



Discussions/Threads User Guide

We are excited to announce the release of a new Pearson LearningStudio Student Threads interface which includes options to embed media, search within a discussion, and grade discussion posts from the discussion board. In response to feedback directly from faculty and students, threaded discussions have been overhauled to make for easier organization, searching, and sharing of content.

The New Look

Threads Testing
Instructor:

Course Author

- This is Water
- Lecture Notes
- Discussion
- Research Framework**
- Online Progress Portfolio
- Lecture Notes
- Choose a Fandom
- Writing Assignment
- Research Proposal**
- Ethical Research Practice**
- Ethnographic Setting**
- Lecture Notes
- Interviews
- A: Discussion**
- B: Discussion
- C: Discussion
- D: Discussion
- E: Discussion
- Photo Essay
- Writing Assignment
- Final Unit**

Week 5: Ethnographic Setting - A: Discussion

Support Cohort

This is the place where your support cohort will exist. You will have discussion with this small group all semester. Use this space to talk to one another, ask questions, get progress updates, and learn together.

Topics

- » Getting to Know You
- Social Media Accounts
- Unit Two Questions
- Unit Three
- Unit Four

This support cohort will be your discussion group all semester. Take some time to get to know one another by answering a few questions:

- What's your nickname?
- Who lives in your house?
- Who's your favorite superhero?
- If you could be any place on Earth right now, where would you be?
- What kind of music do you like?

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- What's your nickname?
- Who lives in your house?
- Who's your favorite superhero?
- If you could be any place on Earth right now, where would you be?
- What kind of music do you like?
- What's your favorite color?

Also, list your favorite: Book, Movie, Song, TV Show, Meme (if you don't know what a meme is, google it!)

Reply

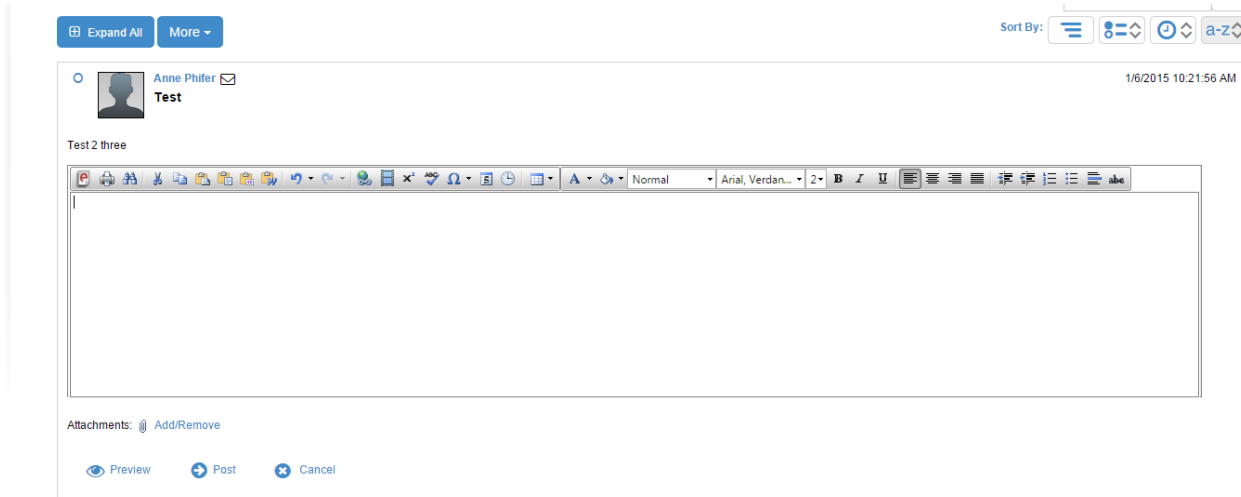
Subject:

Attachments: [Add/Remove](#)

