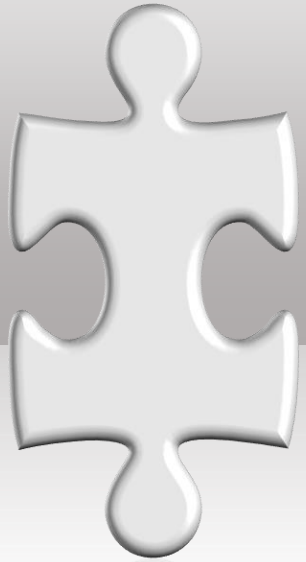Groupwork/Collaboration Demonstration

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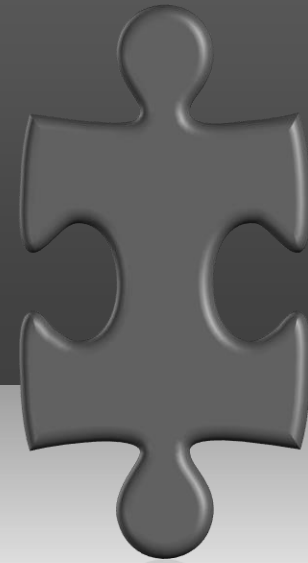OLLSCOIL LUIMNIGH

Introduction

MS Teams Channel Groups

To work on case study & peer discussion (180 students + 110 students +162 students).

Short quizzes

Live lectures interspersed by short quizzes every 20mins (300 students)

Padlet

Use of Padlet with live tutorial groups. (class of 260 but with small group sessions)

Student check in Q

Use of anonymous 'student check in' questionnaires to gauge overall class disposition (200 students)

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Dr. Jill Shepherd- University of Kent

Overview

- MS Teams Channel groups
- Class size 180, and subject Clinical studies.
- During weeks 5 & 6 workshops
- Taught the workshops twice during those 2 weeks.
- Workshop 1 – Hr. 1- Group 1 -45 students
- Workshop 1 – Hr. 2- Group 2 -45 students
- Workshop 2 – Hr. 1- Group 3 -45 students
- Workshop 2 – Hr. 2- Group 4 -45 students

- Teams Channel groups- 8* 4-6 students
- Continued to keep that group as study group going forward

Workshop Aims
- Prepare for a case study assessment
- Develop scientific communication,
- Practice problem solving
- Experience peer to peer learning

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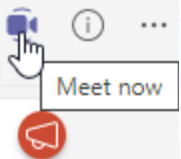
Dr. Jill Shepherd

Student review

 I wanted to email you to let you know how much I enjoyed the workshop. The opportunity to bounce ideas off other students isn't something that I find I'm able to do often due to the current pandemic and the format of the workshop allowed me to do just that. The structure of the workshop with smaller groups worked really well as you were checking in to assist us with any queries.

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Teams Channels Overview

Microsoft Teams

All teams

Group 1 Posts Files +

Channel

Meet now

UL:ES6002/PR4032, RE...

