Creating Online Discussions that Build Community and Engage Students

Dr Sean Nufer
Community

Engagement

Enhancing Learning
WASC Core Competencies

1. Written Communication
2. Critical Thinking
3. Oral Communication
Module 4 Discussion – Nonprofit Leadership

Overview

"Please note that you will not be able to see your fellow students' posts until you have posted your initial post in this discussion."

Osula, B. & Ng, C.W. (2014) discusses Non-Profit Leadership and some important factors for a changing view of leadership and the changing landscape in which non-profit organizations currently exist.

In a 1 - 2 paragraph post that integrates your perspectives as well as information from our readings this week, respond to the following questions:

- What does it mean to be a Transformational Leader and how does Transformational Leadership impact non-profit organizations?
- Describe a time where you have demonstrated characteristics of Servant Leadership. How did it impact the outcomes you sought?
- Provide a reflection on the leadership styles observed at your fieldwork site.

Discussion Instructions

The course will consist of weekly discussion questions. The purpose of the discussion is for the learner to demonstrate critical thinking, common sense, creativity, and research abilities in providing a response that illustrates higher levels of thinking. Discussion questions should also contain a learner’s experience and ability to use reflection to apply the topics within the discussion question.

Your initial post should be 200-500 words; all posts should be well-organized, clear, and focused.
Overview
For this assignment, each group will be assigned a persuasion route as outlined in the readings. Your group will analyze the effectiveness of your persuasion route in your initial post, making an argument why it is the most effective route for influencing consumer behavior. The other group will write a post arguing why their persuasion route is the most effective. Each group will post two counterarguments on alternating days. The counterarguments will focus on asserting the influence and impact of the group’s persuasion route, while refuting the claims of the other group.

Instructions
This discussion will be a collaborative group effort. You will each work within your group to draft three (3) discussion posts throughout the week. Your group leader for the week will be responsible for submitting your group’s contribution to the discussion thread by midnight (CT) on the day it is due (refer to the chart below).

Use your group space for collaboration. This will allow you to engage in group discussions, file sharing, sending messages, and constructing your group discussion posts. For more information about your group space, refer to the Canvas Guides or Overview Video.

Note: This week’s discussion will only have one single thread. All group posts will be responses to the thread. You will not initiate any additional discussion threads this week.

Team A
You will work as a group to construct arguments supporting the approach to persuasion:

**Peripheral Route**
Your group will be assigned to post on Monday, Wednesday, and Friday during the week, providing evidence and rationale supporting your statement, while also respectfully refuting the claims made by the other team.

Team B
You will work as a group to construct arguments supporting the approach to persuasion:

**Direct Route**
Your group will be assigned to post on Tuesday, Thursday, and Saturday during the week, providing evidence and rationale supporting your statement, while also respectfully refuting the claims made by the other team.

Schedule

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<th>Day</th>
<th>Team A</th>
<th>Team B</th>
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<tbody>
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<td>Present main argument</td>
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<td>Tuesday</td>
<td>Present counterargument</td>
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<td>Sunday</td>
<td>Present Final counterargument</td>
<td>Present Final counterargument</td>
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Step 1: Form two teams

Step 2: Assign topics

Step 3: Alternate days posting arguments

Optional Step 4: Reflection

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<tr>
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<th>Team A</th>
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<td>Monday</td>
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1. Read
2. Write Scrapbook
3. Respond

Overview

For this assignment, we will look at the in-store consumer experience by examining the factors of merchandise selection, placement, and salesperson approach and relationship management. Each of you will visit a physical store and create (and share) a Padlet "scrapbook" of your experiences. You can take pictures and write out your reflections of the store's brand image and use of techniques of persuasion. You can also provide recommendations for refinement of their brand image presentation in a holistic or empirical sense based on the course readings or your own research.

Instructions

For your initial post, you will use the padlet platform to create a scrapbook of your reflections and impressions from your physical store visit, and share your padlet with the class. Refer to the instructions in the Class Introductions activity on how to create a padlet. Upload relevant pictures, web resources, or other artifacts that will help you evaluate your experience.