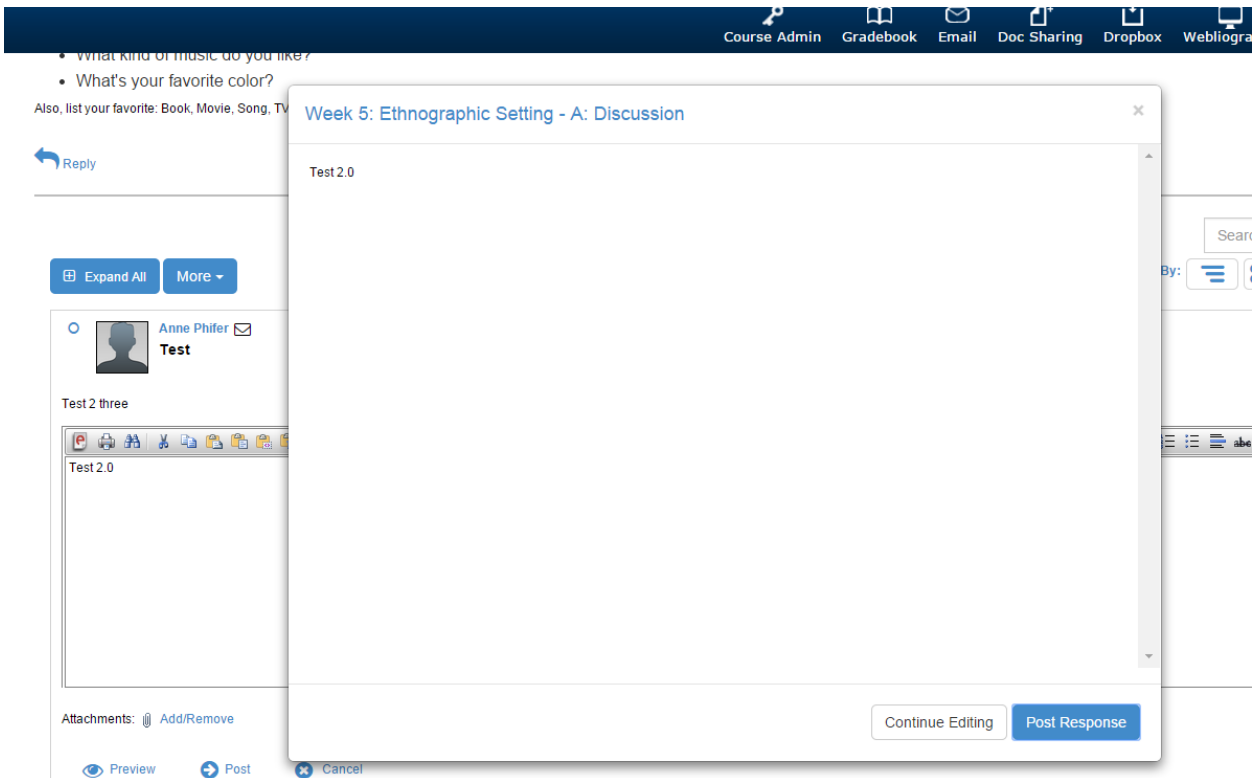
No one has responded to this topic. To be the first respondent, click the Reply link below the topic.

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The new discussion interface is cleaner and more streamlined, with easily read fonts.



