

## **Discussion boards.**

The purpose of a discussion board is to facilitate student-to-student discussion outside the class. Your tutor might set you a specific task or topic each week, or it might be there simply for you to continue and extend discussions from class. But the point is that you are talking to each other, not to the tutor.

With that in mind, here are some tips:

- When the tutor sets a specific question or task, make sure you **answer it**. Read it fully and understand what's expected of you.
- **Respond** to other students' comments. Don't be afraid to disagree, do so politely, for example by asking a question, or to clarify their point, before explaining your position. If you think they've said something good, agree, and add something else, like an example or a reference. Be constructive.
- Include information from your **reading**. Mention the books, articles, and websites that you have read to back up your point. Refer to lectures too, or link to other resources not on the reading list that you think are relevant. Remember that you will still be expected to paraphrase, summarise and reference, copying from Wikipedia isn't going to convince anyone.
- If you don't know what to say, **ask a question**, or explain why you have nothing to add. It might be that the reason the topic isn't interesting for you is actually itself an interesting contribution. Reflect on why it isn't grabbing your attention or what it is that's confusing you.
- **Elaborate** and explain. Avoid one word or one-line posts. This is a chance to say what you think, your own personal idea or take on the module or topic.

This is a guide to help you understand what to write in these tasks. If you are having technical difficulties with NILE, please refer to the [NILE help](#) page.

Over the page are examples of a discussion board conversation where the tutor has set a particular question. Notice that the students are giving full answers, references to where they got their information and examples, and responding to previous comments in the discussion rather than repeating.

These examples illustrate an informal academic writing style. You can see that while the students are not using slang, they are writing in the first person, using 'I' and using contractions, such as 'don't'. The examples also show how the students use emotive language, for example using the word 'dramatically'. In formal academic style, these would be avoided in favour of impersonal, objective, cautious language. But in the context of a discussion board, this type of writing style is appropriate.

# Learning Development

Please follow the link for an [accessible version of the examples of a discussion board conversation](#).



**Tutor** 8 months ago

**2. To what extent does social media give fans and organizations the power to make or break sport celebrities?**

Overall Rating: ★★★★★

Please discuss...

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**Joe Bloggs** 7 months ago

**RE: 2. To what extent does social media give fans and organizations the power to make or break sport celebrities?**

Overall Rating: ★★★★★

Social media can dramatically affect the images of sports celebrities and they can use it to take control of this themselves. Athletes can be thought of as a personal brand, and can use charity events or awareness raising to create a positive media image (Howes, *et al.*, 2010). They can also use social media to manage releasing important information about themselves. Tom Daley, for example, came out to the public over social media in order to communicate directly with his fans (Sanderson, 2013).

Howes L., Howes, L. and Howes, L. (2010). How Athletes Can Build Their Personal Brand | Sports NetworkerSports Networker Available at: <http://www.sportsnetworker.com/2010/02/18/how-athletes-can-build-their-person-brand/>

Sanderson, J. (2013) From Loving the Hero to Despising the Villain: Sports Fans, Facebook, and Social Identity Threats. *Mass Communication and Society*, 16 (4), pp. 491-508.



**Jamila Biggs** 7 months ago

**RE: 2. To what extent does social media give fans and organizations the power to make or break sport celebrities?**

Overall Rating: ★★★★★

I agree with you that social media can have a significant impact on sport celebrities. But I don't think this always works in their favour. For example, Rio Ferdinand was recently banned from 3 games for misconduct on Twitter, which has negatively affected both his team's brand, and his own personal brand (Rumsby, 2014). Similarly, in the USA, NFL star Rashard Mendenhall lost a sponsorship deal after some controversial tweets about 9/11 (NBC, 2011). So while social media can be used to advance the career and image of sport celebrities, it can also damage them.

NBC (2011) Rashard Mendenhall loses endorsement deal with Champion. *NBC* [online] Available from: <http://profootballtalk.nbcsports.com/2011/05/05/rashard-mendenhall-loses-endorsement-deal-with-champion/> [Accessed 11 November, 2014]

Rumsby, B. (2014). Rio Ferdinand will not appeal against 'sket' ban because he believes FA disciplinary system is flawed. *The Telegraph* [online] Available from: <http://www.telegraph.co.uk/sport/football/teams/queens-park-rangers/11207820/Rio-Ferdinand-will-not-appeal-against-sket-ban-because-he-believes-FA-disciplinary-system-is-flawed.html> [Accessed 11 November, 2014]

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**Chris Tee** 7 months ago

**RE: 2. To what extent does social media give fans and organizations the power to make or break sport celebrities?**

Overall Rating: ★★★★★

However, there are cases when social media doesn't impact a player's career so much. Luis Suarez, for example, was widely ridiculed in the press after numerous incidents including biting other players (Cowley, 2014). Yet he continued to be employed by football clubs, despite his behaviour, and maintained his performance on the pitch. This suggests that in this case, social media did not have the power to 'make or break' his career.

Cowley, M. (2014) FIFA Charges Luis Suárez in Biting Incident. *The Wall Street Journal*, Available from <http://online.wsj.com/articles/fifa-charges-luis-suarez-in-biting-incident-1403670784>. [Accessed 11 November, 2014]

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