

Making teamwork ‘work’ in online classes

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This talk



BDL -
technology



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F2F
Teams
teaching

SCOPE

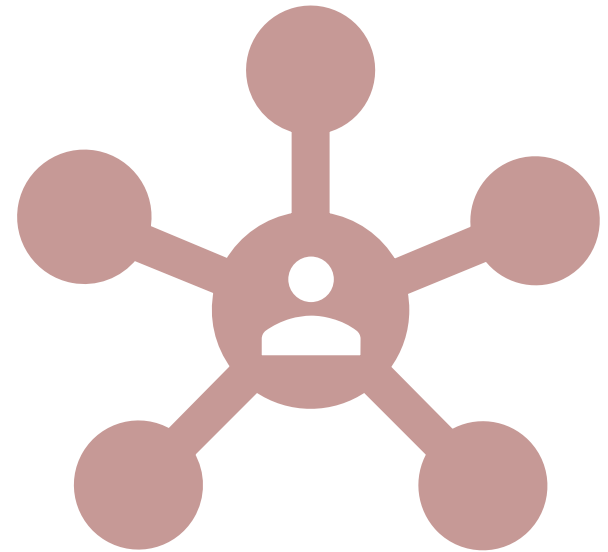
This talk will consider both the Asynchronous and Synchronous





(1) ASYNCHRONOUS
COMPONENTS TO
ENABLE TEAMWORK

DO YOU REQUIRE
TEAMS TO DO
WORK TOGETHER
OUTSIDE OF CLASS?

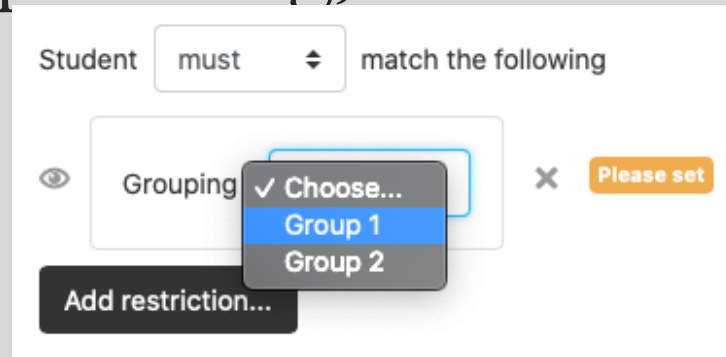


BUILD A
PLACE FOR
STUDENTS
TO WORK
TOGETHER



On Moodle

Use the 'Group' setting, create Teams as 'Groups'



Then add to the Moodle site activities like...



A Collaborate link for the team for meetings – you may need to give them a 'presenter' link



Open Forum

An Open Forum discussion board for the team to discuss ideas



Wiki

A Team Wiki page

Microsoft Teams:

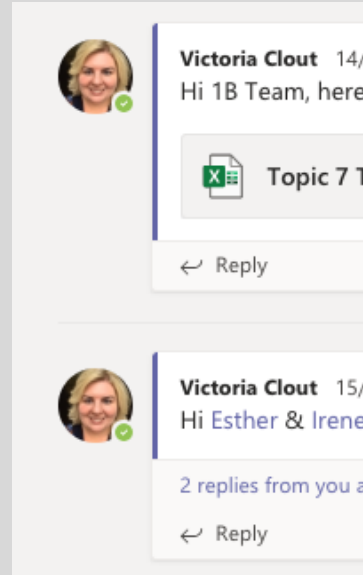
Setup spaces by...



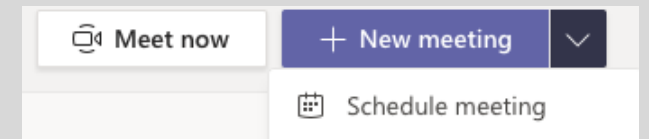
Add channel



Create a team channel – where it is private (only the team can access)



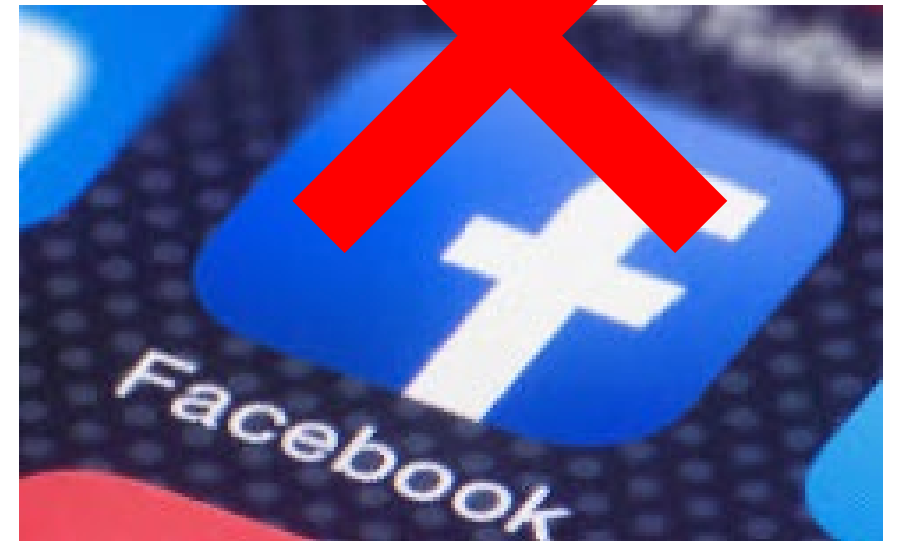
Discuss Ideas and upload documents in their “Channel”



Students can schedule video meetings using the calendar

PLEASE DON'T LEAVE
STUDENTS TO DO
GROUP
CHAT/DISCUSSION ON
FACEBOOK AS A
DEFAULT

Teams don't always become friends...



How will students submit their work?



Assignment Tool



Turnitin
Assignment 2

Turnitin Tool



Email

This submission tool will also determine the way feedback is returned to students. Additional option – feedback can be via the ReView tool.



(2) SYNCHRONOUS LIVE CLASSES IN TEAMS

**Consider a
smaller team
size compared
to F2F**

**For example
3 to 4 students**



It takes longer for teams to
communicate in an online
environment compared to
F2F

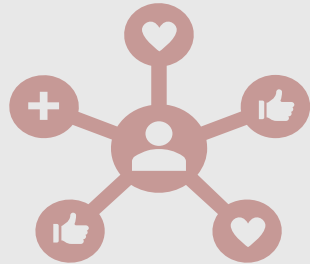


Can take longer
due to less
physical social
cues



Time talking can
increase per student
due to technology can
mean lagging
video/audio feeds

Time considerations



Free responses are going to take longer than MCQs



Give students a time limit on how long they will be in the breakout groups



Try to split up class time between the breakout groups and bring students back together as a class

Provide a time structure at the beginning of class

Here is an example for a 2 hour class:

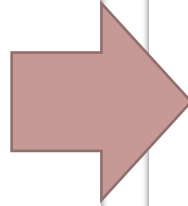
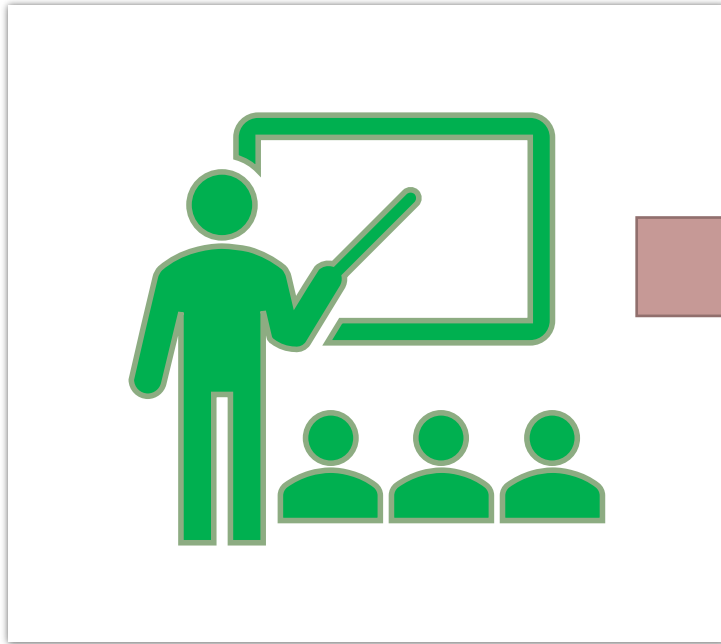
Start	End	Min	Activity	Format
9:45AM	10:00AM	15	<ul style="list-style-type: none"> Class door opens Chat introductions & login to the response system (e.g. GoogleDoc or Socrative or Echo360) 	Plenary session
10:00AM	10:20AM	20	<ul style="list-style-type: none"> Session begins Orientation of what to expect How to login to the response system 	Plenary session
10:20AM	10:35AM	15	<ul style="list-style-type: none"> Individual quiz 	Individual quiz in Plenary session
10:35AM	10:50AM	15	<ul style="list-style-type: none"> Instructions for teams Breakout into teams Team introductions Team quiz 	Team quiz in virtual break-out room
BREAK		5	<ul style="list-style-type: none"> BREAK 	
10:55AM	11:10AM	15	<ul style="list-style-type: none"> Clarifications / "Burning Questions" 	Plenary session
11:10AM	11:30AM	20	<ul style="list-style-type: none"> Application or Short answer extended Team activity 	Team application/activity in virtual break-out room
11:30AM	11:50AM	20	<ul style="list-style-type: none"> Discussion/Gallery-Walk of answers 	Plenary session
11:50AM	12:00PM	10	<ul style="list-style-type: none"> Closing (Feedback survey / Team peer evaluation activity) 	Plenary session