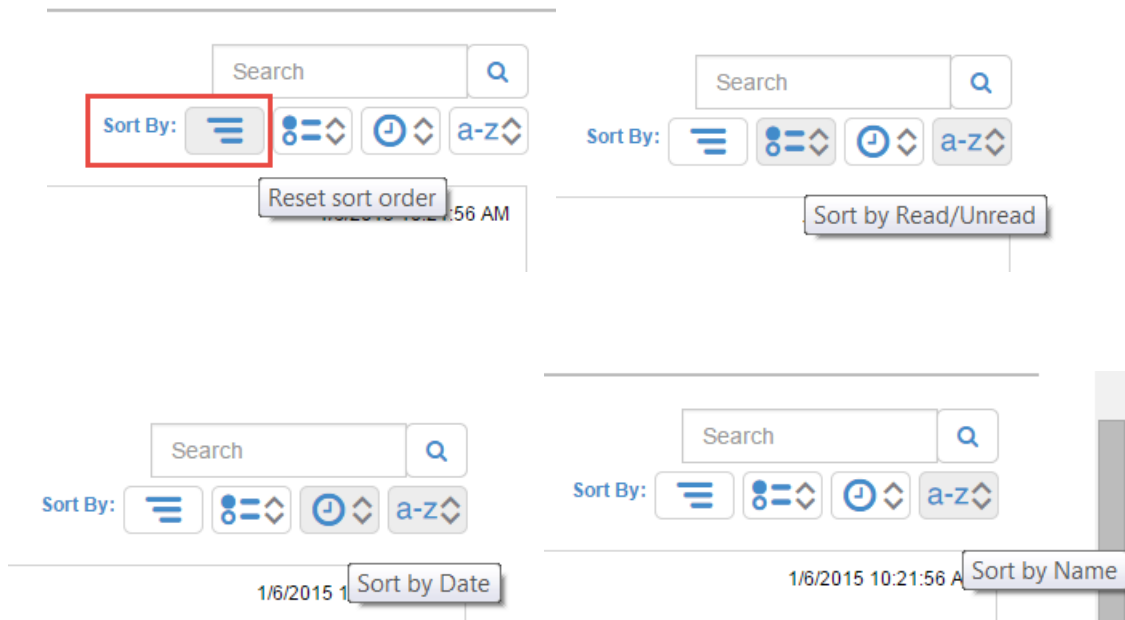
Additionally, there is now a pop-out preview option which helps students proofread before posting.



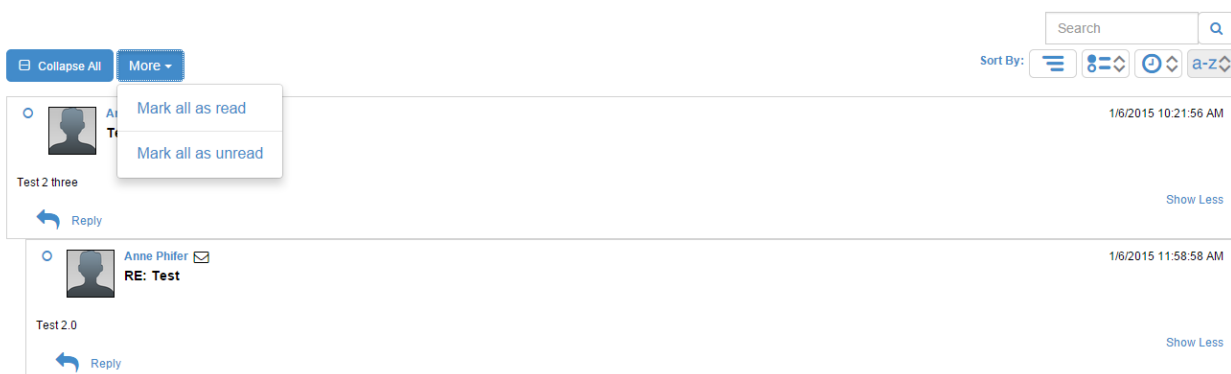


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Discussion posts can now be sorted in a variety of ways: by read/unread status, by date, or alphabetically by name.



Additionally, instructors and students can now use keywords to search within a particular discussion thread. This search is limited to the threaded discussion topic they are in and does not include results from other threads or thread topics. Enter keywords in the Search box and the resulting occurrences will be highlighted in the post and replies for that discussion string.





* Times are displayed in (GMT-06:00) Central Time (US & Canada)

The new Embed Media option in the posting editor allows students and instructors to embed videos, images, and other media into discussion posts easily.

