ASYNCHRONOUS ONLINE DISCUSSION BOARDS
AS ASSESSMENT
IN SOCIAL CARE SUPERVISED PROFESSIONAL PRACTICE

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OUTLINE

- THE RATIONALE
- THE CASE STUDY
- THE LITERATURE
- METHODOLOGY
- TENTATIVE FINDINGS
- IMPLICATIONS
THE RATIONALE

What is best practice to deliver an effective discussion board assessment for students on placement in Social Care?
The Case Study

<table>
<thead>
<tr>
<th>Student Population</th>
<th>83</th>
</tr>
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<tbody>
<tr>
<td>Applied Social Care Y3</td>
<td></td>
</tr>
<tr>
<td>Split into 5 class groups</td>
<td>16</td>
</tr>
<tr>
<td>Split into 4 Discussion groups</td>
<td>4 4 4 4</td>
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</tbody>
</table>
- **4 GROUP DISCUSSIONS**

<table>
<thead>
<tr>
<th>Personal Motivations</th>
<th>A Challenging Issue</th>
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<tbody>
<tr>
<td>Active Listening</td>
<td>Teamwork</td>
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- 3 weeks to complete
- Minimum contributions required
- RUBRIC for guidance
- FEEDBACK facility from tutor
The Literature

- Asynchronous online discussion boards are an effective platform for students to reflect collaboratively (Aurora, 2011; Gao et al., 2013)

- Reflection as a summative assessment can lead to a distortion of authentic self-reflective account (McMullan et al., 2003); summatively ‘grading’ reflection and the problem of a power differential – where is the learning? (Ixer, 1999; Miehls & Moffat, 2000)

- Learning reflection needs to be iterative and regularly reinforced (Quinton & Smallbone, 2010)

- Paradigms of feedback and feedforward describe it as ‘facilitative’ (Archer, 2010) and ‘dynamic’ where a lateral dialogue can enhance student learning and develop teaching strategy (Quinton & Smallbone, 2010) Watling, 2016)

- Assessment of learning can be transmuted to assessment for learning (National Teaching & Learning Forum, 2016; Evans, 2017; Deeley, 2018)
METHODOLOGY

Purposive Sampling

Student Focus Group

Staff Interviews

Coding of Discussion Board transcripts

Tentative Findings

The Rationale

The Case Study

The Literature

Methodology

Tentative Findings

Implications
STUDENTS

■ FEEDBACK/FEEDFORWARD: “I took what lecturer was saying into account and worked on aspects that needed to be improved for the next discussion”

■ GROUPINGS: “I found that because we were given our groups it was quite difficult to be open and honest with particular members of the group”

■ PEER LEARNING: “You learn from each other” “You are learning from their experiences”

“You’re going to go into work with people who have a completely different set of moral values and even though you might have conflict with that it gets you understanding well … that’s how they are …”
STAFF

■ BENEFITS

■ SECTOR KNOWLEDGE: Lecturers understood more about the placement organisation prior to placement visit

■ PEER LEARNING: evident

■ FEEDBACK: A mechanism to step in and clarify understanding if necessary

■ DRAWBACKS

■ RESOURCES: (time) heavy due to student numbers

■ DEPTH: Lack of critical thought or developed ideas in places

■ STRATEGY: Instruction too prescriptive
IMPLICATIONS
A FRAMEWORK DRAFT for EFFECTIVE DELIVERY OF ASYNCHRONOUS ONLINE DISCUSSION BOARDS IN SOCIAL CARE

- 1. Collaborative Learning
- 2. Instructional Strategy
- 3. Role of the Moderator
- 4. Communication
- 5. Course Resources

PEER LEARNING & MENTORSHIP
SPECIFIC, TARGETED, STRATEGISED
ROLE OF THE MODERATOR
FEEDBACK
SYSTEMATIC PLANNING, FLEXIBLE, CONVENIENT

ROLE OF THE MODERATOR IS KEY

(Salmon, 2011)
THANK YOU

REFERENCES:


