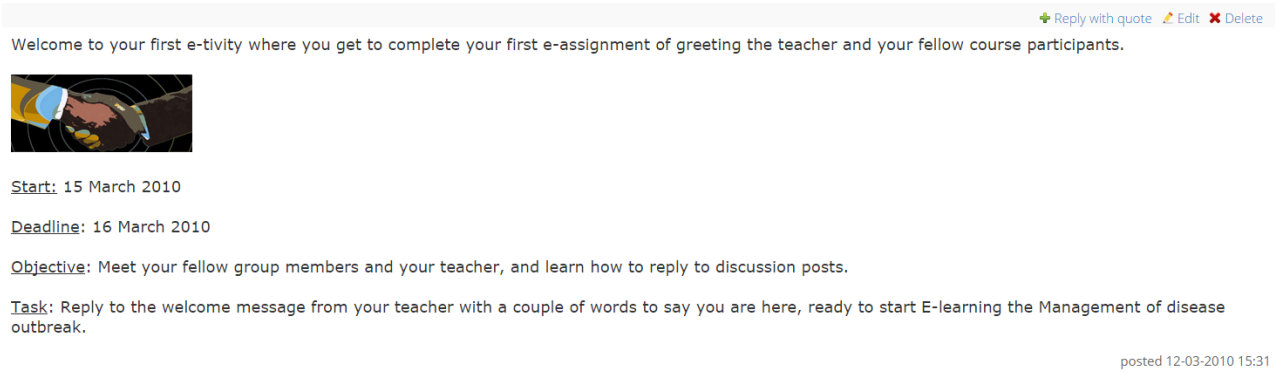
Examples of different uses of discussion fora

Course: Disease Outbreak Management. Course responsible: Jens Frederik Agger



Reply with quote Edit Delete

Welcome to your first e-tivity where you get to complete your first e-assignment of greeting the teacher and your fellow course participants.

Start: 15 March 2010

Deadline: 16 March 2010

Objective: Meet your fellow group members and your teacher, and learn how to reply to discussion posts.

Task: Reply to the welcome message from your teacher with a couple of words to say you are here, ready to start E-learning the Management of disease outbreak.

posted 12-03-2010 15:31

Course: Climate Change Impacts, Adaptation and Mitigation. Course responsible: Christian Bugge Henriksen

Blunier, Thomas

Svar med citat Rediger Slet

Hi, welcome to the first discussion in my E-module. Now I am looking forward to discuss features of abrupt climate change with you.

Spark: Take a quick look at these two videos: "The day after tomorrow" and "Golden spike in icecore"

Objective: Develop the ability to discuss features of abrupt climate change.

Task: Study the learning resources below and take a look at the temperature curves for Greenland and Antarctica from the period between 10.000-90.000 years ago (go to slide 14 in the Power Point presentation). Go to the *E-lesson 3.2 discussion forum* and make a comparison of the curves for Greenland and Antarctica together with your fellow group members.

Suggested resources: IPCC (2007): Fourth Assessment report, Working Group I: The physical science basis, Chapter 6, Section 6.4.2 p 454 - 457, FAQ 6.1 p 449-451.

Blunier, T. (2013): Abrupt climate change (Power Point) (PDF copy)

For the interested in ice core science, read W. Dansgaards book "Frozen Annals" which can be downloaded for free. You may also watch this video recorded at NGRIP Greenland 1999.

Start: Friday 15 February 2013 at 17:00 CET

Deadline: Friday 22 February 2013 at 17:00 CET
Please note that your first contribution to the E-lesson 3.2 discussion must be posted by Tuesday 19 February 2013.

Course: Introduction to Dairy Technology. Course responsible: Richard Ibsen

Each group will get a separate statement to initialise the discussion (link to statements here)
At the end of this discussion each group must reach a consensus as to the three main advantages and disadvantages of consuming fermented milk products.
Each group must fill out a powerpoint template (here) with their conclusion and upload it to Absalon in the folder for discussion 5.4.

Learning objectives

- Describe and classify fermented dairy products
- Summarise the unit operations needed to process and manufacture fermented dairy products
- Characterise the quality of fermented dairy products
- Discuss the role of fermented dairy product in relation to diet and health issues

Spark
Read the statements pertaining to the three groups **here**.

Task
1) Study the suggested learning resources and explore the benefits that can be obtained from fermentation of milk.
Start by discussing the benefits of fermented milk suggested by the statement specific for each group.

2) Reply to this message and post your contributions

3) Please respond to at least two contributions from your fellow group members. Post early in the week to kick start the discussion and log on multiple times to follow and develop the discussion.

You should post your own thoughts, comment on posts from your fellow group members, ask questions if there is something you do not understand and reply to further questions from your teacher and fellow students.

Learning resources
Spoken PowerPoint by Richard Ipsen, "Fermented Milk Presentation 1: Introduction and starter cultures" and "Fermented Milks Presentation 2: Processing and technology"
3. Walstra, P., Wouters, J.T.M. & Geurts, T.J. Fermented Milks. Dairy Science and Technology, Second Edition. 2006. Chapter 22: pages 551-573.

Responsible for starting the discussion by Monday latest 16.00 CET: Daryl

Responsible for summing up the discussion by Friday latest 14.00 CET: All Students

Start: Friday 28th September 2012 at 16.00 CET
Deadline: Friday 5th October 2012 at 12.00 CET

Course: Applied Statistics for Researchers and Developers. Course responsible: Ib Skovgaard

Activity 3.1: Taxes versus Happiness

Is there a relation between happiness and income taxes?

Objective: To develop the ability to discuss the relation between different variables, the importance of the different variables and what you can tell from data about cause and effect.

Case description: Happiness economics

On Wikipedia you can find reports on the phenomenon "happiness economics" that is the study of a country's quality of life by combining economists' and psychologists' tecniques. Although its usefulness is yet to be determined, it has become a subject of interest and often a measure of comparison with the traditional forms of measuring market health such as GNP (Gross National Product).

Task 1
Look at the Wikipedia-article "Happiness economics" about worldwide happiness and subsequently the homepage "Tax rates around the world". Extract the relevant data from the two homepages and merge the data into a single data frame in R. You can use the `merge()` command to merge data frames.

Task 2
Investigate the relationship between happiness and income taxes, e.g. graphically, plotting the data in a way you find suitable. Do the two quantities seem to be related and, if so, how?

Task 3
Discuss the following questions in the discussion forum:

a) Is there a relationship between happiness and income taxes?

b) What is your interpretation?
Go to the discussion forum and comment on posts from your fellow group members tha you either agree or disagree with, and respond to further questions from your teacher.

Start: Monday, March 22.

Deadline: for contributions to discussion is Saturday, March 27.

Resources:
1) Lecture 3.2: Linear regression gives technical information.
2) Lecture 3.3: demonstrates R-programming steps for regression.