

Icebreaker (5 mins):

Introduce yourself to the group (Name/Program/Faculty)

Come up with one UNIQUE thing that you have in common as a group. Name your group per this common thing.

Group Name:

Appoint 1 person to keep time and 1-2 people to write and post notes for the group

Activity Description

In this activity, you will be adapting a face-to-face discussion technique for synchronous and asynchronous discussion situations.

What is on my Jamboard?

The text-image on top describes the face-to-face discussion technique. Some of its features/functions have been highlighted in bold. You will be adapting these for synchronous and asynchronous discussions.

The board has been divided into Synchronous and Asynchronous parts. In each, the first column contains the discussion prompts.

Next to these, a few sample responses have been added for your benefit.

Activity Instructions

After you have appointed a timekeeper and 1-2 members to write the sticky notes,

1. Read the description of 'Socratic Seminar'
2. Use the discussion prompts to adapt the Socratic Seminar for synchronous and asynchronous settings.
3. Add your responses to the sticky notes that already exist in the row (if there is text space available) or add new sticky notes to the row.
4. Please make sure to color code the sticky notes. Yellow for Synchronous and Blue for Asynchronous.

You will begin the discussion activity on Frame 3. Two additional frames have been added for if your run out of space.

How to add a sticky note?

1. Click on the Sticky Notes tab on the left panel. Your blank sticky note will pop up.
2. Here, select the indicated color. Color options are on the top right of your sticky note dialogue box.
3. After you have finished typing, click 'Save'.
4. Drag and drop your sticky note to the desired location.

How to edit an existing sticky note?

1. Double click on the sticky note you wish to edit.
2. When the editing dialogue box pops up, enter/edit your text.
3. Click 'Save'.

Here are some questions that can help you with the discussion:

What is the purpose of this function/feature?

Is the role of the function/feature different in the online setting? Is it more/less important?

What tools/techniques/strategies do we have in the online setting for this purpose and role?

Are there any unique capabilities in the online medium that will help us achieve this function/feature?

SYNCHRONOUS

SOCRATIC SEMINAR

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12 mins

ASYNCHRONOUS

| | | | | |
|---|--|---|---|--|
| Discussion space: What tools will you use? | Collaborate Ultra, Zoom, | Depending on the size of the class-ultra would allow for smaller discussions and zoom would enable more face-face with smaller groups | Discussion space: What tools will you use? | Padlet, Jamboard, |
| How will you help students "continue the conversation"? | Give multiple question prompts, | breakout rooms | How will you help students "continue the conversation"? | Ask students to reply to at least one other post |
| What can you do to ensure that participants "respectfully share" their responses? | Outline discussion etiquettes and digital etiquettes | A frequent reminder of rules | What can you do to ensure that participants "respectfully share" their responses? | Outline discussion etiquettes and digital etiquettes |
| What can you do to ensure that the discussion "happens naturally"? | Include an icebreaker | | What can you do to ensure that the discussion "happens naturally"? | Post a follow up question if there is a lull in the discussion model desired behavior |

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12 mins
ASYNCHRONOUS

| | | | | | |
|---|--|---------|---|---|--------------------------|
| Discussion space: What tools will you use? | Collaborate Ultra, Zoom, Padlet, Blackboard | TopHat | Discussion space: What tools will you use? | Padlet, Jamboard, Canvas Discussion. | Canvas discussion boards |
| How will you help students "continue the conversation"? | Prompts, Polls, Group Discussion Time. | Quizzes | How will you help students "continue the conversation"? | Ask students to reply to at least two other posts and to reply back to responses on their own discussion thread. | |
| What can you do to ensure that participants "respectfully share" their responses? | Set out clear guidelines and ensure that they are followed. | | What can you do to ensure that participants "respectfully share" their responses? | Set out clear guidelines and ensure that they are followed. | |
| What can you do to ensure that the discussion "happens naturally"? | Include an icebreaker, share your thoughts, include prompts when and if necessary. | | What can you do to ensure that the discussion "happens naturally"? | Post a follow up question or comment and actively participate in the discussion, especially if there is a lull, to keep it flowing. | |

