollectDelete

<input type="checkbox"/>	Date	Thread	Author	Status	Unread Posts	Total Posts	Grade
<input type="checkbox"/>	6/20/12 5:07 PM	Week 1: Longshore Drift	 Chris Casper	Published	2	6	Grade
<input type="checkbox"/>	6/21/12 10:43 AM	Week 2: Wave Power in Scotland	 Tony Brown	Published	1	5	GradeB
<input type="checkbox"/>	6/25/12 8:55 AM	Week 3: Noise Pollution in Oceans	 Cathy Chu	Published	0	1	Grade ThreadA

- A. Click **Grade Thread** to evaluate the posts.
- B. Click **Grade** to enable grading for a thread and assign a value.

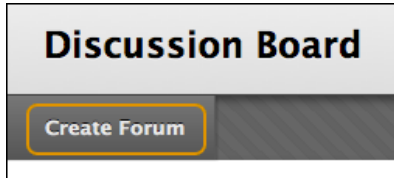
# Adding Mashups to a Discussion Board Forum

Mashups are a simple way to add multimedia to your course without having to create it yourself.

A mashup combines elements from two or more sources. When you view a YouTube™ video in a Blackboard Learn course as part of the course content, you are experiencing a mashup. In mashups, you can also include Flickr® photos and SlideShare presentations. Students can add mashups to their discussion posts also.

## QUICK STEPS: Adding Mashups

1. In **Edit Mode**, access the discussion board.
2. On the action bar, click **Create Forum**.



- On the **Create Forum** page, type a **Name**.
- Optionally, type instructions or a description in the **Description** text box. Optionally, format the text using the content editor functions. The **Description** appears below the forum name.
- In the text box, place the mouse pointer where you want to insert a mashup and click.
- In the content editor, click the **Insert Mashup** function.
- In the list, select the type of mashup to add. For this activity, select **YouTube Video**.

**Create Forum**

\* Indicates a required field.

Cancel Submit

**1. Forum Information**

\* Name **3** Glacier Melt Could Signal Faster Rise in Ocean

Description

**4** **6** **7**

**5**

Path: p Words: 51

The screenshot shows the 'Create Forum' interface. Callout 3 points to the 'Name' field containing 'Glacier Melt Could Signal Faster Rise in Ocean'. Callout 4 points to the 'Description' text area. Callout 5 points to the 'Path' field containing 'p'. Callout 6 points to the 'Mashups' button in the content editor toolbar. Callout 7 points to the 'YouTube Video' option in the mashup dropdown menu. The description text area contains a paragraph about glacier melt predictions.

- On the **Search for a YouTube Video** page, type a search term. Use the drop-down list to select a search parameter. Click **Go**.

**Search for a YouTube Video**

Powered by YouTube

Enter search information below. Click Go to view the results. The order of search results is determined by YouTube.

Search glacier melt **5**

Language Any Language

Go

The screenshot shows the 'Search for a YouTube Video' interface. Callout 5 points to the 'Go' button. The search term 'glacier melt' is entered in the search field. The search parameter dropdown menu is open, showing options: 'All of the words' (selected), 'At least one of the words', 'Without the words', and 'Exact Phrase'. The language is set to 'Any Language'.

9. On the **Search Results** page, the YouTube Service determines the order of the videos. Sort the results or scroll down to find what you want. Click **Preview** to watch the video before adding it to the forum. Click **Select** to add the video to the forum.

## Search Results

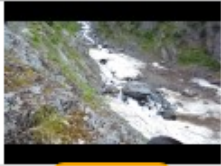
Enter search information below. Click Go to view the results. The order of search results is determined by YouTube.

Search   Language

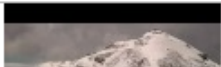
Page 1 of 125

Displaying 1 to 10 of 1249 items

Sort by



**Glacier Melt**  
Duration: (0:43)  
User: jacobgochenour Added: 1/19/12  
YouTube Rating: 0 of 5 stars – 0 Votes View Count: 7  
YouTube URL: <http://www.youtube.com/watch?v=tAO2f7YPlzk>  
Alaskan summer. My sister and I hike to a glacier.



**Scientists seek answers to Bolivian glacier melt**  
Duration: (3:00)

10. Optionally, edit the **Name**.
11. Select the **Mashup Options**.
  - **Thumbnail**: Displays a small player that enlarges when clicked.
  - **Text Link with Player**: Displays text that expands to a player when clicked.
  - **Embed Video**: Displays a full screen player in the course.


### Create Mashup Item

Embed YouTube content directly in a course. The content is streamed from YouTube and is not stored within the course.

✱ Indicates a required field.

Cancel Back Preview **Submit**

#### 1. Add YouTube Content to Course



✱ **Name**

Duration: (0:43) User: jacobgochenour - Added: 1/19/12 YouTube URL: <http://www.youtube.com/watch?v=tAO2f7YPlzk>

#### 2. Mashup Options

View

✓ Thumbnail

Text Link with Player

Embed Video

Show YouTube URL

☐ Yes ☒ No

Show YouTube information

☒ Yes ☐ No



The YouTube Video link appears in the content editor.

## Create Forum

*\* Indicates a required field.*


Cancel Submit

### 1. Forum Information

**\* Name** Glacier Melt Could Signal Faster Rise in Ocean


Description

**T** **T** **T** **T** **Format** **Arial** **3 (12pt)**



Greenland's glaciers are melting into the sea twice as fast as previously believed, the result of a warming trend that renders obsolete predictions of how quickly Earth's oceans will rise over the next century.

View the YouTube video. What predictions can you make? Please comment on two of your classmates' predictions.



**Glacier Melt**  
**Duration: (0:43)**  
**User: jacobgochenour - Added: 1/19/12**

Watch Video


12. In the **Forum Availability** section, select the **Yes** option.
13. For **Enter Date and Time Restrictions**, you can set the forum to display on a specific date and time and to stop displaying on a specific date and time. Select the **Display After** and **Display Until** check boxes to enable the date and time selections. Type dates and times in the boxes or use the pop-up **Date Selection Calendar** and **Time Selection Menu** to select dates and times. Display restrictions do not affect the forum availability, only when it appears.
14. Select the appropriate **Forum Settings**.
15. Click **Submit**.

# Discussion Board

Create Forum

→

Delete

<input type="checkbox"/>	Forum	Description
<input type="checkbox"/>	<a href="#">Glacier Melt Could Signal Faster Rise in Ocean Levels</a>	<p><i>Greenland's glaciers are melting into the sea twice as fast as previously believed, the result of a warming trend that renders obsolete predictions of how quickly Earth's oceans will rise over the next century.</i></p> <p>View the YouTube video. What predictions can you make? Please comment on two of your classmates' predictions.</p> <div>  <div> <div>Glacier Melt</div> <div>           Duration: (0:43)            User: jacobgochenour – Added: 1/19/12         </div> </div> <div>Watch Video</div> </div>

On the main discussion board page, the video appears with the forum description. Click **Watch Video** to open a window for viewing.

Alternatively, if you do not want the video to appear on the main discussion board page, add the mashup to a thread in the forum.

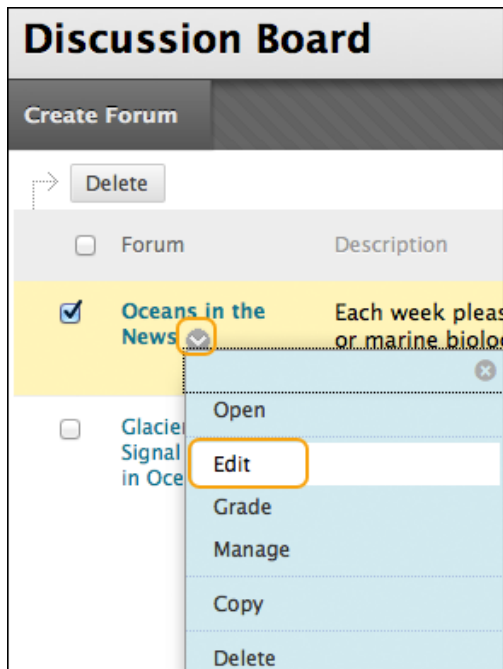
# Allowing Email Alerts for New Discussion Posts

When you enable email subscription, students can receive email alerts for new posts or replies. You can allow students to subscribe to an entire forum or to specific threads within a forum. When you create or edit a forum, you select the options for subscriptions to forums or threads.

## QUICK STEPS: Allowing Email Subscriptions

In the following example, you will edit a forum to allow for email alerts.

1. Access the discussion board and access a forum's contextual menu.
2. Select **Edit**.



3. On the **Edit Forum** page, in the **Forum Settings** section, select the **Subscribe** options:
  - **Allow members to subscribe to threads** allows users to select specific threads within the forum.
  - **Allow members to subscribe to forum** allows subscription to all threads within the forum.
  - **Include body of post in the email** displays the message text and a link to reply to the message in the email notification.
  - **Include link to post** displays a link to the message in the email notification.
4. Click **Submit**.

**3. Forum Settings**

☐ Allow Anonymous Posts

☒ Allow Author to Delete Own Posts

☐ All posts

☒ Only posts with no replies

☒ Allow Author to Edit Own Published Posts

☒ Allow Post Tagging

☒ Allow Users to Reply with Quote

☒ Allow File Attachments

☒ Allow Members to Create New Threads

**Subscribe**

☐ Do not allow subscriptions

☐ Allow members to subscribe to threads

☒ Allow members to subscribe to forum

☒ Include body of post in the email

☐ Include link to post

## Hands-on Activity



For this activity, use your Practice Course.

