

Final Assignment

[Bored No More: Engaging Asynchronous Discussion Boards](#)

Purpose

The goal of this final assignment is to give you an opportunity to apply the ideas discussed in this course in order to produce a creative and engaging discussion activity of your own that fits the needs of your own course(s) and students. This assignment is also meant to encourage you to think about and explain (to both your students and other instructors) why you have chosen this discussion activity.

Instructions

This assignment is [a graded discussion in Canvas](#). You will develop and submit two items for this final assignment: a **discussion activity** and a **reflection**. Please post your discussion and reflection as reply to this discussion. (If you're new to posting in a Canvas discussion, check out this [Canvas discussion overview video](#).) You can share your reflection as a written post, or you may embed a video/audio recording ([using Panopto](#) or [using YouTube](#)) within your discussion post. If you create a video reflection, be sure to [caption your video](#) or provide a transcript.

Discussion Activity

Create an asynchronous online discussion activity you will (or could) provide your students. You may use any of the previously provided example discussion prompt types or discussion modes, or you may create your own. Post your discussion activity either in an attached document or within the discussion post itself. With your students in mind, your discussion activity should include the following elements:

- **Purpose** - Why are students being asked to engage in this activity?
- **Prompt** - What discussion-orienting question, problem, or situation are students being asked to respond to?
- **Instructions** - What should students include in their response to the initial prompt as well as responses to peers? What is the logistical structure of the discussion (what technology will students use, when should they post, how many peers they should respond to, how often should they check-in on the discussion, etc.)?
- **Evaluation** - What criterion will students' post(s) be evaluated on:
 - Are students required to post a certain number of times or reply to a certain number of peers?
 - What counts as a successful/substantive post and/or response?

Reflection

Reflect on the asynchronous discussion activity you have created. In your reflection, explain the following -

- **Course Outcomes Alignment** - What student learning outcome(s) for your course does this discussion activity help students achieve? How does it help students achieve it?
- **Prompt Type/ Discussion Format** - Explain the learning purpose for either your chosen prompt type or discussion format. Are there particular skills or knowledge you want students to use (discipline-specific communication, critical thinking, etc.)? Are there class benefits you hope to cultivate (foster a learning community, develop intrinsic motivation, etc.)?
- **Challenges** - What challenges do you anticipate in implementing your discussion plan and facilitating your course discussion (students not providing substantive responses to peers, students misunderstanding the initial prompt, students only responding to early posts, etc.)? Why do you anticipate these challenges?

Evaluation

A successful submission will meet the following criteria:

- **Completeness** - The discussion activity includes all four of the requested components (purpose, prompt, instruction, evaluation), and the reflection addresses all requested topics (course outcomes alignment, and prompt type/discussion format, and challenges).
- **Audience Appropriate** - Both the discussion activity and reflection would be clear to their relevant audience. The discussion activity should make sense to students in your course (or likely to take your course), while the reflection should make sense to fellow instructors interested in how/why you have designed your discussion activity as you have.