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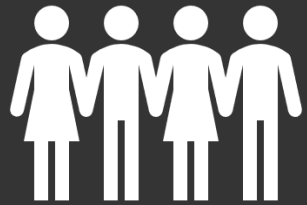
- **Taking our online surveys at the conclusion of the conference.**

Survey links are available at:

onlineteachingconference.org/evaluations



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Platforms to Engage Students in Student Collaboration for Online Classes

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Benefits of Online Collaboration

- Students able to take ownership of the subject matter.
- Students develop communication and teamwork skills.
- Content is reinforced as students work together and "teach" each other. This improves understanding through additional discussion and explanation.
- Content may be broken down into parts. This allows students to tackle larger and more complex problems and assignments than they would be able to do individually.
- Students can work together to pool their expertise, knowledge and skills.
- Students hold one another responsible and accountable.
- Teaches students to plan more effectively and manage their time.
- Instructors benefit by seeing students approach problems in novel and unique ways. This can improve the instructor's perspective and make their future teaching more effective.
- Instructors are able to have the content reinforced by giving the students ways to apply what they have learned in a collaborative setting.



Facilitating Effective Online Collaboration

Preparation

- Articulate your goals for the group work, including both the academic objectives you want the students to achieve and the social skills you want them to develop.
- Choose an assessment method that will promote positive group interdependence as well as individual accountability.

Helping Groups Get Started

- Explain the group's task, including your goals for their academic achievement and social interaction.
- Explain how the task involves both positive interdependence and individual accountability, and how you will be assessing each.

Monitoring Group Work

- Regularly observe group interactions and progress.



- Assignments must be designed carefully to ensure that all members of the group will be active participants.
- Assignments must directly meet the learning objectives of the course and relate directly to the content that has been taught. For some material, there are a limited number of viable projects.
- Instructors need to monitor each group, provide feedback and assist when necessary. This may prove to be more time-consuming than traditional teaching formats.
- The project must be designed in a way to promote assessment that is valid, fair and accurately reflects the knowledge and performance of all group members. Grading complexities can make group assignments difficult for instructors.
- Students may sometimes struggle with making decisions in a group setting.
- Students have varying attitudes regarding collaborative work in the classroom.

Issues that Can Occur



Addressing Issues in Online Collaboration Work

Skills for a Healthy Group Climate

To work together successfully, group members must demonstrate a sense of cohesion. Cohesion emerges as group members exhibit the following skills:

- **Openness:** Group members are willing to get to know one another, particularly those with different interests and backgrounds.
- **Trust and self-disclosure:** Group members trust one another enough to share their own ideas and feelings.
- **Support:** Group members demonstrate support for one another as they accomplish their goals.
- **Respect:** Group members communicate their opinions in a way that respects others, focusing on “What can we learn?” rather than “Who is to blame?”



Addressing Issues in Online Collaboration Work

Skills for an Effective Group Process

Besides knowing how to develop a healthy group climate, students also need to know how to function so that they are productive and accomplish their tasks effectively. An effective process will emerge as students' exhibit these skills:

- **Individual responsibility and accountability:** All group members agree on what needs to be done and by whom.
- **Constructive Feedback:** Group members are able to give and receive feedback about group ideas.
- **Problem solving:** Group members help the group to develop and use strategies central to their group goals.
- **Management and organization:** Group members know how to plan and manage a task, how to manage their time, and how to run a meeting.
- **Knowledge of roles:** Group members know which roles can be filled within a group (e.g., facilitator, idea-generator, summarizer, evaluator, mediator, encourager, recorder) and are aware of which role(s) they and others are best suited for.