Create discussion forums for the following scenarios:

### Scenario 1

- Create a forum titled **Introductions** where students can share details about themselves—where they are from, their field of study, their favorite movie, and so on.
- Instruct students to create their own threads with their names as the titles. Encourage students to post replies.

### Scenario 2

- Create a forum for discussing current issues in your subject area. Decide whether you want to grade by forum or by thread, and select forum settings accordingly. Allow students to edit, but not delete, their own posts.
- Within the forum, create several threads for specific subjects.

# Adding a Forum to a Course Area

You can incorporate discussion forums into course areas to immerse the user in the learning experience. For example, you can add a link to the entire discussion board or a specific discussion forum in a content area, learning module, lesson plan, or folder.

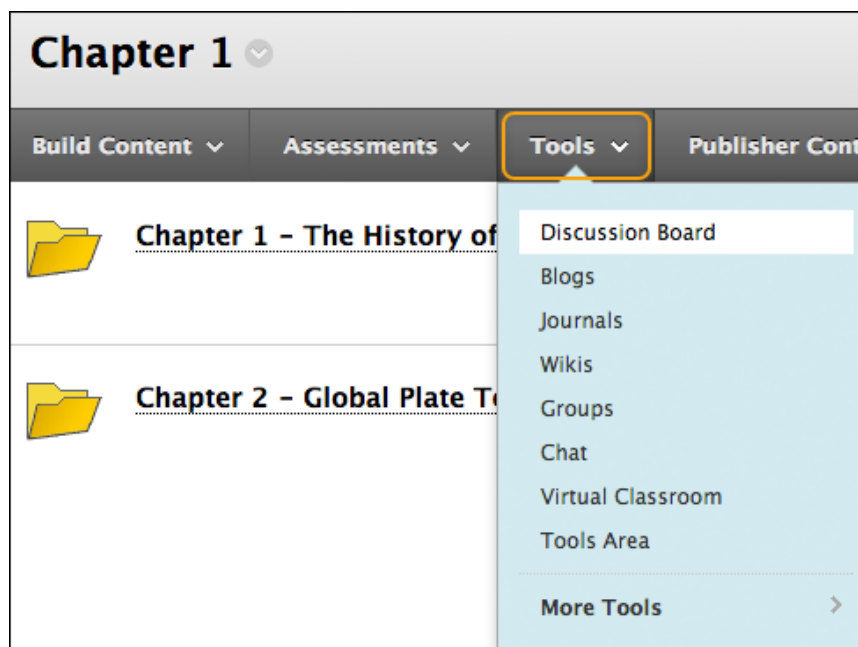
## Example

In a content area, you can add a forum link following lecture notes to gather questions on the material presented -OR- after an assignment to gather students' perceptions on how they did. You can add adaptive release or date availability restrictions to limit students' access. Then, they must access content in a specified order, such as reading a lecture file before adding posts to the discussion board.

**NOTE:** You need to create forums before you can link to them in your course.

## QUICK STEPS: Add a Discussion Forum to a Course Area

1. Access the content area, learning module, lesson plan, or folder where you want to link to the discussion board or forum. Change **Edit Mode** to **ON**.
2. On the action bar, point to **Tools** to access the drop-down list.
3. Select **Discussion Board**.



4. On the **Create Link: Discussion Board** page, select the **Link to Discussion Board Page** option to link to the discussion board itself.

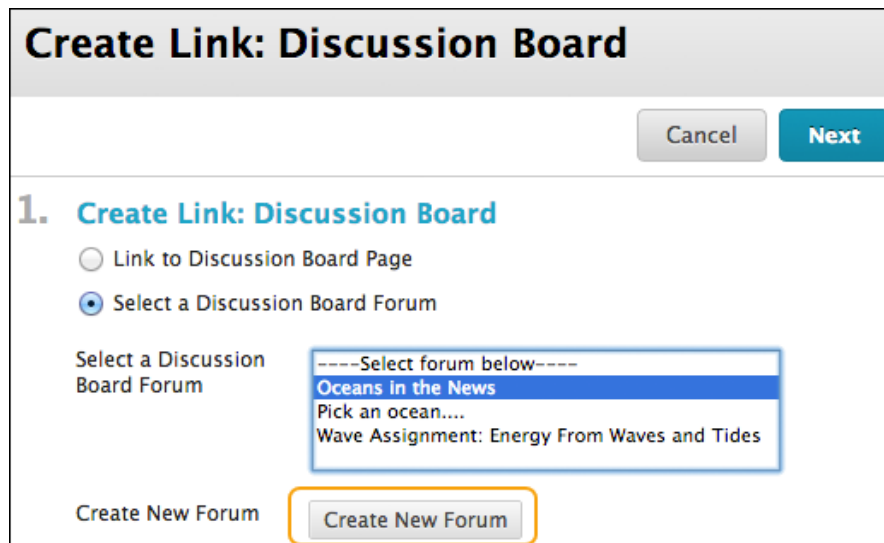
-OR-

Select the **Select a Discussion Board Forum** option and select a forum from the list.

-OR-

Click **Create New Forum** to add a link to a forum you create at this time. You select all forum settings at the time of creation. The newly created forum appears in the list of forums to choose from when adding the link in your course.


5. Click **Next**.




6. On the next **Create Link: Discussion Board** page, type a **Link Name**. The name cannot exceed 50 characters. Students click the name to access the discussion board or forum.
7. Optionally, type instructions or a description in the **Text** box. You can use the content editor functions to format the text and include files, images, external links, multimedia and mashups. Any files you upload from your computer are saved in Course Files or the Content Collection in the top-level folder.
8. Select **Yes** for the **Available** option.
9. For the **Track Number of Views** option, select **Yes** or **No**. If you enable tracking, the number of times the link is viewed, when it is viewed, and by whom is recorded.

10. For **Date Restrictions**, you can set the link to display on a specific date and time and to stop displaying on a specific date and time. Select the **Display After** and **Display Until** check boxes to enable the date and time selections. Type dates and times in the boxes or use the pop-up **Date Selection Calendar** and **Time Selection Menu** to select dates and times. Display restrictions do not affect the availability of the discussion board or forum content, only when it appears.
11. Click **Submit**.

## Chapter 1



### Chapter 1 - The History of Ocean Exploration and Ocean Science



#### Discussions: Oceans in the News

After reading Chapter 1 in your textbook, post to this discussion board forum.

This is a required assignment and is worth 25 points. You may post more than once. Please respond to your classmates' posts.

Student view of a forum link in a content area

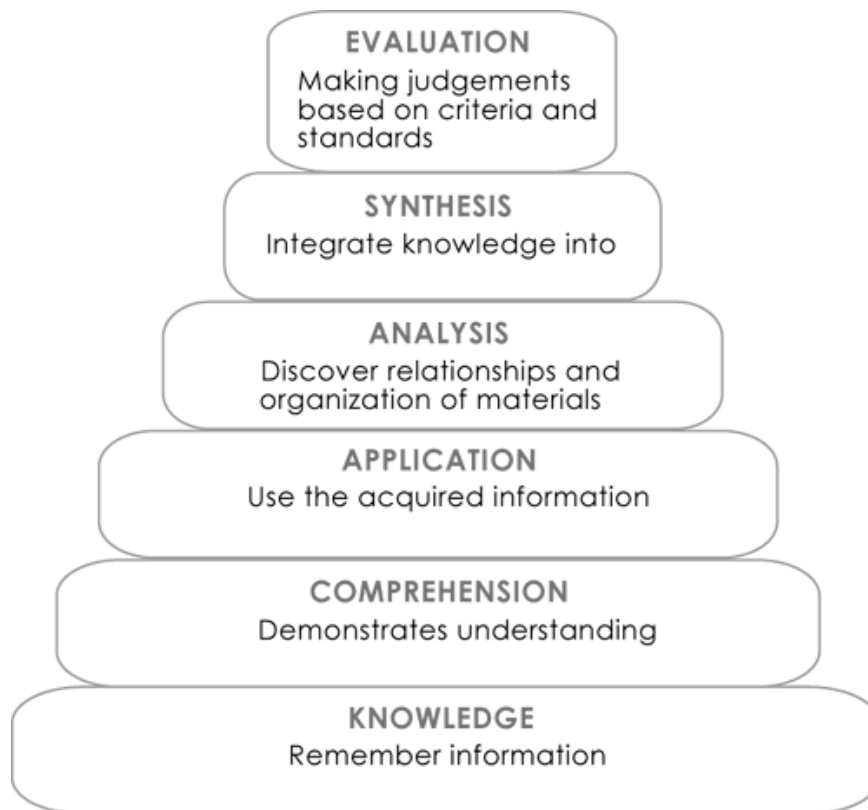


# Best Practice: Crafting Effective Questions

As research indicates, the quality of the first post in a thread influences the thought level of subsequent postings.<sup>2</sup> A carefully worded discussion question is perhaps the most important factor in using discussions to satisfy your learning objectives.

## Using Bloom's Taxonomy

You can use Bloom's Taxonomy to determine what type of question to develop, as well as how to word it. In this classification system, the least complex level, information recall, resides at the bottom of the pyramid as a knowledge base. At the top, evaluation, synthesis, and analysis require the most complex and abstract thinking. Discussions, along with creative assignments and group work, are for higher order thinking.



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<sup>2</sup> Meyer, K. A. "The Ebb and Flow of Online Discussions: What Bloom Can Tell Us About Our Students' Conversations." JALN 9.1(2005) Web. 2 Feb. 2006.

## Essential and Guiding Questions

Essential and guiding questions may also draw out higher order thinking.

- Essential questions require skills, such as analyzing, synthesizing, or evaluating. Answers to essential questions cannot be readily found on the internet and copied; they must have personal meaning and insight constructed by the student.<sup>3</sup>
- Guiding questions help students answer the essential question. These questions are subcategories of the main topic and may tap into lower levels of Bloom's Taxonomy.

