Making teamwork ‘work’ in online classes

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This talk will consider both the Asynchronous and Synchronous.

Synchronous (Live Class)

Asynchronous (Moodle)
(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

An Open Forum discussion board for the team to discuss ideas

A Team Wiki page
Microsoft Teams: Setup spaces by...

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 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:

<table>
<thead>
<tr>
<th>Start</th>
<th>End</th>
<th>Min</th>
<th>Activity</th>
<th>Format</th>
</tr>
</thead>
<tbody>
<tr>
<td>9:45AM</td>
<td>10:00AM</td>
<td>15</td>
<td>• Class door opens</td>
<td>Plenary session</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Chat introductions &amp; login to the response system (e.g. GoogleDoc or Socrative or Echo360)</td>
<td></td>
</tr>
<tr>
<td>10:00AM</td>
<td>10:20AM</td>
<td>20</td>
<td>• Session begins</td>
<td>Plenary session</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Orientation of what to expect</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• How to login to the response system</td>
<td></td>
</tr>
<tr>
<td>10:20AM</td>
<td>10:35AM</td>
<td>15</td>
<td>• Individual quiz</td>
<td>Individual quiz in Plenary session</td>
</tr>
<tr>
<td>10:35AM</td>
<td>10:50AM</td>
<td>15</td>
<td>• Instructions for teams</td>
<td>Team quiz in virtual break-out room</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Breakout into teams</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Team introductions</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Team quiz</td>
<td></td>
</tr>
<tr>
<td>BREAK</td>
<td>10:55AM</td>
<td>5</td>
<td>• BREAK</td>
<td></td>
</tr>
<tr>
<td>11:10AM</td>
<td>11:30AM</td>
<td>15</td>
<td>• Clarifications / ”Burning Questions”</td>
<td>Plenary session</td>
</tr>
<tr>
<td>11:10AM</td>
<td>11:30AM</td>
<td>20</td>
<td>• Application or Short answer extended Team activity</td>
<td>Team application/activity in virtual break-out room</td>
</tr>
<tr>
<td>11:30AM</td>
<td>11:50AM</td>
<td>20</td>
<td>• Discussion/Gallery-Walk of answers</td>
<td>Plenary session</td>
</tr>
<tr>
<td>11:50AM</td>
<td>12:00PM</td>
<td>10</td>
<td>• Closing (Feedback survey / Team peer evaluation activity)</td>
<td>Plenary session</td>
</tr>
</tbody>
</table>

Adapted from: https://www.intedashboard.com/
Breakout groups
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)

In F2F in one room

Virtual Distance due to break-out group structure

What are we supposed to do?

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

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

Other options...
• Miro shared whiteboard
• Qualtrics survey
• Microsoft Forms
• Kahoot
• Moodle quiz tool
• etc
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:

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).
  
  [Link](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**

- 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…

**SURPRISE!**
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:

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
Comment for Aspect 1

Aspect 2
CONTRIBUTION - Did they contribute productively to team discussions and work?
Grade for Aspect 2
Comment for Aspect 2

Aspect 3
RESPECT FOR OTHER'S IDEAS - Did this person encourage others to contribute their ideas?
Grade for Aspect 3
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/quiz before class.
THANK YOU FOR ATTENDING & ANY QUESTIONS?
Victoria has two more presentations coming up:

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