Ways to Create Collaboration

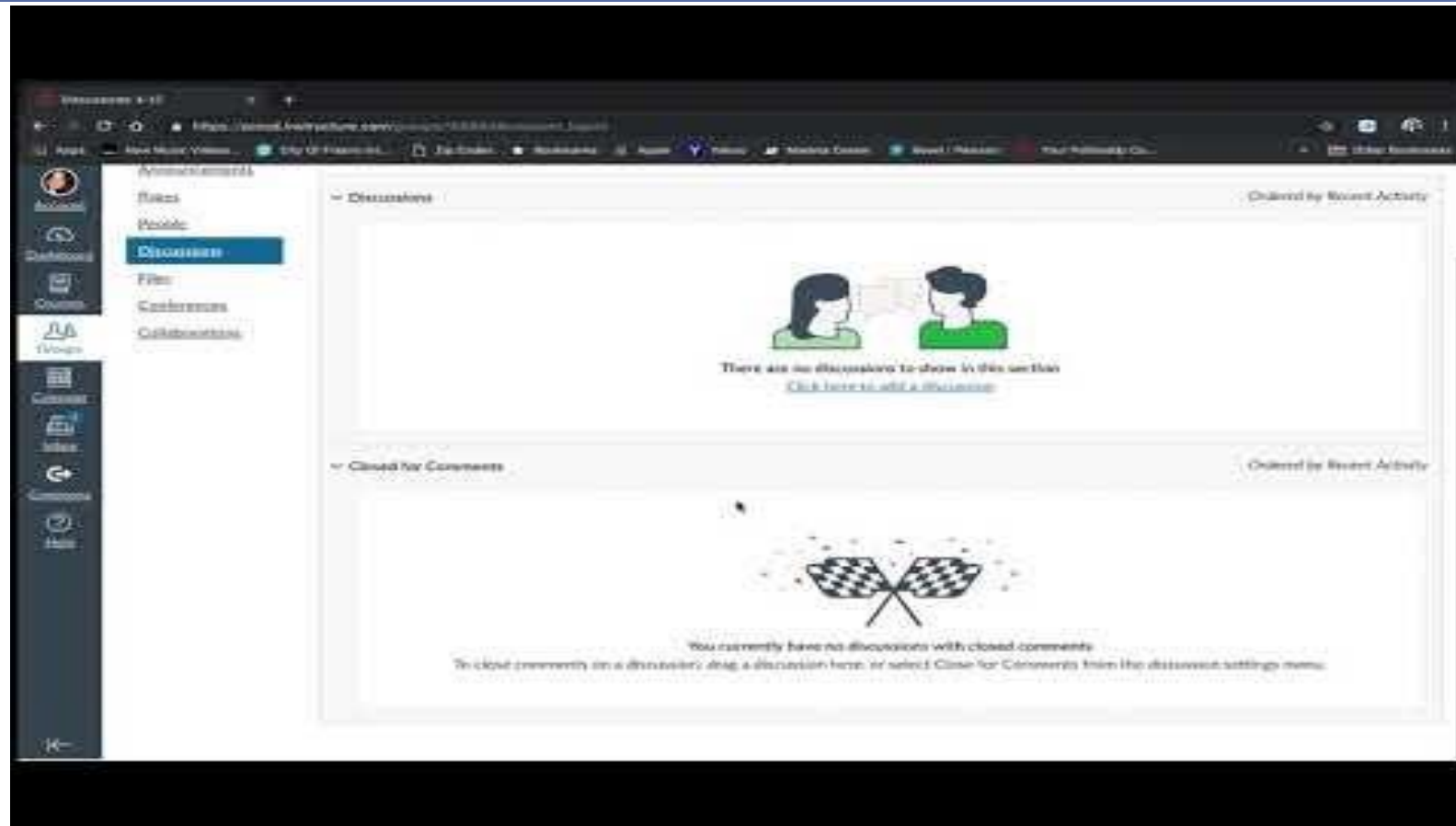
- Canvas
 - Peer Reviews
 - Group Assignments
- Office 365
- Google