## Ideas for Guiding Questions

You can develop guiding questions and use them in a number of ways:

- Students can work in small groups to develop their own guiding questions to help them answer the essential question.
- You can start with guiding questions and lead up to the essential question through the course of the discussion.
- You can include them with the initial post to help students get started.
- You can interject guiding questions when a lull occurs.

### *Example*

Essential Question: How would you design the perfect online instructor?

#### Guiding Questions:

- What assumptions do you hold about teaching effectiveness?
- How would you assess an instructor's performance?
- Identify a list of traits that describe the qualification of perfect. Think about your own experiences as a student.
- List traits you would avoid in designing the perfect instructor.

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<sup>3</sup> McKenzie, J. "Framing Essential Questions." Technology Connection 6.1 (1996). Web. 19 Jan. 2006.

## 4: Moderating Discussions

In this section, we will examine the art and science of moderating discussions to maintain discussion activity throughout the term. Without vigilance on the your part, even discussions starting out with ample excitement can dwindle as the term progresses.

The **art of moderating** involves finding the right balance between guiding the conversation and standing back to allow students to discover new ideas.

The **science of moderating** involves using the discussion board functions to keep students focused on relevant discussions and to determine a student's level of access.

### Learning Outcomes

After completing this section, you will be able to:

- Describe techniques for moderating discussions.
- List steps to developing successful online discussions.
- Describe the forum roles and assign users to roles.
- Use the moderation queue to monitor discussion posts and distribute the workload.
- Describe thread status options and identify situations when it is appropriate to change the status.

# The Art of Moderating

As an online instructor, your role is to facilitate the conversation and exchange of ideas on the discussion board. You need to be sure that students feel comfortable to share, while also monitoring responses and keeping everyone focused and on track. At the same time, you want to be careful not to dominate or impede the flow of the discussion.

Here are some suggestions for finding the right balance between guiding the conversation and leading it:

- Ask probing questions that lead to other perspectives or ask for clarification.
- Do not respond to every student post or rush to fill silences. If given the opportunity, students will contribute rather than depend on you for answers. However, engage students when lulls occur.
- Redirect tangents to the appropriate topic.
- Reinforce authors whose posts meet expectations.
- Acknowledge efforts by those taking brave steps outside of their comfort zones.
- Reply privately when dealing with individual issues or online behavior.

## Four Steps to Developing Successful Online Discussions

The following table lists four steps and examples for developing successful online discussions.

Steps	Examples
Define participation requirements	Students need to be aware of your expectations. Create a forum where students can read about etiquette and grading rubrics.
Craft an effective question	Avoid phrasing the question so students can answer with a yes or no. Instead, phrase the question to provoke thought and research. Use the mashups tool to include images, videos, and slide presentations. Students can also include mashups in their replies.
Encourage new ideas	If discussion postings contain too much agreement and not enough questioning of ideas, try assigning students with the last names A–M to support one side and N–Z to support the other.
Moderate	Establish your presence by asking for clarification, resources, or input from silent participants.

# Assigning Forum Roles

In a forum, each user has a forum role and can only have one role per forum. By default, instructors have the role of manager and students have the role of participant.

**NOTE:** Your school determines which course roles are available.

You can assign forum roles to limit access to a forum or to help with forum administration. When you are logged in as an instructor, you cannot change your own forum role.

## QUICK STEPS: Assigning Forum Roles

1. Access a forum's contextual menu and select **Manage**.
2. On the **Manage Forum Users** page, a list of users appears. Access a user's contextual menu to select a new role.

**TIP:** If you want to show only those users with a single role, make a selection in the **Display Forum Role** drop-down list on the action bar and click **Go** -OR- change multiple roles at one time, select the users' check boxes and, point to **Edit Role** on the action bar to access the drop-down list. Select the check box in the header row to select all users.

The screenshot shows the 'Manage Forum Users' page. At the top, there is a 'Display Forum Role' dropdown menu with a 'Go' button. Below it, there is an 'Edit Role' button. The main part of the page is a table with columns for 'First Name', 'Last Name', 'Username', and 'Forum Role'. The table lists several users, including Tony Brown, Chris Casper, Cathy Chu, Alyssa Dubois, Andy Farrell, Monica Gonzales, and Juan Hernandez. Chris Casper is highlighted in yellow. A dropdown menu is open for Chris Casper, showing options to 'Change to Manager', 'Change to Builder', 'Change to Moderator', 'Change to Grader', 'Change to Participant', 'Change to Reader', and 'Block user from forum'. The 'Change to Reader' option is highlighted.

First Name	Last Name	Username	Forum Role
<input type="checkbox"/>	Tony	Brown	Participant
<input checked="" type="checkbox"/>	Chris	Casper	Participant
<input type="checkbox"/>	Cathy	Chu	Manager
<input type="checkbox"/>	Alyssa	Dubois	Participant
<input type="checkbox"/>	Andy	Farrell	Participant
<input type="checkbox"/>	Monica	Gonzales	Participant
<input type="checkbox"/>	Juan	Hernandez	Participant

3. The new role appears in the **Forum Role** column for the user.

4. Click **OK** to return to the discussion board. Alternatively, click the forum title in the breadcrumbs to return to the forum.

**TIP:** To change multiple roles at one time, select the users' check boxes and, point to **Edit Role** on the action bar to access the drop-down list. Select the check box in the header row to select all users.

To limit a user's access to a forum, assign the **Reader** or **Block user from forum** role. The roles and their permissions are listed in the following table.

Role	Permissions
Participant	<ul style="list-style-type: none"><li>• Participants can read and reply to posts.</li><li>• Users with a course role of student are granted this role by default.</li></ul>
Reader	<ul style="list-style-type: none"><li>• Readers can read the contents of a forum, but cannot post responses or add threads.</li></ul>
Blocked (Block user from forum)	<ul style="list-style-type: none"><li>• Blocked users cannot access the forum.</li></ul>

To assist with forum administration, assign users any of the roles listed in the following table.

Role	Permissions
<b>Moderator</b>	<ul style="list-style-type: none"><li>• Moderators can delete, edit, and lock all posts in any forum, even if the forum does not use the moderation queue.</li><li>• If you use a moderation queue, a moderator approves or rejects posts in the queue before they are made available to all users.</li><li>• Users with a course role of instructor or course builder are granted this forum role by default.</li></ul>
<b>Grader</b>	<ul style="list-style-type: none"><li>• Graders can read, reply to, and grade posts. The grader role has some access to the Grade Center. Graders cannot view their own work.</li><li>• Users with a course role of grader are granted this forum role by default.</li></ul>
<b>Manager</b>	<ul style="list-style-type: none"><li>• Manager have full control over the forum and can change the forum settings, moderate posts, and assign roles and grades.</li><li>• Users with a course role of instructor or teaching assistant are granted this role by default.</li></ul>
<b>Builder</b>	<ul style="list-style-type: none"><li>• Builders can edit, copy, and delete forums, but not grade or manage forums. Inside a forum, a builder can perform the same actions on posts as an instructor, with the exception of grading threads.</li><li>• Builders can create new threads in a forum.</li><li>• Builders can enable grading for a thread and type a value.</li><li>• Users with a course role of course builder are granted this forum role by default.</li></ul>



## Frequently Asked Questions

In the following table, learn more about the moderator role.

Question	Answer
What are the benefits of assigning a moderator?	<p>A moderator can benefit discussion activities in the following ways:</p> <ul style="list-style-type: none"><li>• A moderator can ensure that postings are high quality and adhere to established etiquette guidelines.</li><li>• A moderator can give students private feedback on their posts, ask for clarification, correct any confusion, or redirect a student's focus.</li></ul>
Who can I use as a moderator?	<p>An instructor or a teaching assistant can be a moderator. Or, save time and get students involved by assigning the moderator role to a student. For example, ask students to sign up to moderate a topic of their choice, or use the moderation role as an extra credit opportunity.</p>

# Moderating Posts

Occasionally, students may introduce material to the discussion board that is inappropriate for the class discussion. Depending on the maturity and the sensitivity of the students in your course, you may need to review student posts before sharing them with the rest of the class.

In a discussion forum, you can assign a user the role of moderator. A moderator reviews posts before they are added to a thread and appear in the discussion board. You or another responsible participant can fulfill the role of moderator.

When you create a moderated forum, all posts to the forum are added to a moderation queue. A moderator reviews each post and does one of following:

- Publishes the post.
- Returns the post to the sender without a message.
- Returns the post to the sender with a message.

You choose to moderate a forum when creating it or by editing an existing forum. You can only review posts added **after** enabling the forum moderation. If you do not assign a moderator, the manager role must take responsibility for approving posts in a moderated forum.

**TIP:** When choosing a moderated forum, do not allow students to edit or delete posts. You want to be sure that users view the posts that were approved.

## QUICK STEPS: Moderating Posts

1. Access a forum's contextual menu.
2. Select **Edit**.
3. On the **Edit Forum** page, in the **Forum Settings** section, select the **Force Moderation of Posts** check box and click **Submit**.

**3. Forum Settings**

- ☐ Allow Anonymous Posts
- ☐ Allow Author to Delete Own Posts
  - ☐ All posts
  - ☒ Only posts with no replies
- ☐ Allow Author to Edit Own Published Posts
- ☐ Allow Post Tagging
- ☒ Allow Users to Reply with Quote
- ☒ Allow File Attachments
- ☒ Allow Members to Create New Threads

Subscribe

- ☒ Do not allow subscriptions
- ☐ Allow members to subscribe to threads
- ☐ Allow members to subscribe to forum
  - ☐ Include body of post in the email
  - ☒ Include link to post

☒ Allow Members to Rate Posts

☒ Force Moderation of Posts

4. After users submit posts, access the forum. In the moderator view, no posts appear because the messages are awaiting approval. On the action bar, click **Moderate Forum**.

