

# Welcome to Teaching + Learning Tuesdays

March 20, 2018

2:30PM

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Teaching + Learning Tuesday



# 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/uHMega>

# 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?

# GROUP DYNAMICS

## Types of Groups

<b>Same Project, Same Content</b>	Competitive
	Noncompetitive
<b>Same Project, Different Content</b>	Competitive
	Noncompetitive, Unconnected
	Progressive or Puzzle Pieces
	Collaborative
<b>Different Project, Same Content</b>	Competitive
	Noncompetitive
	Collaborative
<b>Different Project, Different Content</b>	Competitive
	Noncompetitive
	Collaborative

## Forming Groups

1. Assigned
2. Self-Select
3. Random

## Group Roles

- Audio Editor
- Interpreter
- Interviewer
- Note-Taker
- Presenter
- Quantitative Explainer
- Researcher
- Taskmaster
- Technologist
- Textual Editor
- Video Editor

# 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

## Triangulating Feedback

<b>Evaluator</b>	<b>Evaluates</b>	<b>Based Upon</b>
<b>Individuals</b>	Their own work within a group; others within the group	How they explain their contributions to the group; how they see other members' contributions to the group.
<b>Instructor</b>	Individuals, Groups	What have I seen of this individual's contributions (and what have individuals reported)? Does the group meet the course outcome? Does the format of the project clearly and professionally communicate the subject?
<b>The rest of the class and/or evaluation panel</b>	Groups	Did I learn more in relation to the course outcome? Does the format of the project clearly and professionally communicate the subject?

# QUESTIONS?

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

# Thank you!

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# Upcoming TLT Sessions

April 17, 2018 at 2:30 pm

Student Populations – Students with Disabilities

Want to showcase your expertise? Is there a teaching technique that has been effective in the classroom? Apply to be a TLT presenter!

For more information: [www.sctechsystem.edu/tlt](http://www.sctechsystem.edu/tlt)



# Give us your feedback

- <https://www.surveymonkey.com/r/March2018TLT>

