

UNIVERSITY OF PITTSBURGH
Department of Health and Physical Activity (Summer 2018)

HPA 2269: OBESITY PREVENTION & TREATMENT

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DISCUSSION BOARD ASSIGNMENT

Each student is responsible for facilitating a discussion board of a current topic in obesity that will be **worth 50 points** toward the final grade for this course. The point of this assignment is to critically analyze the multi-faceted problem of obesity and to explore the evidence surrounding these topics in more depth. The aim is for the class to have a well-rounded and current knowledge base of the most current issues surrounding obesity (causes, associations, and treatments). This knowledge will be crucial for an **evidence-based** professional career.

The following instructions outline this assignment. Please adhere to each point outlined below, as this will determine your grade on this project.

1. For this project you will need to pick a current news topic that was posted **in the last week** about obesity from one of the following sources. I would subscribe to at least a few so you have many topics to choose from.
 - "Like" "The Obesity Society" page on Facebook.
 - Subscribe to ConscienHealth.org (<http://conscienhealth.org/category/news/>)
 - Subscribe to Obesity and Energetics Offerings (<http://www.obesityandenergetics.org/subscribe>)
 - Subscribe to The Obesity Society multienews Briefs (<http://www.multibriefs.com/briefs/TOS/>)

2. Once you pick the story from the past week that you want to highlight, you will need to create a post to inform your classmates of the news story and come up with at least 2 relevant questions or thought-provoking reflections to create discussion on your board.

There will be 4 to 5 students assigned to lead a board each week, and so try to make it interesting so that other students will want to participate in your board.

Follow these guidelines exactly for your post/facilitation:

- a. Summarize the article, news story, or commentary.
 - b. Attach relevant articles from the story, the original post, and any additional sources of information that you find for everyone to read.
 - c. Provide commentary and the start of a discussion around the topic, even highlighting other relevant research or opposing views if you wish.
 - d. Then list **at least 2 clear discussion questions** or reflections for your classmates to respond to.
 - e. Facilitate the board by responding to posts, asking additional questions, or providing clarification. You must facilitate the board throughout the week, checking it **at least 3-4 times** during your week to read and respond to all comments. **At the end of your week, Tuesday night or Wednesday morning, wrap up the discussion and summarize the main points and areas of agreement or disagreement.**
 - f. The board will close a week after it is posted, by Wednesday at 8AM.
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3. You will be graded (worth 50 points) with the following rubric:

Copy of Grading Rubric for Discussion Board Facilitation

The attached rubric is used for grading student facilitation of a discussion board. It includes criteria such as Completion of all assigned points (from part 2 above, a-e), Communication, Facilitation, Critical Thinking and Analysis, and Mechanics. The levels of achievement are defined as Failing, Average, Good and Exceptional and are worth 0-1, 2-4, 5-7, and 8-10 points respectively for a potential total of 50 points. Use this as a guide to get maximum points for your discussion posts.

Criteria	Failing	Average	Good	Exceptional
Completion of all points of assignment (see part 2, a-e)	0-1 Points Does not complete most sections of assignment.	2-4 Points Addresses only some of the assignment.	5-7 Points Addresses all parts of the assignment.	8-10 Points Addresses all parts of the assignment in depth and provokes a stimulating discussion or debate.
Communication of Ideas	0-1 Points Does not communicate an idea.	2-4 Points Ideas are communicated, but there is no evidence to support ideas, opinions and conclusions.	5-7 Points Ideas are communicated clearly and completely. Some examples/resources are provided to support ideas and opinions.	8-10 Points Ideas are communicated eloquently and thoroughly. Specific examples/resources are provided to support ideas and opinions. <u>References to scientific sources and links are provided. Additional resources or application of the discussion topic are provided.</u>
Facilitation and Interaction with Peers	0-1 Points Replies to others but with no specific feedback. Repetition of points made by others. Responses discourage other group members to share ideas.	2-4 Points Adequate feedback is provided on other's ideas.	5 - 7 Points Meaningful feedback is provided on other's ideas. Point from at least one participant is built upon and/or refuted. Effort to keep discussion flowing is demonstrated.	8-10 Points Meaningful feedback is provided on other's ideas. Points from other participants clearly built upon and/or refuted. <u>Promotes interaction, asks provocative questions and deepens the discussion. Enthusiasm for the topic and clear effort to keep discussion flowing is demonstrated.</u>
Critical Thinking and Critical Analysis	0-1 Points Relies on personal experience and opinion only. Does not indicate an exploration of the issue(s) under discussion.	2-4 Points Relies on more than just opinion, may vaguely refer to some resources. Indicates an attempt of exploration of the issue(s) under discussion.	5 - 7 Points Connects more than one level of analysis and weaves these coherently in at least one post. Explores, explains and/or expands upon the issue(s) under discussion. Comments include personal reaction/experience as well as appropriate resources.	8-10 Points Weaves more than one level of analysis throughout all posts. Fully explores, explains and expands upon the issue(s) under discussion. <u>Comments are based on appropriately cited sources. Connects to other relevant issues, material, experience etc.</u>
Mechanics	0-1 Points Multiple spelling and grammar errors. Posts lack organization. And/Or Late posts or replies.	2-4 Points Less than 5 spelling or grammar errors. AND/OR Some posts are made on a timely basis.	5-7 Points Less than two spelling or grammar errors. Writing is clear and organized. All posts are made on a timely basis.	8-10 Points No spelling or grammar errors. Writing is clear and concise. Postings have obvious logical/sequential organization. All posts are made on a timely basis.

4. All students in the course who are **not facilitators** that week are required to comment **TWICE in ONE BOARD** of their choosing. Comments should respond to the discussion questions and be thoughtful, encourage more discussion, and include more than just "I agree" or "Good point". Comments each week will be worth 10 points.
 - a. Students have an opportunity to earn additional extra credit points (up to 10 points per week) by completing the assignment in another board of their choosing (which means one main comment and one additional comment). This is not required but can be a good way to earn additional points. **A MAXIMUM of 30 EXTRA CREDIT POINTS can be rewarded per student, which is participating in extra boards up to 3 times/3 weeks.**

5. Please follow the facilitator schedule below. You will construct your post in a WORD document, and send it plus all links and attachments by email to Dr. Davis by the date listed below. She will post all boards in CourseWeb by Wednesday morning and the discussion will run all week. **All students' first comments will be due by Friday at 5PM and second comments or any extra credit posts will be due Wednesday at 8AM.**

SAMPLE DISCUSSION BOARD SCHEDULE:

<u>FIND NEWS STORY IN WEEK STARTING:</u>	FACILITATORS	Materials Due by:
MAY 23		May 29th by 5PM
MAY 30		June 5th by 5PM
JUNE 6		June 12th by 5PM
JUNE 13		June 19th by 5PM
JUNE 20		June 26th by 5PM
JUNE 27		July 3rd by 5PM
JULY 4	HOLIDAY	HOLIDAY
JULY 11		July 17th by 5PM
JULY 18		July 24th by 5PM