**NOTE:** The **Moderate Forum** function appears only to those users who have a forum role of manager or moderator. In the student view, the author can see the post in **Tree View** with a reminder it is in the moderation queue.

**Forum: Oil Discovery in our Oceans and the Potential of Polluting our Waters Further**

Create Thread Moderate Forum 4 Search Display

No items found.

- On the **Moderation Queue** page, the posts appear in alphabetical order by title. Click the column title or caret to sort by post title, author, or date. To review a post, click **Moderate**.


 <b>Moderation Queue</b>			
<u>Post</u>	 <u>Author</u>	<u>Date</u>	
Any domestic oil we can find is good	Mark Tsai	Sat Sep 20 20:24:19 EDT 2010	Moderate
I am against offshore drilling	Sarah Spooner	Sat Sep 20 16:17:34 EDT 2010	Moderate
Less reliance on oil and more commitment....	Dwight Paul	Sun Sep 21 12:17:46 EDT 2010	Moderate
Results of pollution on our oceans	Andy Farrell	Sat Sep 20 20:20:13 EDT 2010	Moderate
Stop Offshore Oil and Gas Drilling	Juan Hernandez	Sat Sep 20 19:27:10 EDT 2010	Moderate
We have too much reliance on foreign oil so....	Chris Casper	Mon Sep 22 16:53:39 EST	Moderate
Worth the risk?	Mina Akbar	Sat Sep 20 19:31:47 EDT 2010	Moderate
Displaying 1 to 7 of 7 items <span>Show All</span> <span>Edit Paging...</span>			

- On the **Moderate Posts** page, read the post and select the **Publish** or **Return** option. Published messages are immediately posted to the thread.
- Optionally, type feedback in the text box. You can use the content editor functions to format the text, link to files in Course Files or the Content Collection, and include external links, multimedia, and mashups.
 

**NOTE:** Though feedback is optional, this is an opportunity to provide guidance, ask questions, redirect a student's focus, and explain why a post was returned.
- Click **Submit**.

## Result




Returned posts no longer appear in the moderation queue. Students see their returned posts in the forum. When users open returned posts, they see an explanation, if feedback was included. They can create new threads as needed.



**Forum: Oil Discovery in our Oceans and the**

Create Thread

Thread Actions Collect

<input type="checkbox"/>	 <b>Date</b>	 <b>Thread</b>	<b>Author</b>	<b>Status</b>
<input type="checkbox"/>	9/22/10 4:53 PM	<a href="#">We have too much reliance on foreign oil so...</a> 	Chris Casper	Returned

## Changing Thread Status

You can change the status of a thread to keep students focused on relevant discussions and to help organize a forum containing many threads. When users create and submit a thread, it is assigned the **Published** status.

The following table describes which thread status to select to accomplish various goals.

Status	Goal for Thread
<b>Publish</b>	Make thread available to all users.
<b>Hide</b>	Hide the thread from immediate view, but still allow users the option of reading the threads. Unneeded content is hidden from view, helping users find relevant content. Users cannot reply to or edit hidden threads, even if you enabled editing for the thread.  Users can view hidden threads using the <b>Display</b> drop-down list on the action bar.
<b>Make Unavailable</b>	Hide thread from view of all users except forum managers.
<b>Lock</b>	Allow users to read the thread, but not edit or add to it. Locking a thread allows you to assign grades without users updating or changing posts.
<b>Unlock</b>	Unlock a locked thread to select another status.

## QUICK STEPS: Changing Thread Status

1. Access a forum and change to **List View**.
2. Select the check box next to each thread requiring a change of status. You can select multiple threads or select the check box in the header to select all threads.
3. In the **Thread Actions** drop-down list, select a new status for the selected thread or threads. Alternatively, access a thread's contextual menu and select a thread status.

The screenshot displays a Blackboard forum titled "Forum: Wave Assignment: Energy From Waves and Tides". At the top right, there are buttons for "List View" (highlighted with a blue circle 1) and "Tree View". Below the title bar is an action bar with buttons: "Create Thread", "Grade Forum", "Subscribe", "Search", and "Display" (with a dropdown arrow). Below the action bar is a table of threads. The first thread, "Assignment: Extracting Energy" by Monica Gonzales, is selected (checked box and highlighted row). A context menu is open over the first thread, showing options: "Mark as Read", "Mark as Unread", "Set Flag", "Clear Flag", "Publish", "Hide", "Make Unavailable", "Lock" (highlighted with a blue circle 3), and "Unlock".

<input type="checkbox"/>	Date	Thread	Author	Status	Unread Posts	Total Posts
<input checked="" type="checkbox"/>	6/25/12 9:56 AM	Assignment: Extracting Energy	Monica Gonzales	Published	1	1
<input type="checkbox"/>	6/21/12 3:37 PM	Siadar Bay Wave Energy Project	Ryan Johnson	Published	2	2
<input type="checkbox"/>	6/21/12 10:38 AM	Wave Assignment: Wave Energy Trials Underway in New Zealand	Henry Wagner	Published	1	1
<input type="checkbox"/>	6/20/12 5:16 PM	Tidal Power: For, Against, and the Cost	Sarah Spooner	Published	3	3

## Result

The status for each thread appears in the **Status** column. If you save a draft of a thread to edit in the future, **Draft** appears in the **Status** column. To access your drafts, you must select **Show All** or **Drafts Only** from the **Display** drop-down list on the action bar.

## Hands-on Activity



For this activity, use your Practice Course and access the discussion board.

### Moderate discussions

- Because of some inappropriate postings in the previous unit, you do not want **Chris Casper** to post to the **Unit 3** forum. Change his privileges so he can only read postings in the forum.
- Lock a thread in the **Unit 2** forum so students cannot add posts.
- For the **Unit 4** forum, delegate some of the workload by assigning the **Moderator** role to **Sarah Spooner** before students begin posting.



## 5: Managing Discussions

In this section, techniques are presented for managing the discussion board and the content within forums and threads. For example, to keep students focused as the term progresses, edit forum settings or organize forums and threads to attract attention once again.

### Learning Objectives

After completing this section, you will be able to:

- Change forum availability.
- Edit descriptive information for forums.
- Edit forum settings as the discussion progresses.
- Copy discussion forums.
- Organize forums and threads.
- Add tags to threads.

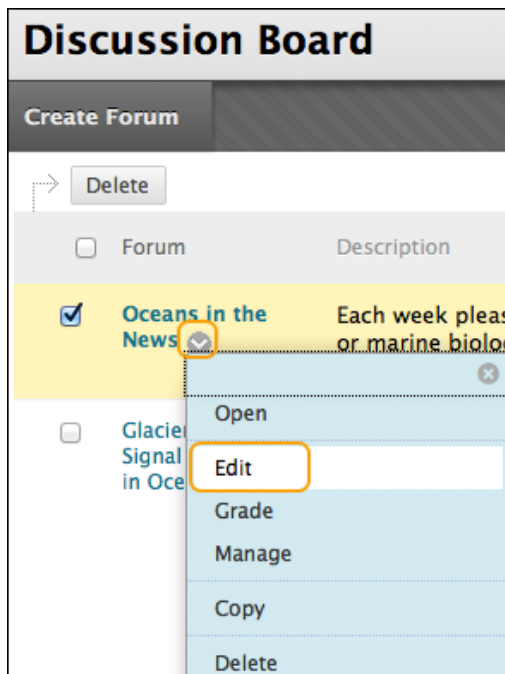
# Editing Forums

As the discussion progresses, you can solve some discussion issues by editing forum settings. For example, if students are posting to the wrong topic, fine-tune the forum name or description to clarify the forum's purpose.

**TIP:** You can create all forums at the beginning of the term and make them unavailable. When you are ready for students to use the forum, edit its settings to make it available.

## QUICK STEPS: Editing Forums

1. Access a forum's contextual menu.
2. Select **Edit**.



3. On the **Edit Forum** page, change the forum's name, description, availability, and settings.
4. Click **Submit**.

# Copying Forums

You can copy discussion forums and add them to the current discussion board or to a group discussion board in the same course. Copying does not delete the content from the original location in a course. You have the option to copy a forum, the settings, and the posts or to copy just a forum's settings.

**NOTE:** To copy discussion board forums to another course, use the course copy feature.

## **Example: Copy the entire forum**

If two distinct topics emerge during a discussion, you can create separate forums for these topics. Copy the forum and delete the off-topic posts from each forum.

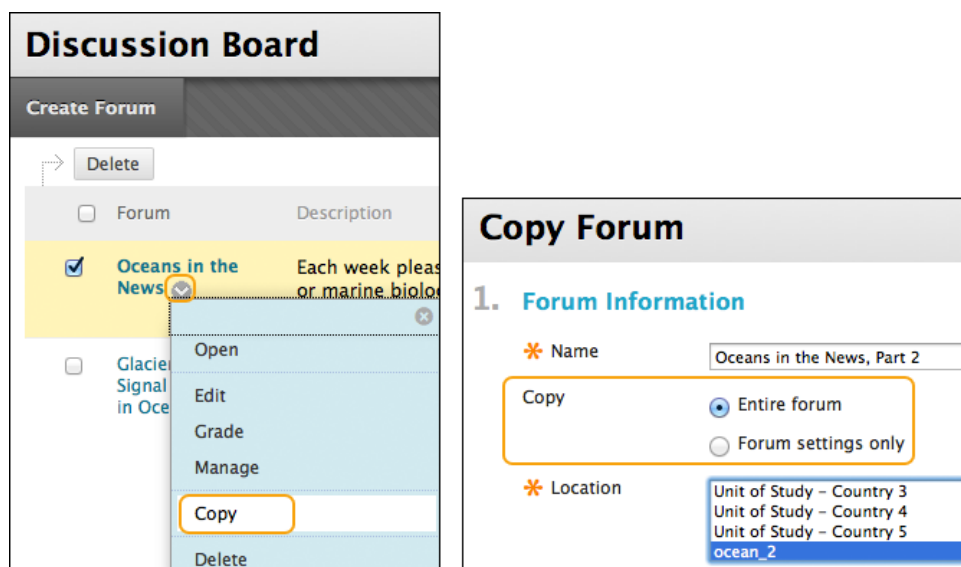
When content is copied, all threads and replies appear in the new location, along with any file attachments.