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12 mins

ASYNCHRONOUS



| | | | | | | | | | | |
|--|---|---|---|---|---|--|--|--|---|--|
| <p>Discussion space: What tools will you use?</p> | <p>Collaborate Ultra, Zoom,</p> | <p>Zoom</p> | <p>Google Jamboard --> for that</p> | <p>Allow for annotation for nonverbal responses</p> | <p>Discussion space: What tools will you use?</p> | <p>Padlet, Jamboard,</p> | <p>Piazza, Canvas discussion boards</p> | <p>Small group work. With a deadline. (I.e. Google Doc, Jamboard).</p> | | |
| <p>How will you help students "continue the conversation"?</p> | <p>Give multiple question prompts,</p> | <p>Stormboard/padlet for nonverbal participation that allows students to connect ideas to one another after class</p> | <p>Think-pair-share in breakout groups</p> | <p>Ask questions</p> | <p>How will you help students "continue the conversation"?</p> | <p>Ask students to reply to at least one other post</p> | <p>Leave discussion boards open for students to continue convo</p> | <p>Moderate for participation and encourage discussion</p> | <p>Follow-up activity where students summarize the discussion</p> | |
| <p>What can you do to ensure that participants "respectfully share" their responses?</p> | <p>Outline discussion etiquettes and digital etiquettes</p> | <p>Use "raise hand" feature and call on people rather than speaking over one another</p> | <p>Encourage students to jot down their ideas as they come bc it's harder to "jump in" with online learning</p> | <p>Group guidelines</p> | <p>Have groups divide tasks to ensure full collaboration (I.e a group leader)</p> | <p>What can you do to ensure that participants "respectfully share" their responses?</p> | <p>Outline discussion etiquettes and digital etiquettes</p> | <p>Prioritize the "safety" of students over the "comfort" of others.</p> | <p>Moderate for respectful behavior and discussion</p> | |
| <p>What can you do to ensure that the discussion "happens naturally"?</p> | <p>Include an icebreaker</p> | <p>Video or breakout sessions at the same time</p> | <p>Ask people to turn on their cameras</p> | <p>Ask students to display their preferred names and pronouns</p> | <p>Start with a low risk activity to encourage participation</p> | <p>What can you do to ensure that the discussion "happens naturally"?</p> | <p>Post a follow up question if there is a lull in the discussion,</p> | <p>Engage with the discussion yourself with open ended questions</p> | <p>Once again, moderate the discussion. And use prompts or additional questions to encourage further conversation</p> | <p>Set a deadline for when the discussion will close</p> |

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12 mins

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| Discussion space: What tools will you use? | Collaborate Ultra, Zoom, | Zoom | | Discussion space: What tools will you use? | Padlet, Jamboard, | Padlet |
| How will you help students "continue the conversation"? | Give multiple question prompts, | Arrange some time for each student to share his point of view | | How will you help students "continue the conversation"? | Ask students to reply to at least one other post | |
| What can you do to ensure that participants "respectfully share" their responses? | Outline discussion etiquettes and digital etiquettes | Establish rules and expectations. | Establish roles and responsibilities. | What can you do to ensure that participants "respectfully share" their responses? | Outline discussion etiquettes and digital etiquettes | |
| What can you do to ensure that the discussion "happens naturally"? | Include an icebreaker | Allow more time for an icebreaking activity. | | What can you do to ensure that the discussion "happens naturally"? | Post a follow up question if there is a lull in the discussion, | |

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| Discussion space: What tools will you use? | Collaborate Ultra, Zoom, | zoom breakout rooms | | Discussion space: What tools will you use? | Padlet, Jamboard, | Canvas discussion boards | i expect to use Canvas discussion boards... is Jamboard available through Canvas? | Piazza for anonymous discussions about class content |
| How will you help students "continue the conversation"? | Give multiple question prompts, | Have TA's monitor and help facilitate | have list of questions that they have to work through pertaining to a topic | How will you help students "continue the conversation"? | Ask students to reply to at least one other post | i understand it's important to have strong teacher presence in the beginning... | have different assigned times that students have to continuously reply by ex. week long discussion, 3 assigned deadlines for responding to other's posts | i am not sure how often to engage in group discussions among students - think more so at first and, to be very encouraging in my comments... ? |
| What can you do to ensure that participants "respectfully share" their responses? | Outline discussion etiquettes and digital etiquettes | have TA's monitor boards and delete any offensive posts | | What can you do to ensure that participants "respectfully share" their responses? | Outline discussion etiquettes and digital etiquettes | i think making a set of guidelines is important... i think it's good to ask for their input and perhaps build on a preexisting set of suggestions? | i noticed in my class last year - that English language skills varied considerably ... i am wondering how to accommodate those students that may feel a bit more self-conscious about posting their thoughts... | |
| What can you do to ensure that the discussion "happens naturally"? | Include an icebreaker | choose topics that students will find interesting | | What can you do to ensure that the discussion "happens naturally"? | Post a follow up question if there is a lull in the discussion | 'naturally' nothing feels natural about this. maybe acknowledging that this is a practice and we will build our skills and community over time ... my class is both Fall and Winter... | use tools that support online interaction | i am planning to do a pre-survey of students in August to determine what tech/resources they have at hand/experience with... |