Shared files

Press to meet

Adrienne.Horan 08/02 14:49

Starting Point

Welcome Message

Welcome
This is the landing page for your team

↩ Reply

General

Group 10

Group 1

Private channel

15 February 2021

Group 11

Group 12

Meeting ended: 29s   +1

Group 13

↩ Reply

Group 14

Group 15

History of meetings

Group 16

Meeting ended: 31s   +1

Group 17

Group 18

Meeting ended: 32s   +2

Group 19

↩ Reply

Group 2

Group 20

Meeting ended: 41s   +1

Group 21

↩ Reply

Group 22

Chat History

Group 23

Group 24

🖉 New conversation

5

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Dr. Elaine Kinsella

Overview

- Topics of cognitive psychology.
- Class size, 110,
- Use of MS Teams for 25% group activity, assignment (weeks 3-9).
- Students given a list of their groups in weeks 1 & 2 (Excel)
- Ed Tech set up the Teams site,
- During week 3 Live tutorial we introduced the site.
- From then on (weeks 3-9), the first hr of tutorial was given to live lecture. Second hour they popped into their channels.
- Elaine visited several groups each week, as they were all in session at the same time.
- [You can book me](#)
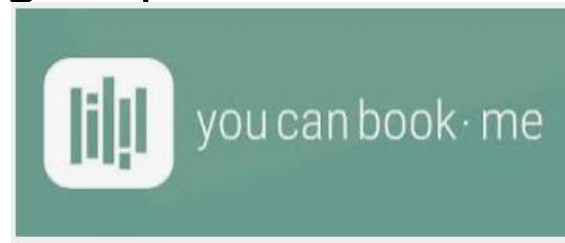
Dr. Elaine Kinsella part 2

Students likes:
- Use of Book me
- Poll to ask what they wanted
- clear guidelines for group rules
- Groupwork accountability.
- Her appendix in the end

Announcements

Assignments

Attendance

Calendar

UL Timetable

UL Library

Lessons

Panopto

Meetings

Panopto

Site Info

Statistics

Cognition image

Polls

Number of people who have voted: 72 / 110 (65.45 %)

⬍	Option	Votes	%
	a. Present new cognition content & live discussion. Team activities will occur outside of scheduled class time.	22	31%
	b. Split live session: First half will cover new cognition content; second half will allow time to work on team assignment. Some team activities will also occur outside of class time	50	69%
	Total	**72**	**100%**

Back
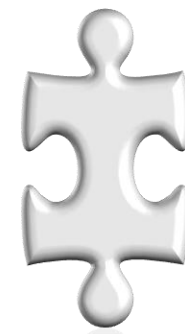
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Dr. Elaine Kinsella part 3

Students likes:

- Use of Book me
- Poll to ask what they wanted
- clear guidelines for group rules
- Groupwork accountability.
- Her appendix in the end

Group assignment
Appendix A: List of Teams meeting dates and what was covered in those meetings
Appendix B: What role each team member played in the entire assignment process

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Dr. James Green

Overview

- Topic: Research methods
- Class size, 162,
- Use of MS Teams for 35% group research proposal activity, assignment (due week 12).
- Students given a list of their groups in weeks 1 & 2 (Excel)
- Moved to MS Teams. Specific forums set up for each assignment.

Questions for Assignments   New Topic | Forum Settings | More ▾
Please place your queries here for any aspect of assignment 1 not covered in the description

💬 **General Questions** 8 unread of 8 messages   Topic Settings | More ▾
Use this forum to ask questions about the module if there are no forums pre established

💬 **Mini Systematic Review Questions** 86 unread of 86 messages   Topic Settings |

💬 **Assignment 2 Queries** 9 unread of 9 messages   Topic Settings | More ▾
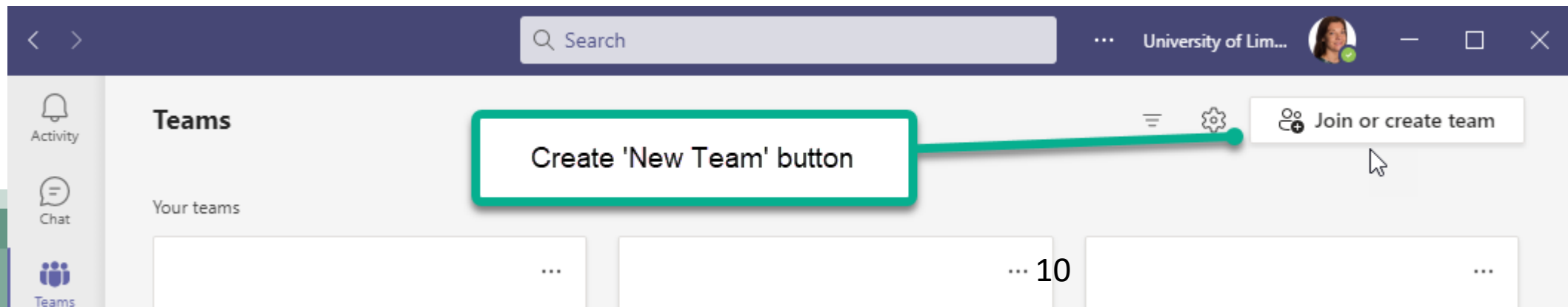
More information on using Teams
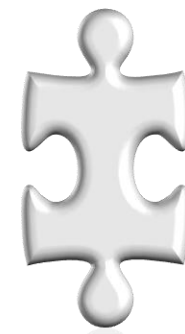
To create a Team, ask ITD to set you up as an admin on teams or check with your Ed Technologist.
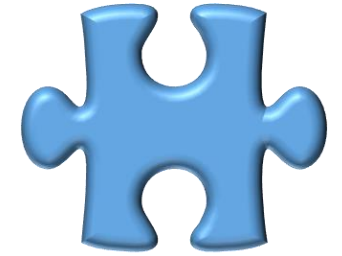
[How to create a team and add members in Microsoft Teams (2mins)](#)