## **Example: Copy forum settings only**

You can base a new forum on the settings from another forum. If you want students to submit a second research paper, copy the settings of the first research paper's forum. The forum is added with no threads.

## **QUICK STEPS: Copying Forums**

1. Access a forum's contextual menu.
2. Select **Copy**.
3. On the **Copy Forum** page, type a **Name**.
4. Select the option to copy: **Entire forum** or **Forum settings only**.




5. In the **Location** box, select a discussion board to copy to. To select the course's discussion board, select the course ID.
6. Click **Submit**. On the **Discussion Board** page, the copied forum is added to the bottom of the list.

**NOTE:** Discussion forums you copy to a group discussion board only include messages authored by the group's members.

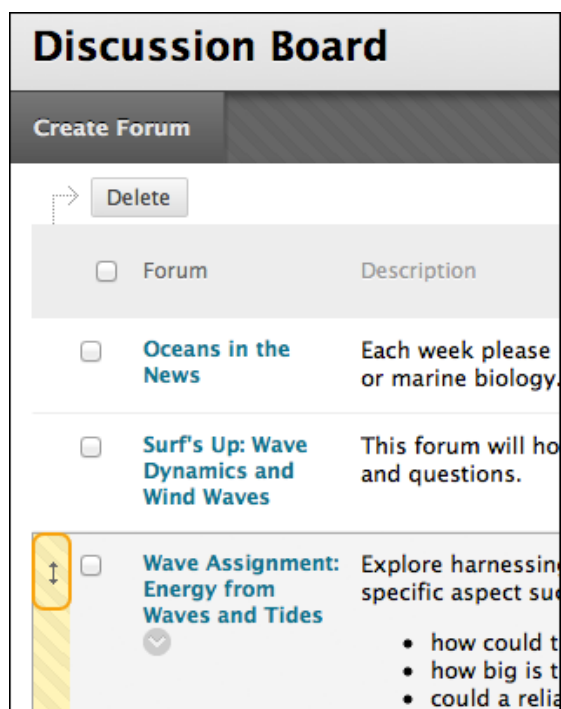
# Organizing Forums and Threads

You can help students focus on the most relevant content by reorganizing your discussion board. When you create a forum, it is added to the bottom of the list. You can move the current forum to the top or delete forums that are no longer relevant.

Reorder forums using the drag-and-drop function—a double-tipped arrow or handle—to move them into place. Alternatively, reorder forums using the keyboard accessible reordering tool on the action bar—two arrows pointing up and down .

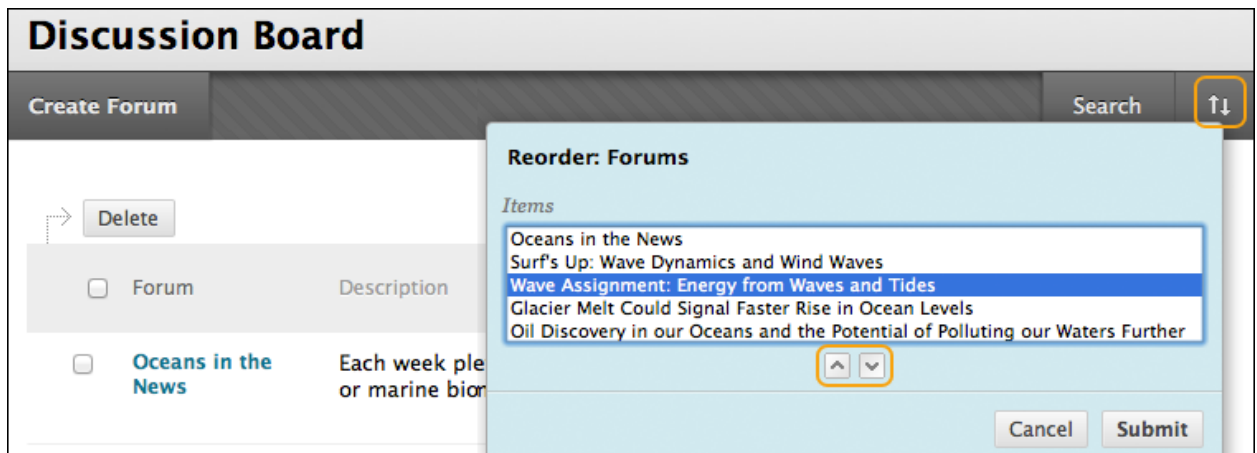
## Drag-and-Drop Function

1. Access the discussion board and press the arrows next to a forum you want to move. The item is highlighted.
2. Drag the forum into a new location in the list.
3. Release the forum to place it in its new location.



## Keyboard Accessible Reordering Tool

1. On the action bar, click the keyboard accessible reordering icon represented by two arrows.
2. In the **Items** box, select a forum title.
3. Below the **Items** box, use the up and down arrows to adjust the order.
4. Click **Submit**. A pop-up box states: **Items have been reordered**.
5. Click **OK**.



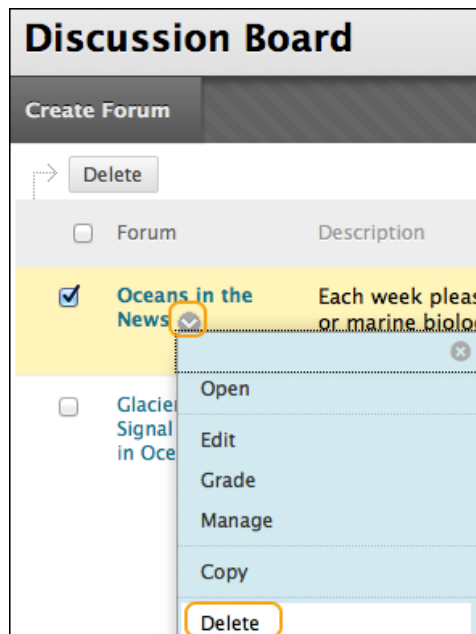
## Deleting Forums and Threads

You can delete forums and threads that you no longer need. For example, delete an ungraded forum used to discuss a completed assignment. For a less permanent solution, you can make a forum unavailable.

When you delete graded discussion content, you determine if the Grade Center column and scores are also deleted.

### QUICK STEPS: Deleting Forums and Threads

1. Access a forum or thread's contextual menu.
2. Select **Delete** to permanently delete forum or thread content.



3. Click **OK** in the pop-up window.
4. On the **Delete Confirmation** page, you have two options:
  - **Do not select check boxes:** The graded forum or thread is deleted, but the Grade Center column and scores you assigned are retained. For example, you graded all students' posts and want to keep the Grade Center column for the final grade calculations. If you delete the forum or thread, yet retain the Grade Center column, you can delete that column from the Grade Center at any time.
  - **Select the check boxes:** The Grade Center column and the forum or thread are deleted. For example, if you do not want to include the grade

column for the discussion posts in the final grade, you can safely delete both.


5. Click **Remove** to confirm the deletion. This action is final.

On the **Thread Detail** page, you can delete individual messages when viewing a post within a thread.

< Wave Assignment: Wave Energy Trials Underway in New Zealand >

ReplyQuoteEditSet FlagDelete

**Author:**

 [Henry Wagner](#)

**Posted Date:**

Thursday, June 21, 2012 10:38:14 AM EDT

**Edited Date:**

Thursday, June 21, 2012 10:38:14 AM EDT

**Total views:**

8 (Your views: 1)

**Overall Rating:**

★★★★★

**Your Rating:**

☆☆☆☆☆

August 2008

A uniquely 'Kiwi' wave energy generator is harnessing the power of waves in Evans Bay Wellington.  
[Energy Technology New Zealand \(WET-NZ\) – a partnership between the Crown Research Institutes Industrial Research Limited](#)



# Tagging Threads

Tags are text labels that act like bookmarks. You can tag posts to group similar messages together. For example, if the subject of “scientific notation” is discussed often, tag each of the posts on this topic. Students can read, filter, and search messages using these tags, but they cannot create tags.

**NOTE:** In a forum’s settings, you must enable **Allow Post Tagging** so you can create tags.

**TIP:** For faster discussion board loading, disable tagging during the times forum usage is heavy. When you enable tagging again, all tags are restored.

## QUICK STEPS: Tagging Threads

1. Access the forum containing the threads to tag.
2. In **List View**, select the check boxes for the thread or threads to tag. You can select all the threads in a forum by selecting the check box in the header row.
3. On the action bar, click **Collect**.

The screenshot shows the Blackboard forum interface for "Forum: Oceans in the News". The view is set to "List View". The "Thread Actions" bar includes a "Collect" button. Three threads are selected with checkboxes.

