Discussion Prompt Checklist:

- ❑ Encourages creative/reflective thinking (i.e. possible answers are sufficiently open-ended)
  - o If only rote recall, how can the prompt be reshaped to force students to apply facts, figures, etc. to make it higher-level?
  - o Keep in mind, posts requiring paraphrasing or summarizing can provide a scaffold approach to future higher-level prompts.

- ❑ Encourages responses from students that will allow other students to provide feedback or elaboration (if an intended part of the activity)

- ❑ Suggests an approximate length
  - o Try not to make it so concrete/specific that it stifles creativity; human nature tends to do the least amount that is required…

- ❑ Indicates how often they should comment on others' posts
  - o e.g. "…initial post plus two replies to others' initial posts"

- ❑ Are they allowed to work with others to formulate a response?
  - o If so, should they respond individually or as a group (one member posts the group response)?

Additional Discussion Tips:

Have students create responses relating their "text" to 1 of 3 sources:

TT: Text to Text - their text relates to another text source
TS: Text to Self - their text relates to their own lives/experiences
TW: Text to World - their text relates to their world, in general

Starting out, have students use the following acronym to guide posts:

S: Statement - State your response
E: Example - Give at least 1 example to support your response
E: Explain - Explain how the example(s) support(s) response

Use a general rubric that is easy for you to use to grade and easy for students to remember, such as:

# point(s) for Original Thought / Contribution	# point(s) for Development of Thought	# point(s) for Responding to Others' Posts
Perspective has not been previously posted	Full explanation, detail, insight; usually requires at least 1 paragraph to accomplish this	Responds with quality posts (based on criteria on left) of a certain amount of students

Sources: *http://biemrac.blogspot.com/2011/10/writing-effective-online-discussion.html*
http://www.uis.edu/colrs/learning/pedagogy/rubrics.html