[How to use MS Teams effectively (advanced tutorial) 24mins](#)

10

Adam Harding (Leeds Conservatoire)

Overview
Live lectures interspersed by short quizzes, 300 students

Why?
- Level 4 module *Accounting for non-specialists* (demanding module)
- Lectures were 2-hours – needed to increase interactivity

How?
- 15 – 20 minute lecture delivery followed by
  - Ombea quiz (2 or 3) MCQ or T/F
 - Students could work together
  - Immediate feedback

*Students **reminded** that the lecture questions are included in the pool for the online MCQ test*

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Adam Harding (Leeds Conservatoire)

Student comments on Ombea

- The lectures are enjoyable with the quiz questions in between
- In-class online questionnaires in turn help me participate and practice sample questions
- Ombea helps very much in participating and understanding
- the Ombea questions in the lecture have really helped solidify my knowledge, and when speaking to others they have found it the same!
- I really like the ombea questions, they provide a break in the content
- The Ombea slides have been particularly useful for the online test, and helping me understand the subject in general
- I like the interactive questions during the lectures

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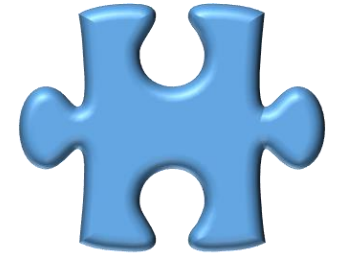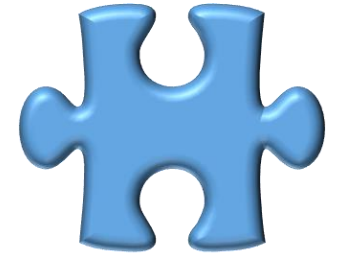
Polls in BBB

Quick shout out to polls feature in Big Blue Button

Question 5

- Name the winner of the 2020 Goldman Environmental Prize

- A) Ezekiel Chibeze

- B) Wangari Maathai

- C) Makoma Lekalakala

- D) Liz McDaid

THE GOLDMAN ENVIRONMENTAL PRIZE

A	5	27%
B	2	11%
C	8	44%
D	3	16%

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More Information on short quizzes

Activity
- Using MS forms in a lecture setting

Activity: Example Questions link

Additional Info
- Using MS forms in a lecture setting

Use of MS Forms to create a poll (7 mins)

Video link: Use of Polling in BBB (6mins)

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3. Use of Padlet in tutorials

Padlet.com
- Padlet is an online notice board tool
- Padlet helps you to break up a tutorial
- This digital notice board is able to feature images, links, videos, and documents, all collated on a "wall" that can be made public or private. This means that not only can teachers post on the wall but so too can students.