	Date	Thread	Author	Status	Unread
<input checked="" type="checkbox"/>	6/24/12 10:11 AM	Week 1: Wave Power in Scotland	Ryan Johnson	Published	1
<input type="checkbox"/>	6/22/12 1:18 PM	Week 1: NOAA's Coral Reef Conservation Program	Henry Wagner	Published	1
<input checked="" type="checkbox"/>	6/22/12 10:42 AM	Week 1: Wave Power	Bruce Lopez	Published	2
<input type="checkbox"/>	6/21/12 3:32 PM	Week 1: Great Global Warming/Ocean Effect	Monica Gonzales	Published	1
<input type="checkbox"/>	6/21/12 10:25 AM	Week 1: Longshore Drift	Chris Casper	Published	2

- On the **Collection** page, you can filter and sort your results.
- Type a tag name in the **Tag Text** box.
- Select the check boxes of the messages to assign the tag name to. To select all the messages, click **Select: All** above the list.
- Click **Add** next to the **Tag Text** box.

## Collection

Print Preview
Filter

Sort by Date of Last Post Order ▼ Descending

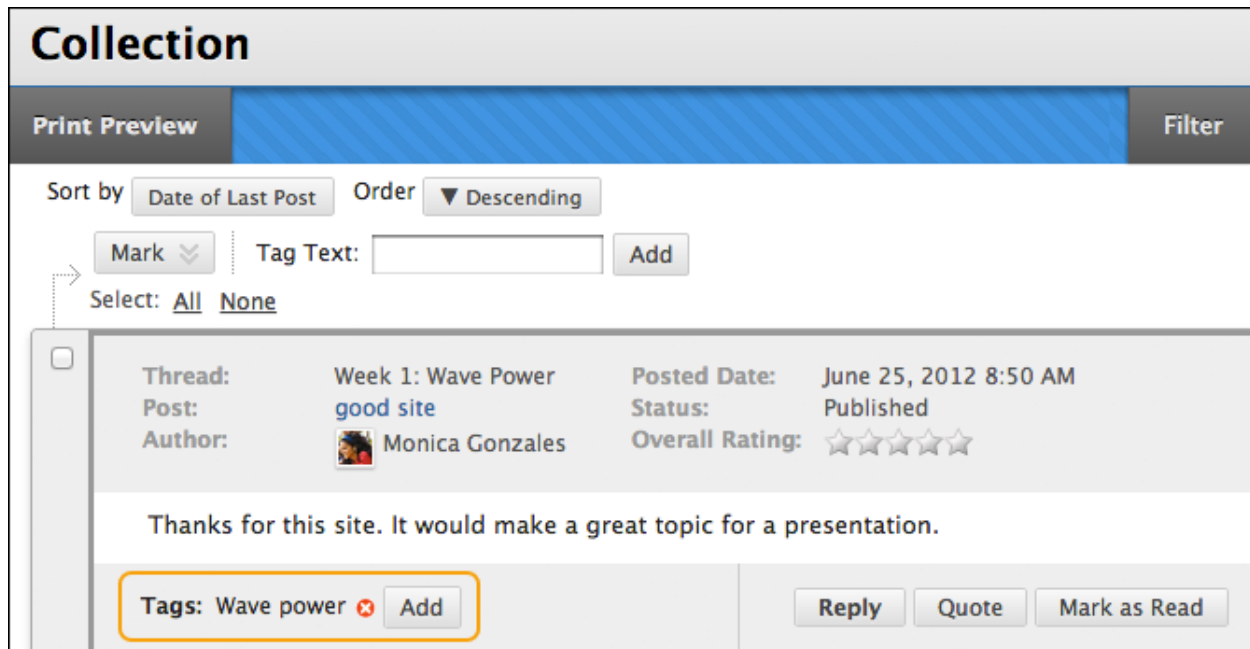
Mark ▼ Tag Text: Wave power 5 Add 7

Select: All None

6	<input checked="" type="checkbox"/>	Thread: Week 1: Wave Power Post: <a href="#">good site</a> Author:  Monica Gonzales	Posted Date: June 25, 2012 8:50 AM Status: Published Overall Rating: ☆☆☆☆☆	Thanks for this site. It would make a great topic for a presentation.	Reply Quote Mark as Read
	<input checked="" type="checkbox"/>	Thread: Week 1: Wave Power in Scotland Post: <a href="#">Week 1: Wave Power in Scotland</a> Author:  Ryan Johnson	Posted Date: June 24, 2012 10:11 AM Status: Published Overall Rating: ☆☆☆☆☆	<a href="http://www.alternative-energy-news.info/wave-power-scotland/">http://www.alternative-energy-news.info/wave-power-scotland/</a>	Reply Quote Mark as Read
	<input type="checkbox"/>	Thread: Week 1: Wave Power Post: <a href="#">I'm with you Bruce</a> Author:  Henry Wagner	Posted Date: June 22, 2012 1:20 PM Status: Published Overall Rating: ☆☆☆☆☆		

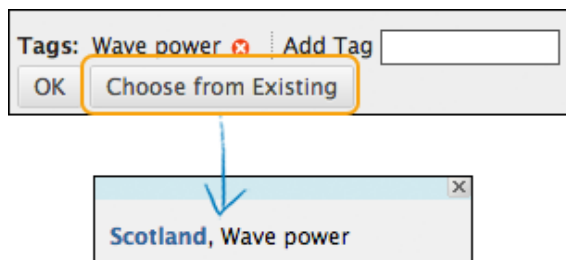
## Result

On the **Collection** page, the tag you provided appears below each message you selected. If you provide multiple tags, all appear. You can include more tags following the same steps. To delete a tag, click the red **X** next to it.



The screenshot shows the 'Collection' page interface. At the top, there's a header with 'Collection' and buttons for 'Print Preview' and 'Filter'. Below this, there are sorting options: 'Sort by' (Date of Last Post) and 'Order' (Descending). A 'Mark' dropdown and a 'Tag Text' input field with an 'Add' button are also present. A 'Select: All None' link is shown. The main content area displays a message thread. The thread details include: Thread: Week 1: Wave Power, Post: good site, Author: Monica Gonzales (with profile picture), Posted Date: June 25, 2012 8:50 AM, Status: Published, and Overall Rating: 5 stars. The message text is 'Thanks for this site. It would make a great topic for a presentation.' Below the message, there is a 'Tags' section showing 'Wave power' with a red 'X' icon and an 'Add' button. To the right of the tags are buttons for 'Reply', 'Quote', and 'Mark as Read'.

Alternatively, add a tag to an individual message. Below the message, type the tag in the **Add Tag** box. Click **OK** or click **Choose from Existing** to choose a tag from a list of tags.



The diagram illustrates the process of adding a tag. It shows a 'Tags' section with 'Wave power' and a red 'X' icon, followed by an 'Add Tag' input field. Below the input field are two buttons: 'OK' and 'Choose from Existing'. A blue arrow points from the 'Choose from Existing' button to a small window titled 'Scotland, Wave power', which displays the selected tag.

## On the Forum Page

On the forum page, all tags appear in the **Tags** column. The column is only visible in **List View**.

**Forum: Oceans in the News**

List View Tree View

Create Thread Search Discover Content Display Tags

Thread Actions Collect Delete

Date	Thread	Author	Status	Tags		
6/24/12 10:11 AM	Week 1: Wave Power in Scotland	Ryan Johnson	Published	Scotland, Wave power	0	1
6/22/12 1:18 PM	Week 1: NOAA's Coral Reef Conservation Program	Henry Wagner	Published		1	1
6/22/12 10:42 AM	Week 1: Wave Power	Bruce Lopez	Published	Scotland, Wave power	2	4
6/21/12 3:32 PM	Week 1: Great Global Warming/Ocean Effect	Monica Gonzales	Published		1	1
6/21/12 10:25 AM	Week 1: Longshore Drift	Chris Casper	Published	drift	2	2

- On the action bar, click **Tags** to access the drop-down list and select a tag or **Show All Tags**. After you make a selection, only those messages appear on the forum page.
- To sort messages by tag, click a tag in the **Tags** column. The messages with that tag appear on a **Collection** page.

# Frequently Asked Questions

In the following table, learn about successfully managing your discussion boards.

Question	Answer
A discussion forum has been available for two weeks with few contributions. What changes can I make to the forum to encourage participation?	Two changes you can make: <ul style="list-style-type: none"><li>• If the topic is potentially controversial, allow anonymous posts.</li><li>• If you are not grading threads, allow students to create new threads. This flexibility may encourage students to post their ideas and questions.</li></ul>
By the end of the semester, my discussion board contains dozens of forums. What can I do to provide better organization and flow?	To keep your discussion board organized: <ul style="list-style-type: none"><li>• Change the order of the forums, placing the most current forums at the top of the list.</li><li>• Delete ungraded forums that were not used or contain few postings.</li></ul>

## Hands-on Activity



For this activity, use your Practice Course and access the discussion board.

### Managing discussions

- Reorder the forums on the discussion board.
- Access the **NASA Funding** forum and view the posts. This forum has been inactive for several weeks. Edit the forum settings to encourage participation.
- Access the **Pluto Controversy** forum and view the posts in the **Pluto Opinion** thread. Search for posts that are incomplete, inappropriate, or have been added to the wrong forum. Delete posts as needed.

## 6: Grading Discussions

In a face-to-face classroom setting, students are expected to participate in class discussions and that participation is part of the equation when assessing performance. Assessing this participation can be ambiguous. It is sometimes difficult to differentiate a student who is active, but does not advance the discussion, from a student who speaks less frequently, but with greater impact.

Student interactions with the discussion board create a permanent record of participation. You need to have reasonable expectations about what you and your students can accomplish in an online discussion. Due to its asynchronous nature, more time may be needed for well-articulated points to emerge in the online environment. In addition to providing a practical number of course discussion opportunities, students need timely and constructive responses regarding the quality of their contributions. Evaluation not only lets them know how they performed, but shapes the improvement of future interactions.