Adapted from: <https://www.intedashboard.com/>

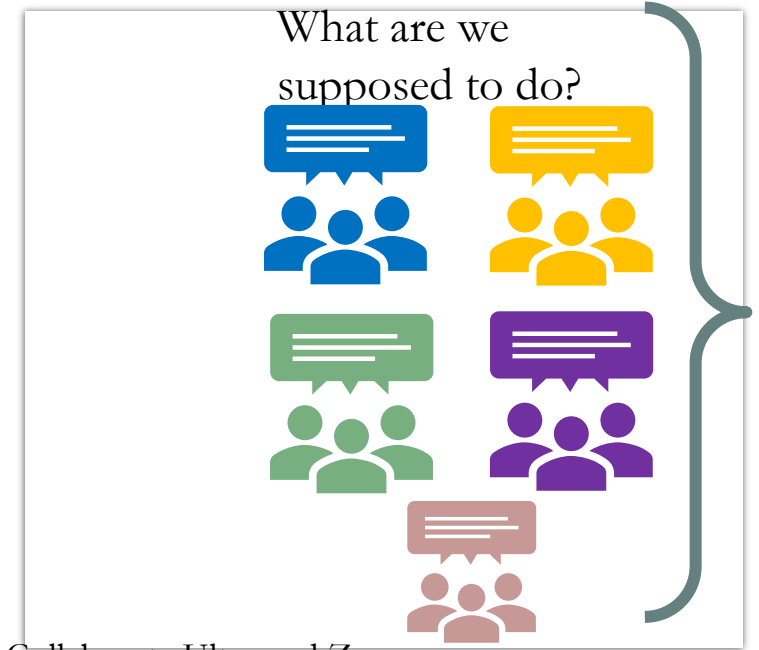
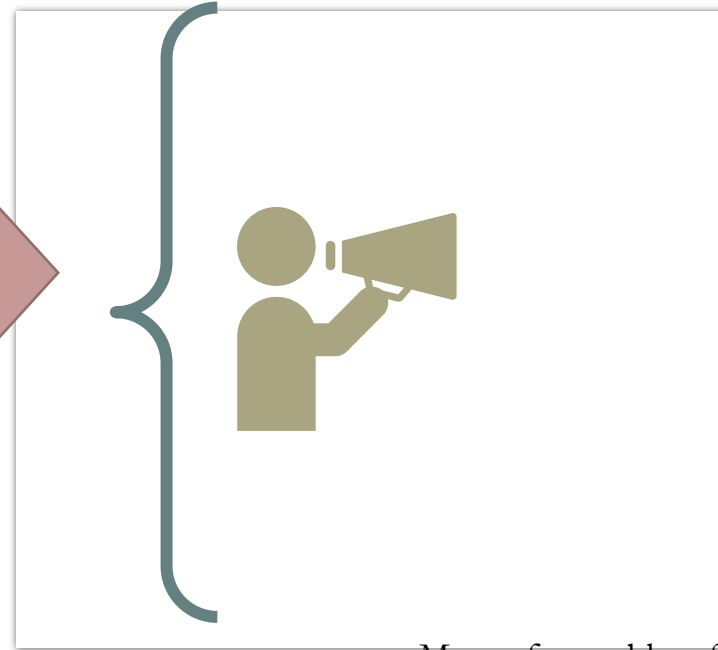
The background of the slide features a blurred, high-angle view of a large crowd of people. The individuals are represented by simplified, stylized human figures in various shades of blue and purple. A large, dark, semi-transparent rectangle is centered over the crowd, serving as a backdrop for the title. At the top center of this dark rectangle, there is a smaller, solid reddish-pink rectangle. The title text is centered within the dark rectangle.

Breakout groups

In F2F in one room



Virtual Distance due to break-out group structure



More of a problem for Collaborate Ultra and Zoom
Can have a work-around in Microsoft Teams)

BE VERY CLEAR TO STUDENTS ABOUT WHAT TASK YOU
WOULD LIKE THEM TO COMPLETE BEFORE CLICKING ON THE
'BREAKOUT' GROUPS BUTTON
MORE THAN F2F (BECAUSE THE TEAM CAN'T RUN BACK TO
YOU TO CLARIFY AS EASILY AS A LIVE CLASS)

PICK A WRITING OR ANSWER SPACE FOR TEAMS

CHOOSE A METHOD FOR
STUDENTS TO SEE THE
QUESTION IN THE
BREAKOUT GROUP
& FILL IN THEIR ANSWERS



Google Docs



Yes there are many
more options out
there... infinite
maybe....

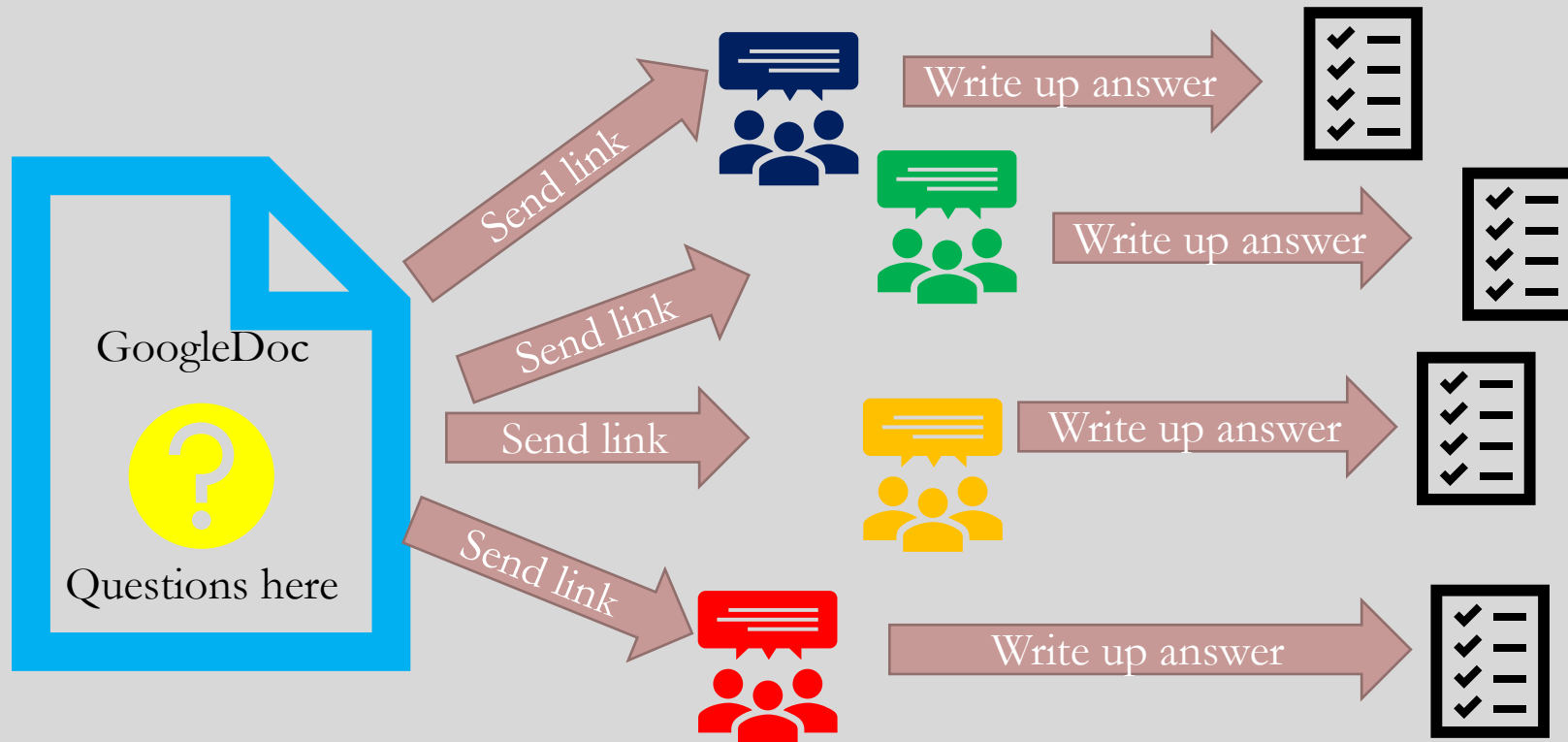
Other options...

- Miro shared whiteboard
- Qualtrics survey
- Microsoft Forms
- Kahoot
- Moodle quiz tool
- etc



Google Docs

Google Doc approach:



Students then come back to the main room with their answers written in their GoogleDoc



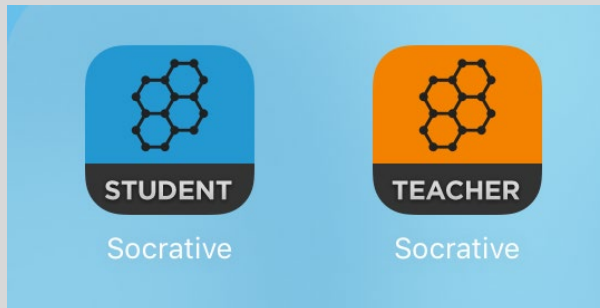
Presented by students
Or
Gallery Walk-through by
Lecturer/'Tutor



Quiz approach:

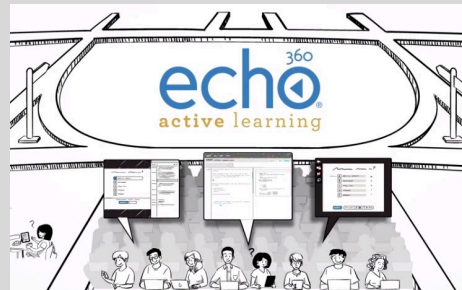
UNSW funded

Use a quiz response system during the class to capture responses for example:



Socrative (benefit is it has a team mode, does have a free mode; disadvantage class list requires paid mode).

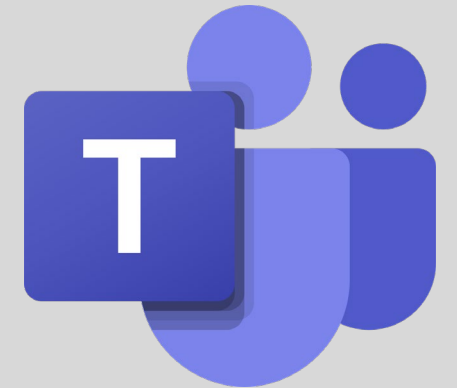
<https://socrative.com>



Echo360 slide deck (disadvantage fiddling required for step for only one class at a time, it's more for lecture streams need to be created for each class/tutorial stream).



Collaborate Ultra does have a quiz system but it is limited to just MCQ or Yes/No polls and has a short text length for questions.



Microsoft Teams – if you use the “Polly” app in the chatbox this can be used to poll questions. The free version can't have preloaded questions. The paid version can.

Built into Moodle via Plug-in Link



PADLET - POST-IT NOTE WALL APPROACH

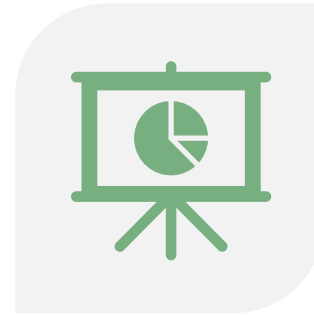


<https://padlet.com/>

- 3 Free walls... then you have to pay for more walls
- See the real-time typing of answers
- Headings for topics/questions/ideas

Back in the plenary session

Here are two ideas for on commenting on teams' responses

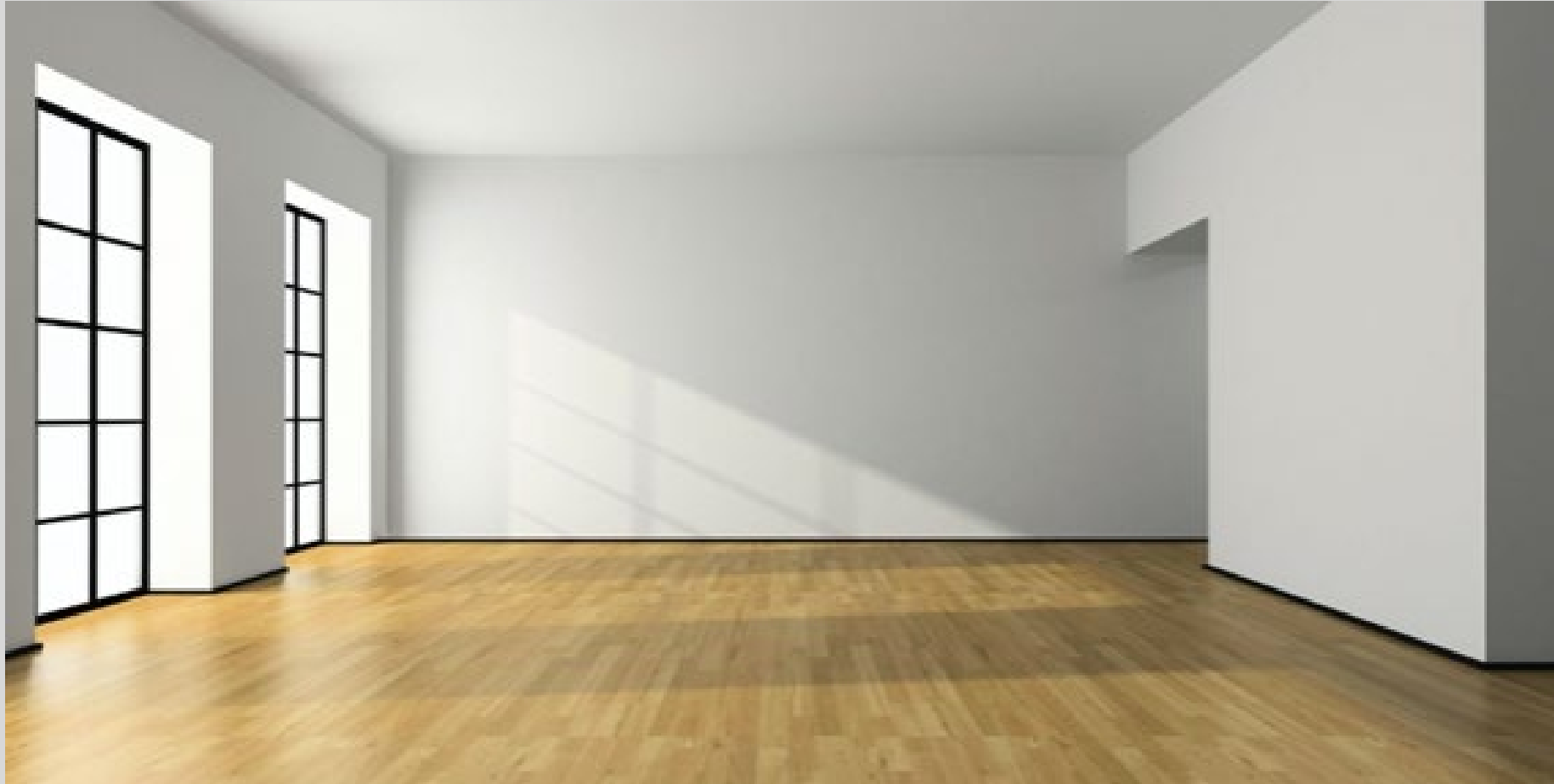


GALLERY
WALK
APPROACH
FOR SHORT
ANSWERS



MCQS COULD BE TO
SHOW THE TEAM'S
RESPONSES AND
THEN CALL ON A
TEAM, FOR
EXAMPLE 'TEAM 2
WHY DID YOU PICK
B?'

