# **Collaborative Activities through the Discussions Tool -Examples**

This document provides examples of collaborative learning activities from various online courses developed by faculty at Marquette. These activities were set up using the D2L discussions tool, which provides a space where students can collaborate, post information, debate, define, share experiences, discuss a topic, etc. This tool enables students to learn from other student’s various perspectives, research, reasoning, and real-world experiences. Use this D2L for any type of activity or assessment where students will interact with each other and you, the instructor.

## **Example 1:** IPE Role Playing

For this discussion, you’ll be broken into groups of 3 and asked to take on the role of one of the other professionals in this module (PAs act as Nurses or Dentists, Dentists acting as PAs or Nurses, Nurses acting as Dentists or PAs).

View the following 3 scenes about Mrs. Johnson, then view and answer the discussion questions in the Case Discussion forum below:

Scene 1 - Visit to the Emergency Department (1:37)

Scene 2- A Call for Help (1:39)

Scene 3 - Denture Check at the Dentist (2:21)

In the subject line indicate your profession (PA, Dentist, RN) and specify the video you are responding to (Scene 1, Scene 2, Scene 3).

Critically comment on a scene that is NOT your profession. Identify one ineffective communication element practiced by the health care provider. What can be done to better communicate with Mrs. Johnson, with other professionals? What can be done to help Mrs. Johnson be a more proactive, better information seeking patient? What can we do to help the patient become a better educated consumer?

Contextualize your response to the population. What kinds of challenges and barriers in health literacy communication with older adults need to be taken into account when working with other professionals and patients?

**Submit your post by Wednesday at 11:59pm CST**

## **Example 2:** Organizational Communication Theories

Over the course of Module 1, we have taken a look at the history of organizational communication and three key theoretical areas, classical, human relations, and human resources. To give you an example of this assignment (one you may respond to in this discussion if you wish) of what this might look like, I will offer up [a popular chain restaurant example](https://d2l.mu.edu/d2l/common/dialogs/quickLink/quickLink.d2l?ou=400681&type=coursefile&fileId=1+Unit+I+Organizational+Communication+Foundations%2fUnit1+Cheesecake+example.docx), please read this before posting to get a better understanding of this assignment.

**By Wednesday at 11:59PM CST**

For the first online discussion, I would like you to do the following:

Identify an organization you are familiar with, either as an employee, regular customer, or even one you have read about in the media. (Organizations can only be used once - i.e., each of you must identify a unique organization)

Based on your knowledge of this organization, identify elements of this organization that fit within any of the theoretical areas we will have covered through this week.

Having identified some of these elements, give your view whether or not these organizations are reaping any benefits from these approaches.

To keep this diverse, a specific organization can only be used once. If the organization you would like to use has been taken, please use a different example.

**By Friday at 11:59PM CST**

Over the course of the week, look at the posts of your classmates and provide feedback to their comments: do you agree or disagree with their assessment and why? Have you noticed similar things with this organization or within the one you selected? What might be done to improve each of these organizations?

## **Example 3:** Visual Discussion: Show and Tell

**Due by Thursday at 11:59PM CST:**

When have you felt cared for—truly seen, loved, embraced—in your education? I don’t mean only schooling; I mean your wholistic education. In this week’s visual discussion, we are going to share artifacts of when we felt truly cared for, a kind of “Show & Tell” about our own educations.

Post an artifact (image, sound, video, link, song, school work, etc) that represents a time in your own lifelong education when you felt truly cared for and loved. Please also give us some context of what we are looking at: What is the artifact and what is it from? Why does it represent educational care for you?

**Due by Sunday at 11:59PM CST:**

Comment on at least three of your peers’ posts. What would this week’s readings have to say about these experiences of care? What do you have to say about them?

## **Example 4:** Grit Debate

**Due by Thursday by 8:00PM CST:**

For this discussion you will critically evaluate the merits and challenges of applying individual-focused developmental concepts to school settings. Specifically, we will analyze the ways that individual and contextual factors can influence development through engaging in a discussion on the contested topic of Grit. As we engage in this topic, please respectfully engage with classmates and their ideas, recognizing that we form a community and are striving to be supportive in challenging ourselves to think more deeply.

For this discussion you will work in groups of 4 students per group to consider the question, should measuring and developing grit be a focus in primary school education? Each student in the group will read a different article on grit. You will need to communicate with others in your group to establish who is reading what article.

For your initial post, take a stance of the question above.  You should state 2 reasons from article why you are "for" or "against" grit-education in primary grades; make sure to support your statements with evidence form the articles. 

**Due by Sunday at 8:00PM CST:**

Your final post should come after reading what all three of your other group members posted initially. In this final post, state whether your position changed? Why/why not?  In answering this question, make sure to write at least 3 to 4 sentences and refer specifically to what at least 2 other members of your group wrote in their initial post.

## **Example 5:** Course Project Peer Review

**Due by Thursday at 11:59PM CST:**

You will be automatically and randomly placed in groups of 2. Submit a draft of your [Course Project - Personal Philosophy of Education](https://marq-my.sharepoint.com/:w:/g/personal/kathleen_auchter_marquette_edu/ETVwJx1DMg5DiQpHvuL9MaABeVSxFi9jT88n2lyCELattA) to the discussion forum for your partner to review.

Your partner will submit his/her draft for you to review.

**Due by Sunday at 11:59PM CST:**

Review and provide feedback based on the project rubric to your partner in the following ways:

* in-document comments or edits;
* written/narrative feedback in discussion forum; and
* how you would score them on the rubric with suggestion for improvement.

Additionally, I encourage you to ask questions and engage in dialogue about the feedback you receive.

Please be positive and constructive. Here are some tips for peer feedback: Be clear and specific; don’t attack or insult; and put yourself in their shoes.