You can assign discussion grades within a forum or thread and evaluate students on their participation, on the quality of their posts, or a combination of the two. You can create rubrics and use them while grading forums and threads. To learn about the rubrics tool, see the *Using Rubrics* manual.

You can also grade discussion posts from the **Needs Grading** page. To learn more, see the manual for this feature.

### Learning Objectives

After completing this section, you will be able to:

- Explain the grading process.
- Grade discussion forums and threads.
- Disable grading.
- Change and delete grades.
- Use the email tool when assigning grades.
- Define discussion grading criteria.

# The Grading Process

The discussion grading process consists of four steps.



Instructor activity



Student activity

1

## CREATE

When you create a graded forum or thread, a column is created automatically in the Grade Center. The name of the forum or thread is used as the column title. You can edit the title in the Grade Center.

2

## PARTICIPATE

Students participate in the discussion. As the discussion progresses, you can participate and provide feedback by replying to, rating, and moderating posts.

3

## GRADE

Review student posts and type a numeric grade. You can lock threads after they are graded.

4

## VIEW GRADES

The grades are saved in the discussion board and added to the Grade Center. Students can view their grades in **My Grades**.



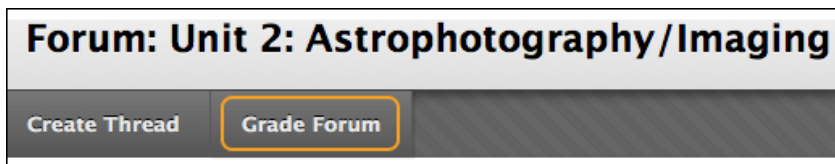
# Assigning Forum Grades

You can assign discussion grades to evaluate participants on performance throughout a forum. When you create or edit a forum, you can enable forum grading options and a Grade Center column is created automatically.





Only users with a role of manager or grader can assign grades for posts. A grader cannot view his or her own work.

## QUICK STEPS: Assigning Forum Grades

1. Access the discussion forum where you enabled forum grading and click **Grade Forum** on the action bar.





2. On the **Grade Discussion Forum Users** page, click **Grade** in a user's row with a number in the **Posts** column.

Grade Discussion Forum Users					
 Email					
<input type="checkbox"/> Last Name ▲	First Name	Username	Posts	Grade	
<input type="checkbox"/> Brown	Tony	 tbrown	3	--	<input type="button" value="Grade"/>
<input type="checkbox"/> Casper	Chris	 ccasper	0	--	<input type="button" value="Grade"/>
<input type="checkbox"/> Cooper	Ashby	 acooper	2	--	<input type="button" value="Grade"/>

3. On the **Grade Discussion Forum** page, a collection of the user's posts made to the graded forum appears. Because you can base a forum grade on multiple threads, all messages posted by the student are included for review. On the action bar, click **Print Preview** to open the page in a new window in printer-friendly format. Posts print in the order they appear on the page. To select which posts appear and in which order, you can filter and sort posts using the **Filter** function and the **Sort by** and **Order** drop-down lists.

The side panel contains three sections:

- **Forum Statistics:** Includes information about the user's posts, such as **Date of Last Post**, **Average Post Length**, and **Average Post Position**.
- **Forum Grade:** Includes **Grade**, **Feedback**, and **Grading Notes**.
- **Contributors:** Users who have submitted one or more posts appear with exclamation marks—the **Needs Grading** icon (  ). In this section, use the **Previous User** and **Next User** arrows in this section to navigate among users to grade -OR- click a user's name in the list. Click **Show All** to view all users in your course. Users who have not posted to the graded forum are included in this list. Click **Show with Posts Only** to return to the list of users who have posts to grade.

**NOTE:** The **In Progress** icon (  ) appears next to a user's name until the specified number of posts is met for needs grading status. For example, if you choose three posts from the drop-down list and a user submits two, the **In Progress** icon appears.

4. In the content frame, evaluate the currently selected user's posts. To assign a grade, click **Edit Grade** in the **Forum Grade** section.

## Grade Discussion Forum: Tony Brown

[Print Preview](#)[Filter](#)

Sort by Date of Last Post Order ▼ Descending

Mark ▼

Select: [All](#) [None](#)

Thread:

I got a few good shots

Post:

[I got a few good shots](#)

Author:

Tony Brown

Posted Date:

June 20, 2011 5:32 PM

Status:

Published

Well, I finally tried and got a few good shots of the moon and one good shot of Saturn.

I used a 4.5" zhummell eclipse telescope with a 20mm and 9mm lense and a SONY Cybershot digital camera just put up to the lense.

The best moon shot was with a wide angle (20mm) and a zoomed in (9mm). The only good shot of Saturn was with the 9mm.

[Reply](#)[Quote](#)[Mark as Read](#)

Thread:

Saturn

Post:

[RE: Saturn](#)

Author:

Tony Brown

Posted Date:

June 17, 2011 9:15 AM

Status:

Published

Hey, my uncle owns a photography place and he said when he does a prime focus, he just hooks the DSLR to the scope with a T-ring with EP projection. Then, hook the camera with a 3" extension with the EP inserted. He said, you'll understand!

[Reply](#)[Quote](#)[Mark as Read](#)

Thread:

help with equipment

Post:

[RE: help with equipment](#)

Author:

Tony Brown

Posted Date:

June 17, 2011 9:13 AM

Status:

Published

I don't think you can go wrong with that Nikon. I'd like to hear what others say about the rest.

### Forum Statistics

Statistics for: Tony Brown

Total Posts: 3

Date of Last Post: Jun 20, 2011 5:32:22 PM

Average Post Length: 238

Minimum Post Length: 96

Maximum Post Length: 379

Average Post Position: 2

### Forum Grade

[Edit Grade](#)

Grade for: Tony Brown

Grade: -- out of 10 [View Rubric](#)

Grade Date: --

Feedback: --

Grading Notes: --

### Contributors

[Show All](#)

Ashby Cooper (2)

Henry Wagner (1)

Javier Perez (1)

Linda Herrera (3)

Mark Tsai (2)

Ryan Johnson (2)

Tony Brown (3)

**NOTE:** To collapse or expand a side panel section, click the arrow next to the section title.

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Making the Most of Discussions





5. Type a numeric value in the **Current Grade Value** box. Assigning a score here removes any Grade Center override that may exist for this user for this forum grade.
- NOTE:** If you associated a rubric with the forum, you can access and use it for grading.
6. Optionally, type **Feedback** for the user and **Grading Notes** that appear to the forum manager or grader only. Optionally, use the spell check function at the bottom of each text box.
  7. Optionally, click **Text Editor** to access the editor in a pop-up window. Use the functions to format the text and include files, images, external links, multimedia, and mashups to your feedback or notes.
  8. Click **Save Grade**. The information appears in the **Forum Grade** section and in the Grade Center.
  9. Click **Edit Grade** to make changes. The changes appear in the **Forum Grade** section and in the Grade Center column. The changes are recorded in the Grade Center on the user's **Grade Details** page and on the **Grade History** tab.

The image contains two screenshots of the 'Forum Grade' interface. The left screenshot shows the 'Current Grade Value' set to 10 out of 10. Below this is a section for 'Associated Rubrics' with a dropdown menu set to 'Discussions' and a 'Used for Grading' checkbox. There are two text boxes: 'Feedback' containing 'Thank you for your easy to follow description and for helping others.' and 'Grading Notes' containing 'Any notes added here can only be seen by the instructor or Grader.' At the bottom are buttons for 'Text Editor', 'Cancel', and 'Save Grade'. The right screenshot shows the 'Edit Grade' button and the resulting grade information: 'Grade for: Tony Brown', 'Grade: 10 out of 10' with a 'View Rubric' button, 'Grade Date: 4/29/11 10:25 AM', and the same 'Feedback' and 'Grading Notes' text.

10. When grading is complete, click **OK** to return to the **Grade Discussion Forum Users** page or use the breadcrumbs to return to the discussion board.

## Result

Grades appear in the **Grade** column on the **Grade Discussion Forum Users** page and in the Grade Center.

Grade Discussion Forum Users					
	Email				
<input type="checkbox"/>	Last Name ▲	First Name	Username	Posts	Grade
<input type="checkbox"/>	Brown	Tony	 tbrown	3	10.00
<input type="checkbox"/>	Casper	Chris	 ccasper	0	--
<input type="checkbox"/>	Cooper	Ashby	 acooper	2	--

# Assigning Thread Grades

If you enabled **Grade Threads** during forum creation, you can assign grades for threads within that forum.

**REMINDER:** Students cannot create new threads in a forum where threads are graded.

## QUICK STEPS: Assigning Thread Grades

1. Access the discussion forum containing the thread you want to grade.
2. On the thread listing page, in **List View**, click **Grade Thread** in the thread's row.
3. On the **Grade Discussion Thread Users** page, click **Grade** in a user's row with a number in the **Posts** column.

**Forum: Pluto Controversy**

Create Thread Search Display ▾

Thread Actions ▾ Collect Delete

<input type="checkbox"/>	Date ▾	Thread	Author	Status	Unread Posts	Total Posts	Grade
<input type="checkbox"/>	6/15/11 2:30 PM	Pluto Opinion	Cathy Chu	Published	7	7	Grade Thread


**Grade Discussion Thread Users**

Email

<input type="checkbox"/>	Last Name ▾	First Name	Username	Posts	Grade
<input type="checkbox"/>	Brown	Tony	tbrown	1	-- Grade
<input type="checkbox"/>	Casper	Chris	ccasper	1	-- Grade

4. On the **Grade Discussion Thread** page, a collection of the user's posts made to the graded thread appears. Because you can base a thread grade on multiple messages, all messages posted by the student are included for review. On the action bar, click **Print Preview** to open the page in a new window in printer-friendly format. Posts print in the order they appear on the page. To select which posts appear and in which order, you can filter and sort posts using the **Filter** function and the **Sort by** and **Order** drop-down lists.