WHAT PLATFORM IS BEST TO DELIVER THE CLASS?





YOU MIGHT BE USING A PRE-EXISTING LIVE
STREAM TOOL....

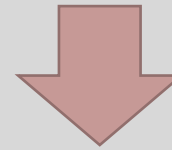
However there could be a better one!



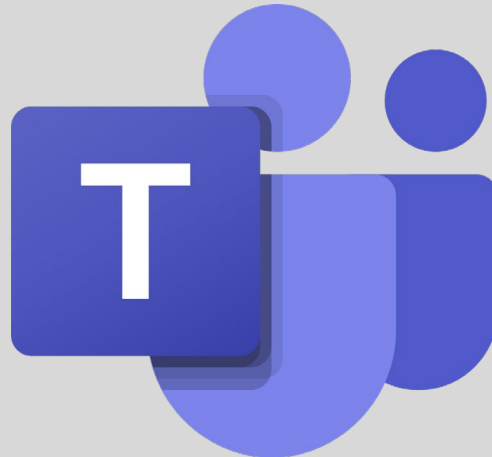
Consideration - the platform should be selected based on your team structure during the Term

Fixed Teams For Whole Term

Random Teams, not required to work in the same team each time



OR



OR

Blackboard
collaborate™

Teams and Zoom can have fixed teams that can be sent into the breakout rooms (meetings) easily.

Whereas Collaborate Ultra you have to spend time specially forming the teams each time by clicking, which can take 1 to 2 minutes.

FACILITATING THE BREAKOUT GROUPS

Communicate to students if you plan on visiting their breakout groups, otherwise...



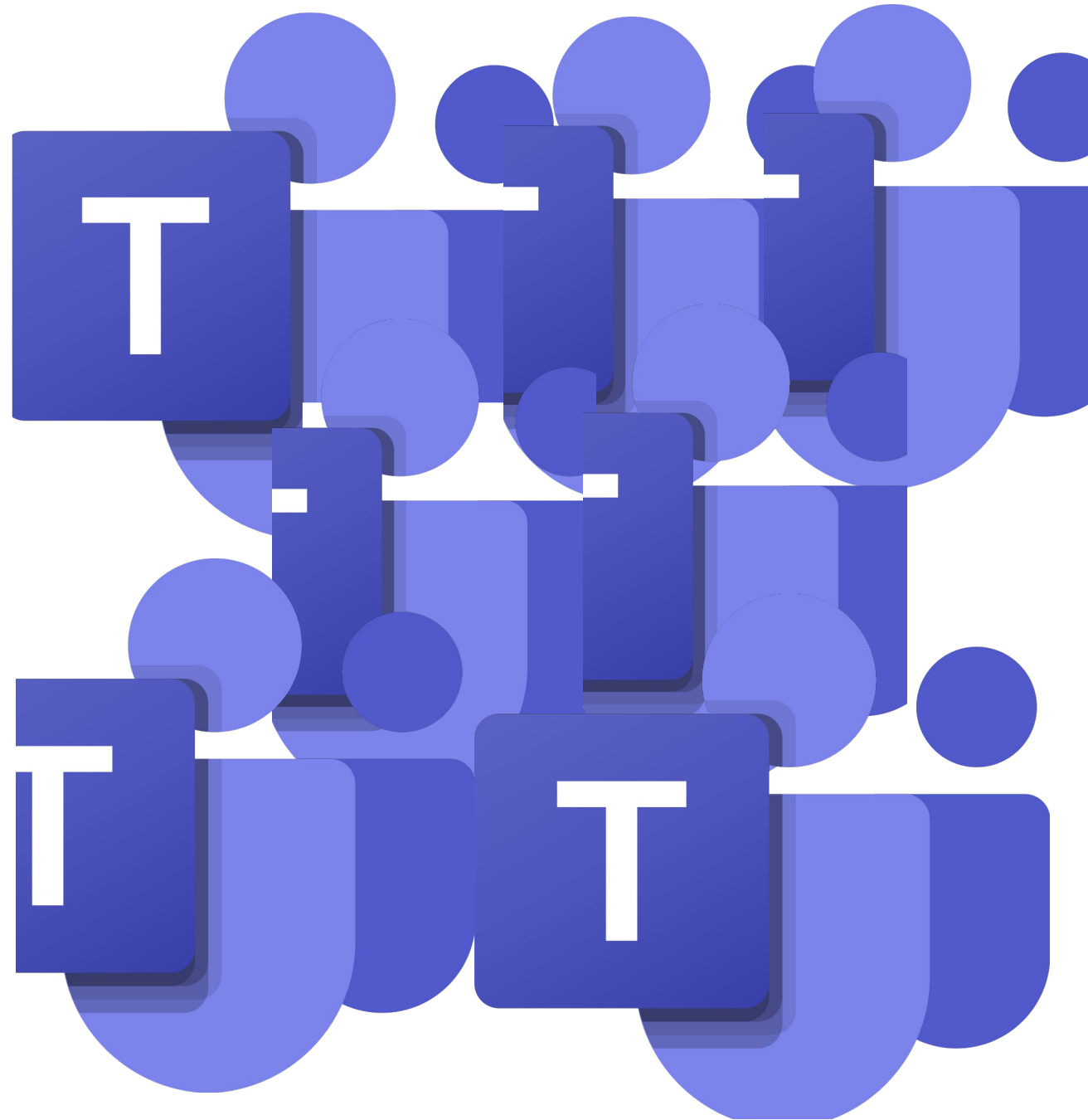
Could be a...



