

Example of a one hour seminar on a Moodle discussion forum

Preparation

- Choose which questions and activities from your seminar plan are possible as written activities with limited interaction
- Create in Moodle one main discussion forum, and a main thread to guide the seminar.
- Create three Moodle chat spaces (select 'Add an Activity' on Moodle, and 'Chat') for the planned group discussion. Name them (chat 1, chat 2, chat 3).
- Write any substantial pieces of texts for the seminar: a welcome message, the instructions for activities,

Summer Term week 11 seminar forum

Main thread for seminar discussion. View this thread from 16.00 GMT Tuesday 31 March.

Subscribed

Display replies flat, with oldest first

Main thread for seminar discussion. View this thread from 16.00 GMT Tuesday 31 March.
by **Ellis Saxey** - Thursday, 12 March 2020, 8:12 PM

Welcome to the main discussion thread for the seminar.

Please don't post here yet - come back at 16.00 GMT Tuesday 31 March, and read the introduction and instructions!

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Introductory post

Post here more than a day in advance, confirming students are supposed to be here, giving seminar times, asking students not to post straight away!

Re: Main thread for seminar discussion. View this thread from 16.00 GMT Tuesday 31 March.
by **Ellis Saxey** - Thursday, 12 March 2020, 8:23 PM

Hello - welcome to the seminar. Thank you for joining online, and sorry that we can't be on campus. We hope we can still get contributions from you all, and you'll be able to discuss with the same rigour and politeness you're shown all term!

I'll be using this thread to share questions and activities with you. Please don't post here unless you're set a specific task. There will be chances for you to discuss in other threads.

To begin, we will use two questions to explore the readings and lecture material from this week.

1. Smith says there can be no ethical consumption under capitalism. Can you give an example of an attempt at ethical consumption, and in what ways did it succeed?
2. The example of Universal Exports is used by Jones as a counter-argument to Smith - how far is it persuasive, and can you see any flaws in it?

Students with surnames starting A-J, please write an answer to question 1

Students with surnames starting J-Z, please write an answer to question 2

You have until 16.15 - please write no more than 50 words, and post them here, in one post (put 'Q1' or 'Q2' at the start of your post.) Select 'reply' to this post and your post will appear below. Please don't reply to anyone else's posts, yet! Don't worry if you make a mistake - you can edit your post, if you like, but we're more interested in people's ideas than spelling and grammar.

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Start of seminar and first activity

At the start of the seminar, post a welcome message and the initial activity—here, two questions to be answered by different groups of students. Specify what you want from students and give a deadline.

[Students post answers here]

Re: Main thread for seminar discussion. View this thread from 16.00 GMT Tuesday 31 March.
by **Ellis Saxey** - Friday, 13 March 2020, 10:07 AM

Thanks very much for these replies.

Spend five minutes looking at everyone's posts - make a note for yourself (don't post) of any examples or arguments you had not already considered.

I'll post some comments at 16.20.

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Close of first activity

Students will have posted. Post thanking students, and telling them to look over the other student contributions. Use the time to look over student posts and identify some useful points or misconceptions.

Re: Main thread for seminar discussion. View this thread from 16.00 GMT Tuesday 31 March.
by **Ellis Saxey** - Friday, 13 March 2020, 10:16 AM

Thanks again - you've given some very appropriate examples.

I was particularly interested that three of you identified Fairtrade as an organisation worth consideration. It's definitely a useful case.

Also many of you noted the possibility of ethical 'highs and lows' at different parts of an organisation. Between you, you identified: sustainability of raw materials, worker's rights, advertising, accountability for waste etc.

On Universal Exports, you found some very relevant parts of the argument, and also some drawbacks or weaknesses in the evidence. All your contributions were good, but I appreciated these comments:

- *Smith isn't comparing like with like in the second section*
- *The time period he explores is very selective, before 1996 things are different*
- *A lot of the evidence comes from materials produced by the company itself*

It's worth returning to Smith to read it as an example of an argument. Look at not only what evidence he brings in, but what terminology he uses to persuade the reader, and how he structures his argument.

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Comments on first activity

Comment on student posts, summarising or elaborating as you might in a face-to-face seminar. You can cut and paste some useful points from student posts.

You could also include here some pre-prepared comments on the readings/lecture.

Re: Main thread for seminar discussion. View this thread from 16.00 GMT Tuesday 31 March.
 by **Ellis Saxey** - Friday, 13 March 2020, 10:29 AM

Next activity - I want you to **work in groups on a plan for a specific company.**

I want you to identify:

- four criticisms of their production ethics
- approaches which could help to improve these areas
- a timeline for implementing changes

Don't write more than 200 words. You can refer to the readings where they support your argument. You have twenty minutes - **please post before 16.45.**

If you have any trouble with the Chat, please try a different browser. You may want to make one person the notetaker' within your group - assembling suggestions and drafting your plan.

Annika, Atta, Chris, Claire, Colleen, Darren - please go to the **FIRST** chat space in this Moodle area and devise a plan for **Google**. Here's the address:

<https://moodle.lse.ac.uk/mod/chat/view.php?id=850782>

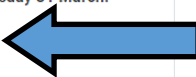
Elizabeth, Jenni, Lee, Marco, Nicky - please go to the **SECOND** chat space in this Moodle area and devise a plan for **Microsoft**. Here's the address:

<https://moodle.lse.ac.uk/mod/chat/view.php?id=850783>

Mikolitsa, Per, Olive, Rose, Sandy - please go to the **THIRD** chat space in this Moodle area and devise a plan for **Apple**. Here's the address:

<https://moodle.lse.ac.uk/mod/chat/view.php?id=850784>

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Start of second activity

Post pre-prepared instructions for group activity
 Tell students what you need them to do, to produce, and set a wordcount and deadline.

[Student groups post their plans

Re: Main thread for seminar discussion. View this thread from 16.00 GMT Tuesday 31 March.
 by **Ellis Saxey** - Friday, 13 March 2020, 10:30 AM

Thanks again for these excellent plans.

Take a few minutes to look at them. Note down for yourself any approaches you'd not considered in your own group. Don't edit your post, though! And please don't post responses here!

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Close of second activity

All groups should have posted.
 Post thanking students, and telling them to look over the other student contributions.
 Use the time to look over student posts and to

Re: Main thread for seminar discussion. View this thread from 16.00 GMT Tuesday 31 March.
 by **Ellis Saxey** - Friday, 13 March 2020, 10:33 AM

These are very useful. In particular, between you, you've identified:

[some key points from student discussion]

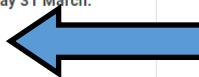
These are all relevant. You can, of course, bring in approaches from the other readings in the course - particularly relevant might be Meghani and Forrester.

[Some take-home points on the readings/assessment]

Thanks for participating today - I'll leave this forum visible so you can use the things you've posted as a revision resource.

Next week's seminar will be at the same time, and I'll publicise the link for the forum. Hope your week goes well!

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Close of seminar

Offer some summarising comments on the student contributions.
 Thank students for participating and remind them of the following week's seminar.

Again, you could share some pre-written concluding points on the week's topics, or on the assessment.