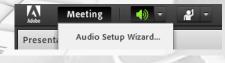
Welcome to Teaching + Learning Tuesdays

March 20, 2018

2:30PM

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LET'S TALK STRATEGIES FOR MEANINGFUL DISCUSSIONS & REWARDING GROUP PROJECTS IN ONLINE COURSES

Tuesday, March 20, 2018

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Instructional Designer, Rabb School of Continuing Studies Presentation Materials: https://goo.gl/uHMeqa

AGENDA

Discussions

- 1. Thinking About Discussions
- 2. Types of Discussions
- 3. Strategies for Instructors

Group Projects

- 1. Goals
- 2. Group Dynamics
- 3. Deliverables
- 4. Tools & Course Resources
- 5. Facilitation & Assessments

DISCUSSIONS

- 1. What does the ideal online discussion look like to you? How are you engaged in it? How are the students engaged with it? What is the end result of the discussion?
- 2. What are some of your most successful discussions that you have had in an online space? What do you think made them successful?
- 3. What elements of discussions have students positively communicated about?
- 4. What are challenges that students communicate about discussions?
- 5. What challenges have you run into with regards to discussions?

TYPES OF DISCUSSIONS

- 1. Answer & Ask Tag
- 2. Apply That to This
- 3. Galley Walk
- 4. The Guest Moderator
- 5. The Questions
- 6. Reflect & Respond
- 7. The Role Play
- 8. The Roles Playing
- 9. Small to Large
- 10. Student Facilitator

INSTRUCTOR STRATEGIES - SET UP

- 1. Identify what they need to do and why it is relevant to their learning.
- 2. Behavioral expectations
- 3. Explain the instructor's discussion strategy.
- 4. Make significant portion of the grade.
- 5. Clear evaluative tools (e.g. rubric).

INSTRUCTOR STRATEGIES - DURING

- 1. Low-stakes opportunity (e.g. Intro discussions).
- 2. Maximize Intro discussions
 - a. Ask them to state what they know & don't know.
 - b. Ask them what they plan to give up as being part of the course.
- 3. Reply with Questions to Nudge
- 4. Strategically Reply Across the Class
- 5. Remind During The Week
- 6. Throw an (Announced) Curve Ball

INSTRUCTOR STRATEGIES - AFTER

- 1. Provide prompt feedback (Before next discussion hits mid-point).
- 2. Weekly wrap up of highlights.
 a. Delegate a student-wrap-upper
- 3. Highlight strong Contributions.
- 4. Connect the discussion back to the past and present week.

CHECK IN/ QUESTIONS

GROUP PROJECTS - GOALS

1. Does the project contribute to meeting a course outcome?

1. Does the project help to replicate real-world dynamics and group/team interactions?

1. Is the completion of the project more than the sum of its parts?

Types of Groups		CDOLLD DVALARATCO
Same Project, Same Content	Competitive	GROUP DYNAMICS
Concent	Noncompetitive	Forming Groups
Same Project, Different Content	Competitive	1. Assigned 2. Self-Select 3. Random Group Roles Audio Editor Interpreter Interviewer Note-Taker Presenter Quantitative Explainer Researcher Taskmaster Technologist Textual Editor
	Noncompetitive, Unconnected	
	Progressive or Puzzle Pieces	
	Collaborative	
Different Project, Same Content	Competitive	
	Noncompetitive	
	Collaborative	
Different Project, Different Content	Competitive	
	Noncompetitive	
	Collaborative	Presentation Materials: https://goo.gl/uHMeqa

DELIVERABLES

Low-stakes first deliverable

Topic

Approach

Tools of Communication

Roles of People Involved

Group Contract on Interactions

Chunking Deliverables

Research accumulated/annotated

Outline of final deliverable with articulated roles

Regular updates/Group Log

CHECK IN/ QUESTIONS

TOOLS

1. Deliverable Tools: Where and how do you want the final product?

1. Communication Tools: How might students communicate and to what degree do you want to specify that?

1. Collecting Tools: Where is the bucket for students to put their materials in?

COURSE RESOURCES

- 1.Class Time (F2F vs Online)
- 2. Guidelines
- 3. Library Resources
- 4.LMS Tools

FACILITATION

- 1. Reminders
- 2.Check-Ins
- 3. Feedback
- 4. Observations & Points of Interest

ASSESSMENT

Their own work

within a group; others within the

Individuals, Groups

group

Groups

Triangulating Feedback

Based Upon

How they explain their contributions to the group; how they see other members'

What have I seen of this individual's

reported)? Does the group meet the

project clearly and professionally

Did I learn more in relation to the

project clearly and professionally

contributions (and what have individuals

course outcome? Does the format of the

course outcome? Does the format of the

contributions to the group.

communicate the subject?

communicate the subject?

Individuals

Instructor

The rest of the

evaluation panel

class and/or

QUESTIONS?

Presentation Materials: https://goo.gl/uHMeqa

Thank you!

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Upcoming TLT Sessions

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