The side panel contains three sections:

- **Thread Statistics:** Includes information about the user's posts, such as **Date of Last Post**, **Average Post Length**, and **Average Post Position**.
- **Thread Grade:** Includes **Grade**, **Grade Date**, **Feedback**, and **Grading Notes**.
- **Contributors:** Users who have submitted one or more posts appear with exclamation marks—the **Needs Grading** icon (  ). In this section, use the **Previous User** and **Next User** arrows in this section to navigate among users to grade -OR- click a user's name in the list. Click **Show All** to view all users in your course. Users who have not posted to the graded thread are included in this list. Click **Show with Posts Only** to return to the list of users who have posts to grade.

**NOTE:** The **In Progress** icon (  ) appears next to a user's name until the specified number of posts is met for needs grading status. For example, if you choose two posts from the drop-down list and a user submits one, the **In Progress** icon appears.

5. In the content frame, evaluate the currently selected user's posts. To assign a grade, click **Edit Grade** in the **Thread Grade** section.

**Grade Discussion Thread: Chris Casper**

**Print Preview** **Filter**

Sort by **Date of Last Post** Order **Descending**

Mark **Select: All None**

Thread: **Pluto Opinion** Posted Date: **June 15, 2011 4:29 PM**  
 Post: **I have to vote no**  
 Author: **Chris Casper** Status: **Published**

Alas, Pluto, which is small and icy and orbits just beyond Neptune and has an eccentric orbit that is tipped out of the plane of the solar system, is none other than a Kuiper belt object—a leftover comet from the solar system's formation. If Pluto's orbit were ever altered so that it journeyed as close to the Sun as Earth, Pluto would grow a tail and look like a jumbo comet. No other planet can make this (possibly embarrassing) claim.

Source:  
[http://www.planetary.org/explore/topics/topten/tyson\\_pluto\\_is\\_not.html](http://www.planetary.org/explore/topics/topten/tyson_pluto_is_not.html)

**Reply Quote Mark as Read**

**Thread Statistics**

Statistics for: **Chris Casper**  
 Total Posts: **1**  
 Date of Last Post: **Jun 15, 2011 4:29:50 PM**  
 Average Post Length: **641**  
 Minimum Post Length: **641**  
 Maximum Post Length: **641**  
 Average Post Position: **2**

**Thread Grade**

**Edit Grade**

Grade for: **Chris Casper**  
 Grade: **-- out of 10** **View Rubric**  
 Grade Date: **--**  
 Feedback: **--**  
 Grading Notes: **--**

**Contributors**

**Show All**

**Chris Casper (1)** **Henry Wagner (1)** **Javier Perez (1)** **Linda Herrera (1)** **Ryan Johnson (1)** **Tony Brown (1)**

**NOTE:** To collapse or expand a side panel section, click the arrow next to the section title.

6. Type a numeric value in the **Current Grade Value** box. Assigning a score here removes any Grade Center override that may exist for this user for this thread grade.

**NOTE:** If you associated a rubric with the thread, you can access it while grading.

7. Optionally, type **Feedback** for the user and **Grading Notes** that appear to the forum manager or grader only. Optionally, use the spell check function at the bottom of each text box.



8. Optionally, click **Text Editor** to access the editor in a pop-up window. Use the functions to format the text and include files, images, external links, multimedia, and mashups to your feedback or notes.
9. Click **Save Grade**. The information appears in the **Thread Grade** section and in the Grade Center.
10. Click **Edit Grade** to make changes. The changes appear in the **Thread Grade** section and in the Grade Center column. The changes are recorded in the Grade Center on the user's **Grade Details** page and on the **Grade History** tab.

**Thread Grade**

Current Grade Value: 10 out of 10

Associated Rubrics: Discussions

Used for Grading: [icon]

Feedback: Interesting article. New to me. Thanks for sharing.

Grading Notes: Any notes added here can only be seen by the instructor or Grader.

Buttons: Text Editor, Cancel, Save Grade

**Thread Grade**

Edit Grade 10

Grade for: Chris Casper

Grade: 10 out of 10 View Rubric

Grade Date: 5/19/11 1:07 PM

Feedback: Interesting article. New to me. Thanks for sharing.

Grading Notes: Any notes added here can only be seen by the instructor or Grader.

11. When grading is complete, click **OK** to return to the **Grade Discussion Thread Users** page or use the breadcrumbs to return to the discussion board.

## Result

Grades appear in the **Grade** column on the **Grade Discussion Thread Users** page and in the Grade Center.

Grade Discussion Thread Users					
Email					
<input type="checkbox"/>	Last Name ▲	First Name	Username	Posts	Grade
<input type="checkbox"/>	Brown	Tony	tbrown	1	-- <a href="#">Grade</a>
<input type="checkbox"/>	Casper	Chris	ccasper	1	10.00 <a href="#">Grade</a>

# Disabling Grading

You can disable grading for graded forums and threads, even if grades exist.

## QUICK STEPS: Disabling Grading

1. Access the discussion board and access a forum's contextual menu.
2. Select **Edit**.
3. On the **Edit Forum** page, in the **Forum Settings** section, change the grading option to **No Grading in Forum**.
4. Click **Submit**. If you assigned grades for the forum or its threads, a warning message appears indicating that changing the setting will delete all existing grades. This action is final.
5. Click **OK** to continue or click **Cancel** to preserve the Grade Center items.

# Emailing Students When Assigning Grades

While assigning grades, you can use the email tool in the discussion board to quickly contact students. For example, send a student a question prior to assigning a grade or send feedback after assigning a grade.

## QUICK STEPS: Emailing Students When Assigning Grades

1. Navigate to the forum or thread to assign a grade.
2. On the **Grade Discussion Thread Users** page or the **Grade Discussion Forum Users** page, select one or multiple users' check boxes or select the check box in the header row to select all the users you want to email.
3. On the action bar, click **Email**.
4. On the **Email Forum User** page, you can edit the **Subject**.
5. Type a question or feedback in the **Message** box.
6. Click **Submit**.

**Grade Discussion Thread Users**

Email **3**

Page 1 of 2

<input type="checkbox"/>	Last Name	First Name	Username	Posts	Grade	
<input type="checkbox"/>	Akbar	Mina	makbar	0	--	Grade
<input type="checkbox"/>	Brown	Tony	tbrown	0	--	Grade
<input checked="" type="checkbox"/>	Casper	Chris	ccasper	1	--	Grade

**2**

**Email Forum User**

Cancel Submit **6**

**1 Email Information**

To Chris Casper  
From cchu@myschool.edu  
Subject **4** Your ocean is....  
Message **5**  
Hi Chris,  
Do you think you need to narrow your topic in any way? Let me know if I can help you.

## Hands-on Activity



For this activity, use your Practice Course and access the discussion board.

### Grade Discussions

- In the **Unit 2: Astrophotography/Imaging** forum, review and assign a grade for **Ryan Johnson's** postings.
- In the **Unit 3: Mass Objects** forum, assign a grade to **Ryan Johnson** for his posting to the **Discovery of Trans-Neptunian Object** thread.
- In the **Pluto Controversy** forum, select the **Pluto Opinion** thread and change the grade assigned to **Linda Herrera**. Send her an email explaining the grade change.

# Best Practice: Define Grading Criteria

When grading discussions, you need to have reasonable expectations about what you and your students can accomplish. Due to the asynchronous nature of an online discussion, you may need more time for well-articulated points to emerge than in a face-to-face classroom.

Tell students specifically what is expected, both in terms of quantity and quality of postings, and consider sharing some exemplary postings.

When evaluating student postings, keep the following questions in mind:

## **Did student participation in the discussion meet the objectives you set?**

- Did students participate regularly?
- Did students reply to postings?
- Did students post new threads?
- Did students use the rating feature?

## **Did the quality of the contributions meet the objectives you set?**

- Were replies or postings on topic?
- Did they add value to the discussion?
- Did they introduce new ideas?
- How did peers rate their postings?

Consider compiling your grading criteria into a rubric. By using a rubric to grade discussions, you provide students with clear performance requirements and consistent grading criteria to graders. To learn more about the rubrics tool, see the *Using Rubrics* manual.

## 7: Workshop Wrap Up

This section provides the opportunity to reflect on what has been learned by focusing your attention on the key concepts presented in the workshop. Also, the next page includes a worksheet for brainstorming some ideas about the use of discussions in your online course.

In this workshop, you learned how to do the following:

- Navigate the discussion board as a student and an instructor.
- Create forums and threads, and change the status of threads.
- Reply to and rate posts.
- Collect and tag posts.
- Assign forum roles.
- Moderate posts.
- Edit, copy, and organize forums.
- Assign forum and thread grades.
- Email students during the grading process.
- Add forums to course areas.
- Set etiquette guidelines.
- Craft effective questions.
- Define grading criteria.

# Spotlight on Your Course

Do you have some ideas on how you will use discussions in your course? Use the following worksheet to record ideas.

## Creation

- What types of forums will you create?
- Will you allow students to create new threads within forums?
- Will you get students involved in feedback and quality control by allowing them to rate posts?
- Will you allow anonymous posting?

## Grading

- Will you grade forums or threads?
- Will you set grading requirements for posting quality or quantity?

## Organization

- How many discussion forums will you make available at one time?
- How will you use the availability and status options?
- How will you order the forums on the discussion board?

## Moderation

- How involved will you be in discussions?
- What methods will you use to provide feedback and instructions to participants?
- Will you involve students as moderators?