Reflect on the following aspects:

- Physical layout, use of space, traffic patterns and lighting
- Presentation and selection of merchandise
- Salespeople and customer service
- Contribution of the use of Customer Relationship Management (CRM) tools to build brand loyalty
- Overall shopping experience

When you have finished creating your scrapbook, embed your padlet in your initial post.
Refer to the instructions in the Class Introductions activity on how to create a padlet. Upload relevant pictures, web resources, or other artifacts that will help you evaluate your experience.

Reflect on the following aspects:

- Physical layout, use of space, traffic patterns and lighting
- Presentation and selection of merchandise
- Salespeople and customer service
- Contribution of the use of Customer Relationship Management (CRM) tools to build brand loyalty
- Overall shopping experience

When you have finished creating your scrapbook, embed your padlet in your blog.
Overview

Oulas, B. & Ng, C.W. (2014) discusses Non-Profit Leadership and some important factors for a changing view of leadership and the changing landscape in which non-profit organizations currently exist. Our class discussion this week will integrate multimedia and presentation. You will create a PowerPoint (or Keynote) presentation assessing leadership models, and present your assessment as a video in your discussion post.

Discussion Instructions

Step one

You will create a two-slide PowerPoint presentation discussing transformational and servant leadership. Your slide deck will follow this format:

Slide 1. Compare and contrast transformational and servant leadership

Slide 2. Take a stance: which style is more impactful for not-for-profit organizations

You are welcome to be creative with any aesthetic or design elements in your PowerPoint, but you do not need a title slide or any additional slides.

Step two

Record a screencast of your PowerPoint presentation that includes narration and webcam. You can script your voiceover, but the delivery will be more effective if you are well-rehearsed as opposed to reading. You will be assessed on your application of critical thinking and your ability to incorporate readings from the week or relevant articles, personal experiences, expert opinion, and other scholarly or professional sources. Review the video below for guidance on how to record and embed your screencast and webcam production.

Step three

You will respond to two other student screencasts in the discussion thread. These responses will be Studio webcam responses, limited to 90 seconds (1.5 minutes). Your responses should be clear, concise, and reflect critical thinking. Maintain eye contact with the webcam as opposed to reading from a script. Be natural and conversant, even if you make mistakes.
Stance | Counterstance

Example

Moral Attentiveness is the most important ethical behavior because *lorem ipsum dolor sit amet*…

Moral Attentiveness is NOT the most important ethical behavior because *vinyl plaid retro microcred Portland tousled beard air plant wayfarer*…

Overview

In this discussion, each person in the class will be assigned a unique role. Two students will take on the role of designated provocateur, and all other students will work independently in their threads to defend a specific factor and argue how it contributes to *ethical behavior* in the workplace. The factors the students will be assigned to defend are:

- Conscientiousness
- Moral Attentiveness
- Duty Orientation
- Customer Orientation
- Assertiveness
- Proactivity

**Designated Provocateur (Maria Franco)** for Conscientiousness, Moral Attentiveness and Duty Orientation

**Designated Provocateur (Roman Cross)** for Customer Orientation, Assertiveness, and Proactivity

Guidelines for arguments

Integrate perspectives from your personal experiences as well as information from our weekly readings and write an initial discussion post to convince the class why the factor that you were assigned is the most important personal trait and value contributing to ethical behavior in the fieldwork setting. The designated provocateur will respond to your thread with counterarguments. You will continue to defend your stance throughout the week by posting your own counterarguments, citing sources from readings or articles, referring to personal and professional experiences or examples, and other evidence and logic.

Here are some general rules for respectful scholarly debate:

- **Don’t get emotional.** Effective debate is one where anger clouds judgment. Personal attacks are never appropriate or productive in civil scholarly discourse.
- **Be concise.** A discussion thread is not dissertation forum. A primary challenge in academia is to make a clear point with as few words as possible.
- **Support your claims (and stay on topic).** The opening statement should contain the crux of your argument, and the following sentences/paragraphs should all support for your main argument via relevant examples,
• Don’t get emotional.
• Be concise.
• Support your claims (and stay on topic).
• Admit when you’re wrong.
• Be mindful of argument fallacies.
• Be respectful.
Questions?
Evaluate Sessions and Win!

- Navigate to specific session to evaluate
- Select “Evaluate Session” on session details screen
- Complete session evaluation*

*Each session evaluation completed (limited to one per session) = one contest entry

**Five (5) $25 gift cards** will be awarded
Must submit evals using the OLC conference website, beta platform mobile app