Setting Up Peer Reviews on Canvas

Student Directions for Peer Reviews

The screenshot displays the Canvas LMS interface for a course titled "Biology 101". The left sidebar contains navigation links: Home, Assignments, Modules, Syllabus (highlighted), Grades, Announcements, Discussions, People, Pages, Files, Outcomes, Quizzes, Conferences, and Collaborations. The main content area features a header "Biology 101" with a "Jump to Today" link. Below this is a large image of a lake and trees. The text reads: "Welcome to Mr. Jurel's Introductory Biology Course! Each week, review the syllabus section entitled 'Schedule of Deliverables' for an overview of the material we will be covering and a list of that week's probable activities. If questions arise at any time - Ask! The only truly stupid question is the one left unasked! I am looking forward to a wonderful collaborative year of learning with you all! - Mr. Jurel". Below this is a section titled "Objectives". The right sidebar includes a "View Course Stream" button, a "To Do" list with items like "Take a Moment", "Take in Defining the Polaroid", "Take in Current Events", and "Take in Research Paper", and a "Course Groups" section showing "Project Group 1". At the bottom, a text box states: "feedback in a few places in Canvas."

Creating Groups on Canvas



Setting Up Groups Assignments on Canvas

The screenshot displays the Canvas LMS interface for an assignment titled "Participation Grading for Final Project". The left sidebar contains navigation links: Home, Assignments, Modules, Discussion, Quizzes, Assessments (highlighted), Chat, Office 365, Syllabus, Goals, Attendance, Events, Conferences, Events, Files, Outcomes, Collaborations, and Settings. The main content area shows the assignment details:

- Participation Grading for Final Project** (Published)
- Create assignments from using Group Pools**
- Points:** 15
- Submitting:** Nothing
- Due:** May 22 at 11am
- For:** Everyone
- Available from:** May 13 at 12am
- Until:** May 22 at 11am

The assignment description includes the following text:

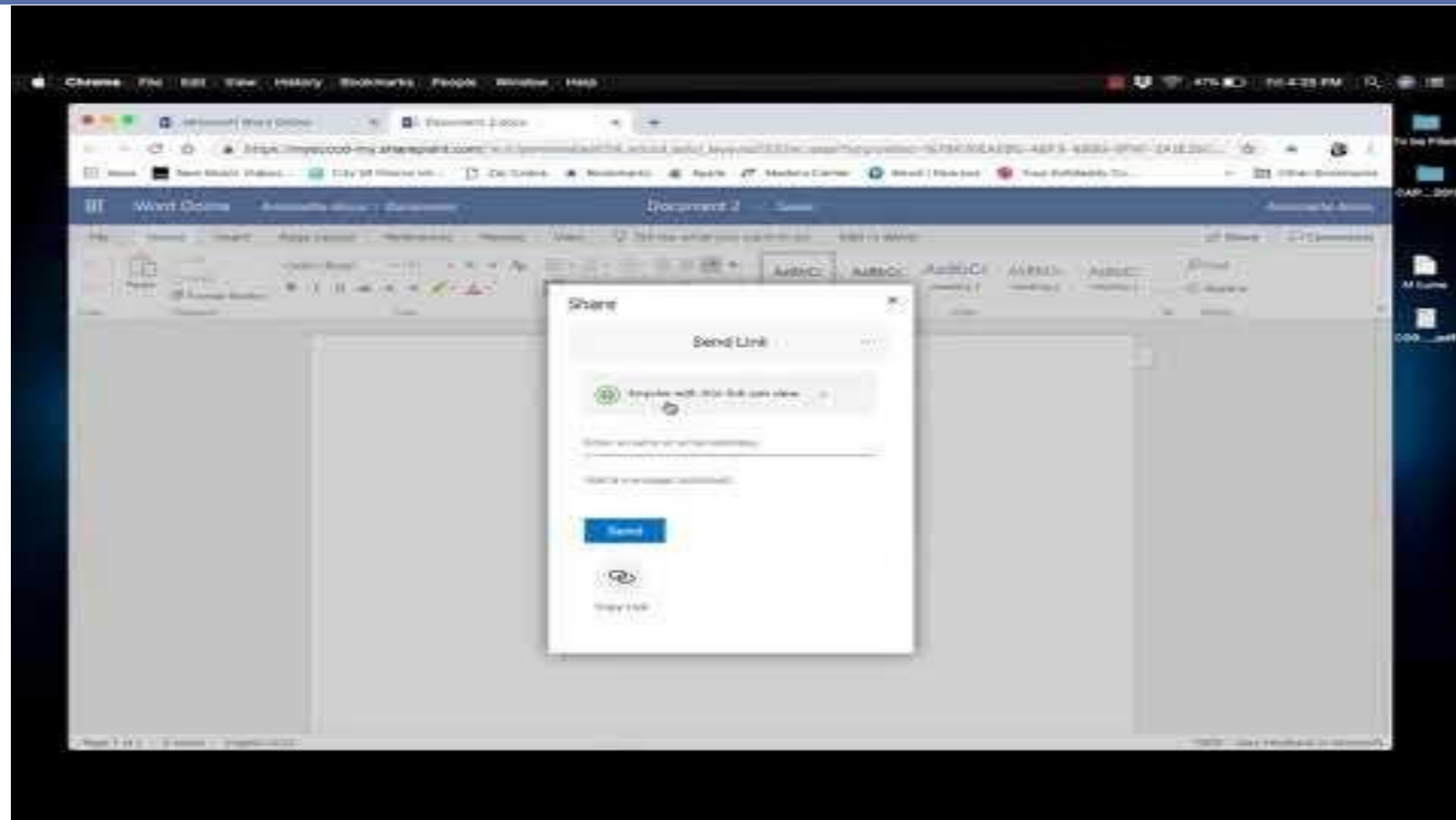
You must enter your school email address. Then click Next until you list your group. Then rate the participation of each member (including yourself). Make sure to go through the whole survey then hit Submit. If you do not hit Submit, your scores will not be collected. You can only complete the survey once.