In MS Teams – you be on hand for all the breakout groups

- Steps are: (1) Go to the MS Teams website in a browser, login using `z1234567@ad.unsw.edu.au` format;
- Step (2): then click on the 'open in desktop app' option,
- Step (3): open as many tabs as there are teams and join each of those 'meetings' breakout teams.

Also another suggestion – you can use multiple devices (e.g. if you have an iPad, phone, laptop these can all be use to launch different teams breakout groups).



Team Peer review

Consider more frequent peer evaluations compared to F2F



GHOSTING

BE AWARE OF POTENTIAL
'GHOSTING' BY TEAM MEMBERS.
ONLINE ENVIRONMENT CAN
MAKE GHOSTING EASIER.

TRY EVERY 2 TO 3 WEEKS FOR
EVALUATIONS.

Team Peer evaluation tool suggestions:

REVIEW™



Workshop (UNSW)

Mid-semester peer evaluation	
Incomplete 0 of 0	
Order	Question
↓	PREPARATION- Did this group member come prepared to the team quizzes?
↑ ↓	CONTRIBUTION- Did they contribute productively to team discussions and work?
↑ ↓	RESPECT FOR OTHER'S IDEAS- Did they encourage others to contribute their ideas?
↑ ↓	FLEXIBILITY- Was this team member flexible when disagreements occurred?
↑ ↓	ORGANISATION- Did they help the team to function as a team?
↑	Provide feedback to your group member on how to improve their contribution to the group in the next 3 tutorials

Mid-Term Peer Evaluation for Teams

Assessment form

Aspect 1

PREPARATION - Did this group member come prepared to the team quizzes?

Grade for Aspect 1

Choose... ▾

Comment for Aspect 1

Aspect 2

CONTRIBUTION - Did this team member contribute productively to team discussions and work?

Grade for Aspect 2

Choose... ▾

Comment for Aspect 2

Aspect 3

RESPECT FOR OTHER'S IDEAS - Did this person encourage other to contribute to their ideas?

Grade for Aspect 3

Choose... ▾

Comment for Aspect 3

Team formation

Moodle Tools available:



Group self-
selection



Team Builder

Python Tool – GroupEng for Team Sorting:

<https://www.groupeng.org>



- Check out my LinkedIn article on this topic:
- <https://www.linkedin.com/pulse/using-group-allocations-victoria-clout>

Final thoughts...



Just because you have a hammer not every problem is a nail... consider the tools you are using?



Test, test, test... pretend to be a student in a class. See how it feels to go into a breakout group



Consider how you will leverage off the asynchronous online components, e.g. polls/quizzes before class

THANK YOU
FOR
ATTENDING &
ANY
QUESTIONS?



Victoria has two more presentations coming up:

Date/time	Presenter/ Facilitator	Topic	Registration Link
27 May 10am-11am	Victoria Clout	Facilitating Synchronous Online Environments	Coming soon link!
27 May 3-4pm	Victoria Clout & Natalie Oh	Learning from T1 – What do Students Need from You?	link