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| Discussion space: What tools will you use? | Collaborate Ultra, Zoom, Google Meet, | Back Channel Chat | | Discussion space: What tools will you use? | Padlet, Jamboard, Piazza | | | | |
| How will you help students "continue the conversation"? | Give multiple question prompts, Leading questions, | Think pair share in breakout groups | | How will you help students "continue the conversation"? | Ask students to reply to at least one other post | Debriefing discussion board | Ask students to keep comments concise | Guidelines to participation (graded?) | |
| What can you do to ensure that participants "respectfully share" their responses? | Outline discussion etiquettes and digital etiquettes | Community guidelines developed as a collaboration between students and instructor | One host among each group to make sure students are on track | What can you do to ensure that participants "respectfully share" their responses? | Outline discussion etiquettes and digital etiquettes | Community guidelines developed as a collaboration between students and instructor | limited anonymity to keep people responsible | | |
| What can you do to ensure that the discussion "happens naturally"? | Include an icebreaker | Asking students to use each other's names | Try to maintain eye contact with the camera, hand gestures | What can you do to ensure that the discussion "happens naturally"? | Post a follow up question if there is a lull in the discussion | Use professional language but maybe try and avoid long winded sentences(?) | | | |

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| Discussion space: What tools will you use? | Collaborate Ultra, Zoom, | | | Discussion space: What tools will you use? | Padlet, Jamboard, | CANVAS, bec it UBC secure IT system, and is can better ensure students' confidentiality and data security + students responsibilities agreement vs. public domain platforms | | | |
| How will you help students "continue the conversation"? | Give multiple question prompts, | Picture prompts | have assignments that they need to complete for marks | Provide them online resources that can function supplementary to the group discussion (youtube videos, etc.) | How will you help students "continue the conversation"? | Ask students to reply to at least one other post | Per the syllabus, encourage each student to contribute the question they prepared for discussion and to reply at least once to their classmates question based on the assigned readings. | Ask them to find common themes in their answers | Actively engaging them, by asking them a question that is easy to answer. |
| What can you do to ensure that participants "respectfully share" their responses? | Outline discussion etiquettes and digital etiquettes | Give breaks if discussions go to an unwanted direction | Have a some guidelines set up - this can be difficult with large classes though | | What can you do to ensure that participants "respectfully share" their responses? | Outline discussion etiquettes and digital etiquettes | Establish some rules and name a monitor to check-in regularly for possible rule-breaking comments. | | |
| What can you do to ensure that the discussion "happens naturally"? | Include an icebreaker | Try to create a diverse group with both talkative students and quieter ones | | Break them in small discussion groups of 4-5 people. Then come all together to discuss | What can you do to ensure that the discussion "happens naturally"? | Post a follow up question if there is a lull in the discussion | Choose participants in advance to prompt peers by asking additional questions if necessary. | Mediating the posts as they happen and encourage those that haven't yet responded to their classmates Qs by pulling info from the 'shy' student's posted question incl. that info in the talk. | |

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| Discussion space: What tools will you use? | Collaborate Ultra, Zoom, | Using the chat function is also a great way ask quick questions, and is available on all the mentioned platforms. | | Discussion space: What tools will you use? | Padlet, Jamboard, | | |
| How will you help students "continue the conversation"? | Give multiple question prompts, | positive reinforcement | Create questions ahead of time that students can reference, but the TA can bring up, based on the direction of the discussion. | How will you help students "continue the conversation"? | Ask students to reply to at least one other post | ask them to respond to some of their peers' responses directly in addition to starting new threads; incentivize participation through low stakes credit/ grades | include feedback/shout outs during next synchronous session (ie. reference what students have contributed by name) |
| What can you do to ensure that participants "respectfully share" their responses? | Outline discussion etiquettes and digital etiquettes | | | What can you do to ensure that participants "respectfully share" their responses? | Outline discussion etiquettes and digital etiquettes | Provide feedback to students whose posts infringe on the etiquette. Refer them to examples of appropriate posts/discussion. | |
| What can you do to ensure that the discussion "happens naturally"? | Include an icebreaker | | | What can you do to ensure that the discussion "happens naturally"? | Post a follow up question if there is a lull in the discussion | scaffold assignments so the discussion builds into preliminary thoughts in a larger assignment | |