Complete this survey before the due date; the scores will remain confidential as to be shared with the level of participation. The scores will be used to help calculate the individual grading for the final project.

Points: 60 points come from the presentation itself and the other 15 points come from the participation of this project as rated by your group members including yourself and also faculty weigh in. In the event that the average participation rating is below 70%, this could negatively impact the presentation score.

Related items: SpeedGrader™

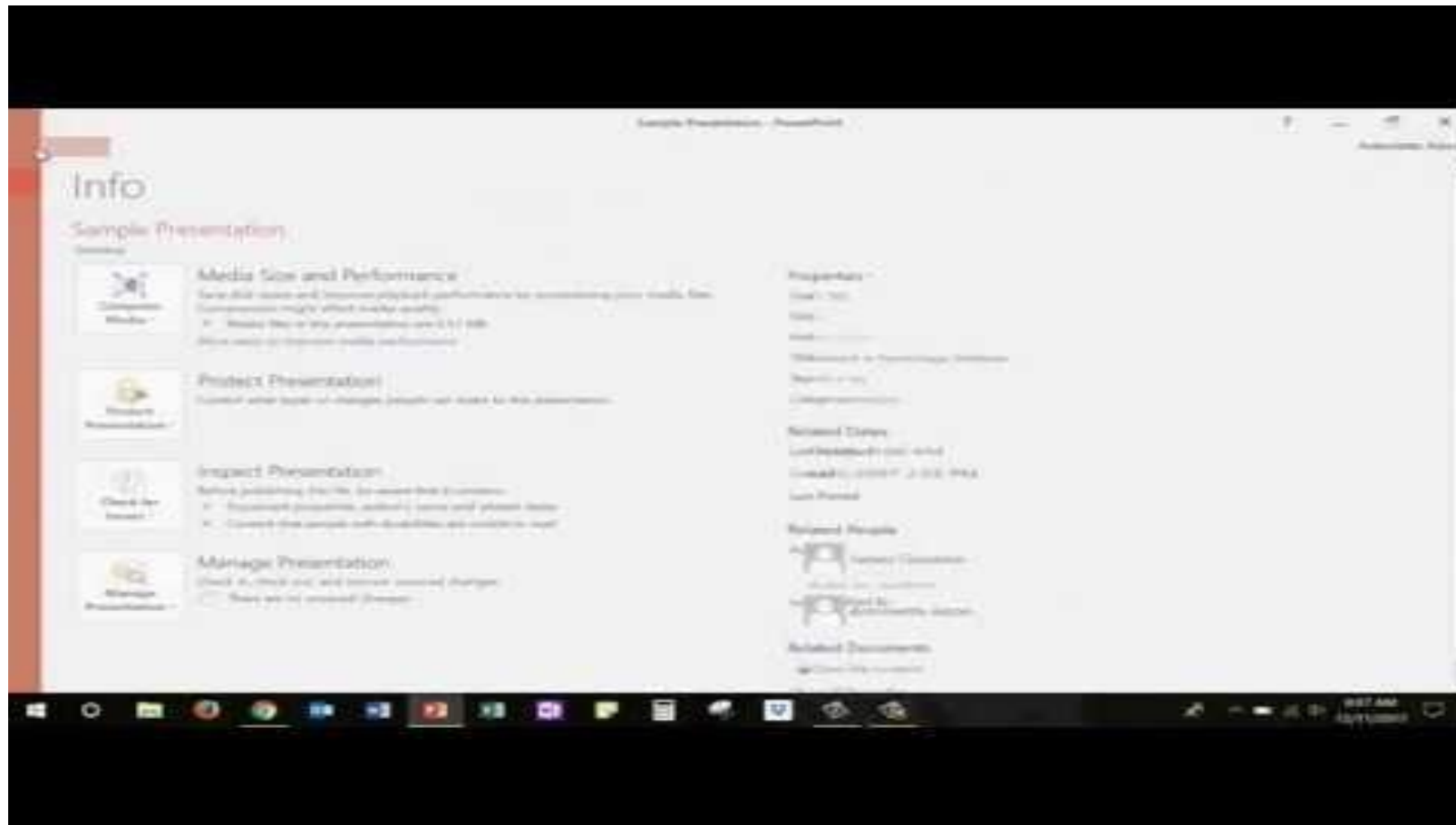
Collaboration on Office 365



Group Recording for PowerPoint Presentation



Converting Group Recording PowerPoint Presentation to a Video





Additional Resources

- [Guidelines for Using Groups Effectively](#) (pdf) - This document provides advice and practical strategies for facilitating group work in the classroom, including a checklist for preparing, implementing, and debriefing group work.
- [Group Work in an Introductory Science Laboratory \(Cooper, from *Guidebook for Teaching Labs for University of Michigan*\)](#) - Includes ideas for group work by the students, with small group-instructor interaction, as an effective way to present material in the introductory laboratory.
- [CRLT Occasional Paper on Using Teams](#) - This summary of the research covers topics such as designing effective team assignments, forming teams, and assessing student teams.
- [Using Group Projects Effectively](#) - Carnegie Mellon University's Eberly Center offers a wealth of tools for creating, monitoring, and assessing groups during group projects.
- [Setting Up and Facilitating Group Work: Using Cooperative Learning Groups Effectively](#) - Vanderbilt University's Center for Teaching provides a research-based overview of informal and formal cooperative learning groups as well as approaches for setting up, monitoring, and assessing group work effectively.
- [Team-Based Learning Collaborative](#) - The Team-Based Learning Collaborative is an organization of educators from around the world who encourage and support the use of Team-Based Learning (TBL) in all levels of education.
- [CRLT Bibliography on Cooperative Learning, Group Work, and Teamwork](#) - A comprehensive list of resources on the effectiveness of cooperative learning, group work, teamwork, and best practices.

Questions / Discussions

Any other
suggestions on
how to facilitate
Online
Collaboration?



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Materials at:

<http://bit.ly/onlinecollab2019>