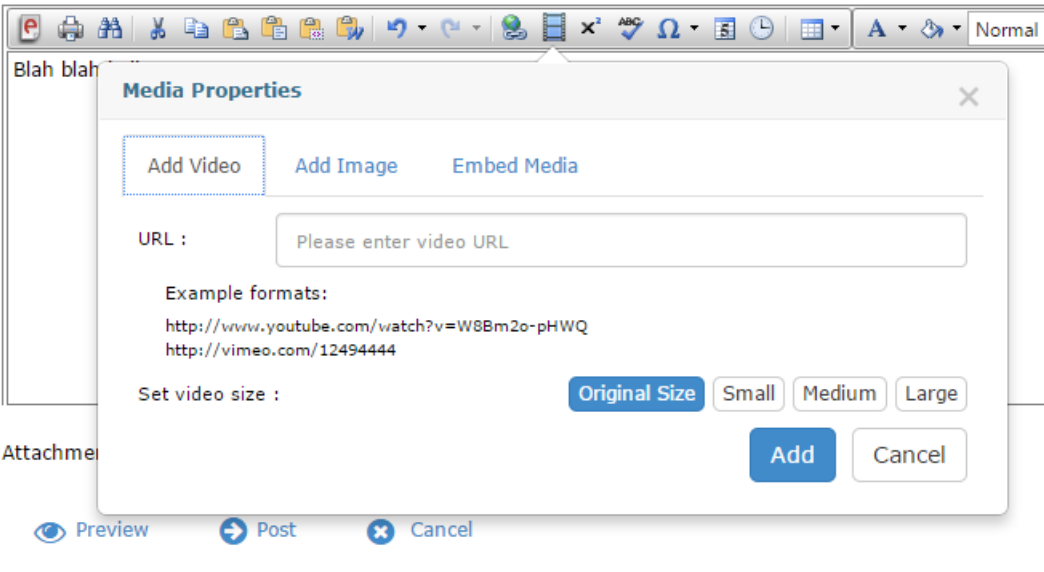


To add a video, simply enter the URL where the video is hosted online.