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12 mins

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|--|---|--|--|---|---|--|---------------------------------------|---|
| <p>Discussion space: What tools will you use?</p> | <p>Collaborate Ultra, Zoom,</p> | <p>Google Classroom, Google meet</p> | <p>Discussion space: What tools will you use?</p> | <p>Padlet, Jamboard,</p> | <p>Microsoft Document Shares</p> | <p>canvas discussion boards</p> | | |
| <p>How will you help students "continue the conversation"?</p> | <p>Give multiple question prompts,</p> | <p>Polls</p> | <p>smaller discussion groups</p> | <p>setting time limits</p> | <p>How will you help students "continue the conversation"?</p> | <p>Ask students to reply to at least one other post</p> | <p>add reflection on past content</p> | <p>give them deadlines/ time limit for discussion</p> |
| <p>What can you do to ensure that participants "respectfully share" their responses?</p> | <p>Outline discussion etiquettes and digital etiquettes</p> | <p>raise hand button</p> | <p>What can you do to ensure that participants "respectfully share" their responses?</p> | <p>Outline discussion etiquettes and digital etiquettes</p> | <p>posting materials early enough to allow flexible time response</p> | <p>modeling discussion</p> | | |
| <p>What can you do to ensure that the discussion "happens naturally"?</p> | <p>Include an icebreaker</p> | <p>Make the most chatty person in the group to break the group</p> | <p>assign a group leader</p> | <p>Creating breakout groups</p> | <p>What can you do to ensure that the discussion "happens naturally"?</p> | <p>Post a follow up question if there is a lull in the discussion,</p> | <p>structuring</p> | |

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ASYNCHRONOUS

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|---|--|---|---|---|---|---|--|--------|
| Discussion space: What tools will you use? | Collaborate Ultra, Zoom, | CLAS, Google Docs: Annotation tools | | Discussion space: What tools will you use? | Padlet, Jamboard, | CLAS, Google Docs: Annotation tools | Canvas discussion board | Piazza |
| How will you help students "continue the conversation"? | Give multiple question prompts, | Bigger group first then small groups discussion | Small group discussion first then a representative speaks in the larger group | How will you help students "continue the conversation"? | Ask students to reply to at least one other post | Encourage open-ended questions that doesn't have a right/wrong answer | More heated topic question but TAs will have to actively moderate and facilitate responses to ensure students respond respectfully | |
| What can you do to ensure that participants "respectfully share" their responses? | Outline discussion etiquettes and digital etiquettes | Pre-allocate roles for discussion | | What can you do to ensure that participants "respectfully share" their responses? | Outline discussion etiquettes and digital etiquettes | Best practices guide | Set goals/outcomes at the start of the discussion thread | |
| What can you do to ensure that the discussion "happens naturally"? | Include an icebreaker | before speaking: raise hand option, chatbox | Students prepare questions in advance for discussion | What can you do to ensure that the discussion "happens naturally"? | Post a follow up question if there is a lull in the discussion, | | | |

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12 mins

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| Discussion space: What tools will you use? | Collaborate Ultra, Zoom, | Google Slides | | Discussion space: What tools will you use? | Padlet, Jamboard, | Could also set up discussion groups on Canvas | Google Docs, Google Slides |
| How will you help students "continue the conversation"? | Give multiple question prompts, | Give/set a specific amount of time for each question or prompt | Encourage students to ask questions | How will you help students "continue the conversation"? | Ask students to reply to at least one other post | Minimum / maximum amount of responses, recommended length | Leading questions, follow-up questions and guidelines |
| What can you do to ensure that participants "respectfully share" their responses? | Outline discussion etiquettes and digital etiquettes | If necessary, intervene in the discussion process | | What can you do to ensure that participants "respectfully share" their responses? | Outline discussion etiquettes and digital etiquettes | Getting people to write a one-sentence summary for each of their posts? | Require that student acknowledges previous post in their first sentence in some way? |
| What can you do to ensure that the discussion "happens naturally"? | Include an icebreaker | Prepare thought provoking questions for discussions | Smaller breakout spaces (what is too small? too big?) | What can you do to ensure that the discussion "happens naturally"? | Post a follow up question if there is a lull in the discussion | Open an asynchronous discussion space as a follow up of the synchronous discussion | |

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| Discussion space: What tools will you use? | Collaborate Ultra, Zoom, Skype | conference calling | Skype, Google Jamboard | Discussion space: What tools will you use? | Padlet, Jamboard, | Online discussion board (Blackboard or elsewhere) |
| How will you help students "continue the conversation"? | Give multiple question prompts, | use non-verbal symbols to react, e.g. emoticons | Give your own response if group is running out of ideas | How will you help students "continue the conversation"? | Ask students to reply to at least one other post | assign a mark to discussions |
| What can you do to ensure that participants "respectfully share" their responses? | Outline discussion etiquettes and digital etiquettes | addressing inappropriate comments as they arise | Ask students to share their pronouns if they are comfortable so that individuals are addressed how they prefer | What can you do to ensure that participants "respectfully share" their responses? | Outline discussion etiquettes and digital etiquettes | co-create rules of engagement with students |
| What can you do to ensure that the discussion "happens naturally"? | Include an icebreaker | use polls or non-verbal functions often to encourage interactions | Asking questions that many are willing to answer Assign or ask participants to assign a "presenter" for the end of the breakout session | What can you do to ensure that the discussion "happens naturally"? | Post a follow up question if there is a lull in the discussion, | Start in class and transition the discussion to a forum board so that students can expand those initial thoughts |