

Beyond the Discussion Board: Response and Discussion for Online, Remote, and Socially Distanced Teaching

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Modality	Size of group	Setting	Activity	Software/program/equipment	Procedure
1,2,3,4,	small group	synchronous remote	break out rooms	Zoom	Assign students to separate breakout rooms in Zoom. Ask for own student in each group to take notes to share with the instructor or the whole class. On Zoom, it is best to limit these groups to 2-4, since it can be difficult for more to discuss without too much talking over one another; interruption, etc.
1,2,3,4	whole class	synchronous remote	fishbowl	Zoom	While all students are on Zoom, identify discussion questions for all students to consider. Then, select three students to engage in a discussion for 3-5 minutes (they are “discussing in the fishbowl”). These students are the only ones who can speak while others listen. Students not in the fishbowl can respond to what they hear in the chat. After 3-5 minutes, allow three other volunteers to be in the fishbowl and discuss, and continue cycling students through the fishbowl until all students have had a chance to speak.
1,2,3,4	whole class	in person & synchronous remote	polling software	Kahoot; PollEverywhere	Instructor creates the quiz ahead of time. Ask students questions throughout a lecture, to check for understanding and keep students engaged. This can also be used for a pre-assessment or end of class meeting assessment to find areas needed for remediation.
1,2,3,4,5	small group	in person, synchronous remote, asynchronous	virtual whiteboard	Padlet	Students can use this to discuss or brainstorm ideas. A student can post ideas, links, images, etc., while other students can respond, “like,” and connect one idea to another by drawing arrows. This is best for a smallish group because the content can become somewhat chaotic the more people participating.
1,2,3,4,5	small group	in person, synchronous, remote, asynchronous	debate software	Kialo	Instructor creates a Kialo page with a debatable question. Students can post their ideas on either side of the debate. This is best for a smallish group because the content can become somewhat chaotic the more people participating.

1,2,3,4	whole class	in person, synchronous remote	chat	D2L Zoom	Provide students with questions for discussion one at a time. Allow students to discuss on chat in either D2L or Zoom. Zoom chat transcripts can be saved and later shared with students.
1,2,3,4,5	small group or whole class	in person, synchronous remote, asynchronous	shared document	Microsoft word PowerPoint , or google docs	Students can contribute to a discussion, answer specific questions, debate, or brainstorm.
1,2,3,4	whole class	in person, synchronous remote	simple polling	None; or Zoom ; or paper and black marker; or personal white boards	Ask the class a question and ask them to stand for “yes” and sit for “no.” Or – ask a question with 2-5 different answers, ask students to raise their hands and hold up the number of fingers that corresponds to their answer. Or – ask students to post a “thumbs up” on Zoom for yes. Or – ask students to write their answers in black marker on a sheet of paper; or on a personal white board, and hold them up for instructor to see. Note -- these strategies do not allow for anonymity as polling software can.
1,2	small group	in person	Small group silent discussion	Multiple white boards or chalk boards on walls of classroom; Complemented by virtual white boards for students attending remotely	Group students so that each group has proximity to a shared space on the wall. Students can approach the wall one at a time to add their part for the discussion. One student can take a picture of the completed work and share with everyone in the group. This can be used for a discussion or brainstorming. For students attending remotely, a virtual whiteboard should be created, so they can participate.
1,2	whole class	in person	Whole class silent discussion	Complemented by shared word document or virtual white boards for students attending remotely	Each person writes an answer/idea/response on a sheet of paper, or comes to class with a typed responds. Students tape their response to the wall (6 feet or more apart). Students move around the room from one response to the next and leave a post-it notes with their ideas, responses, questions, etc. For students attending remotely, a virtual whiteboard or a shared word document should be created for each individual, so they can also participate.