Collapse All More ▾




 **Cortney Phifer** 
Test Post

test

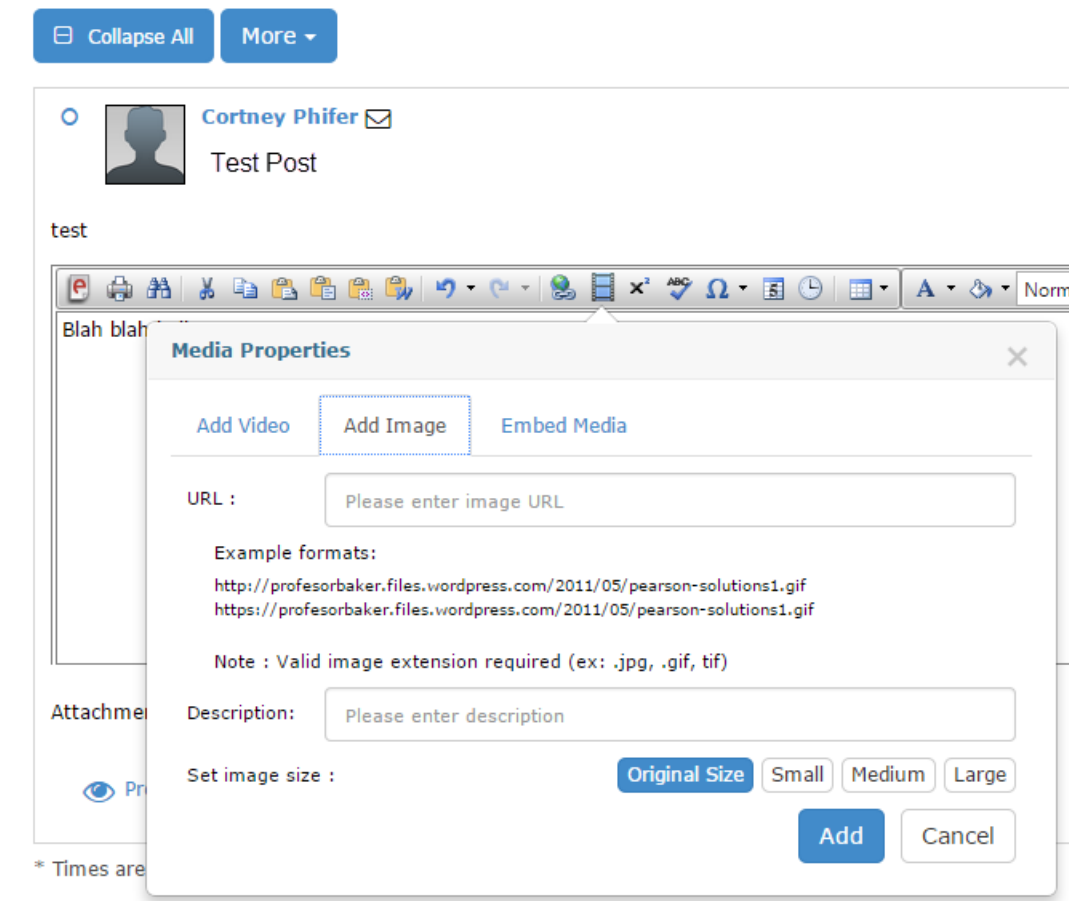


Blah blah

Attachme

 Preview  Post  Cancel

Alternately, the Embed Image option allows you to post an image directly into a post along with an alt tag description, making it accessible for those who use screen readers.



The "Embed Media" option allows you to insert any media embed tag taken from any website, leaving options open for embedded audio and presentations that are hosted elsewhere on the internet.



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Once in Author Mode, instructors can grade discussion posts directly from the discussion board. By simply selecting the blue box icon with the checkmark in the right-most column,

The screenshot shows a discussion board with several posts and replies. At the top, there are buttons for 'Expand All' and 'More'. On the right, there are sorting options: 'Sort By:' followed by icons for list view, grid view, and a-z sorting. The posts are as follows:

- Post 1:** User: Cortney Phifer, Title: Test Post, Date: 1/13/2015 9:15:49 AM. Content: test. Action: Blue box icon with checkmark.
- Reply 1:** User: Cortney Phifer, Title: RE: Test Post, Date: 1/13/2015 9:32:11 AM. Content: Blah blah balh. Action: Blue box icon with checkmark.
- Reply 2:** User: Instructor Phifer, Title: RE: Test Post, Date: 1/13/2015 9:38:42 AM. Content: What are we even doing. Action: Blue box icon with checkmark.
- Post 2:** User: Cortney Phifer, Title: Add Media Video with Link, Date: 1/13/2015 9:34:20 AM. Content: There it is. Action: Blue box icon with checkmark.
- Reply 3:** User: Cortney Phifer, Title: RE: Add Media Video with Link, Date: 1/13/2015 9:36:30 AM. Content: Embedded image via URL. Action: Blue box icon with checkmark.
- Reply 4:** User: Instructor Phifer, Title: RE: Add Media Video with Link, Date: 1/13/2015 9:38:23 AM. Content: Much improved. Action: Blue box icon with checkmark.

The instructor triggers a pop-up gradebook window in which they can grade each discussion post.

The screenshot shows a 'Grade Detail View' pop-up window. The window title is 'Grade Detail View - Google Chrome'. The URL is 'https://gradebook.next.college.com/(NEXT(ba010e1ce6))/Main/AuthorMode/GradeDetailViewV2.ed'. The window contains the following information:

- Student:** Phifer, Cortney
- Grade:** Letter Numeric / 3
- Rubrics:** Total -- / 3
- TOPICS:** Literacy Sponsorship and Discourse Communities (4 responses by Cortney)
- LITERACY SPONSORSHIP AND DISCOURSE COMMUNITIES:**
This unit we will be discussing Literacy Sponsorship and Discourse Communities. Please watch the relevant lecture notes for this unit before doing your discussion post.
In this discussion, you should post a thoughtful, well-considered response to the ideas and concepts presented in this unit. Do not summarize the readings; we are running on the assumption that everyone can read and summarize. Instead, discuss the things that those readings bring up for you. If the readings don't make you think, go back and re-read them. If you're not thinking about the larger conversation that these readings inspire, then you're not reading correctly.
Post one 300 word response by January 29th. Respond with two, 100 word responses to your classmates by February 9th.
- RESPONSES: CORTNEY PHIFER**
- Response List:**
 - Response (selected)
 - Test Post (1/13/2015 9:15:49 AM)
 - Test Post (1/13/2015 9:32:11 AM)