Example padlet that can be used for icebreaker/social activity
- Example Padlet

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3. Sadhbh O Dwyer

Overview
- Topic: Inclusion and Special Educational Needs
- Class size 260, 5 TAs.
- Created lesson plan with TA's weekly, consistent approach
- Used Padlet throughout to promote groupwork, anonymous questions, revision
- Example opposite

Padlet questions

- Your tutor has made a padlet for this tutorial
- If you have any questions put them onto the padlet
- URL is in the chat
- We will check the padlet at the end of the tutorial
- Any unanswered questions we send to Sadhbh

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Sadhbh O Dwyer

Padlet example of usage.
I hr of lecture, second hour, create own padlet

1. Go to Padlet.com and create an account

2. Click **Sign Up**

3. Follow the instructions

4. Create a new padlet by clicking **Make A Padlet**

5. Click the layout you prefer e.g. **Canvas/Wall**

6. Add material to your padlet by clicking **Add Post**
   (pink circle)

Sadhbh O Dwyer

Padlet example of usage.
Students share padlet in chat

What have you found?

1. Share your padlets

2. Paste your padlet url into the public chat

3. Take a look at the other padlets

making your padlet share the link to i
the chat!

Eibhlin Walsh:For those who have ju
joined - make a padlet on what UDL i
and how it can be used

https://padlet.com/181845
7v4gbsylkr1gso5k

A MC
https://padlet.com/marthamcn
y1999/4bhinrad5af8hpu8
KEVIN
R:https://padlet.com/111
102/38sogxcf74j96c5j

https://padlet.com/markore
yscc/gh7m   3
IE
https://padlet.com/steffieguic
ya0o2or50tu2uqm

SON:https://padlet.com/1720
73/x0sx4hd3i3vbg7u1
SHANE

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Padlet: example of usage

Students read a topic in breakout rooms (small groups) and explore strengths/weaknesses

En4032 Essays
Strengths & Weaknesses

TOPIC A Strengths	Topic A Weaknesses or Areas of Improvement
Good use of referencing Good reference to course material	use of first person
Strong Introduction outlining main points	missing some punctuation, some missing commas make it hard to read at points
Uses the correct format line spacing, font size, font type.	Conclusion is only 4 sentences; cuts off
use of references	Conclusion

19

Sadhbh O Dwyer

Caring for your students- a nice touch to break up long tutorials - add this slide

Movement Break

- Take movement break for 5 minutes
- Walk in your room or go outside
- Movement will have a positive impact on your retention

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Anonymous Check-in Noreen O Leary

Overview

- Topic Developmental disabilities
- Anonymous check-ins-
- Useful for hearing the student voice, and making edits to the module to adjust to changing needs
- Can use MS Forms, Google Jamboard, Padlet, Mural
- Use them in advance of live lectures to address questions, after week 3 and week 6 for example
- Noreen also used the Sulis forums to gather assignment queries (non anonymous).

Example 1: [MS Forms class check in](see slide 14 for tips on using Forms)
Example 2: Google Jamboard (be aware that it is outside of UL approved tools, delete soon after use)
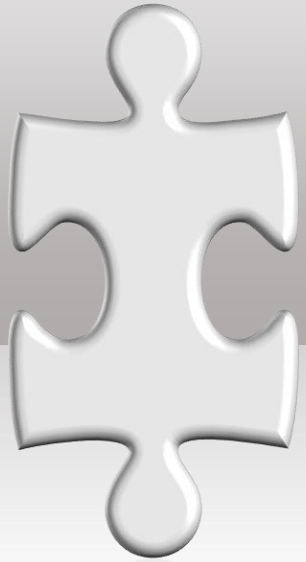
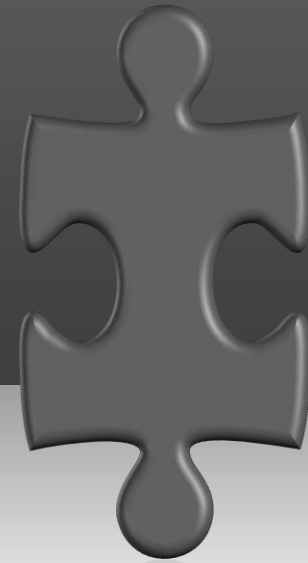UNIVERSITY OF LIMERICK
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Appendix

Some faculty Ed Techs are listed below
- Note that within each school there are further technicians and Ed Techs linked to particular courses, please ask your school administrators for guidance.

Some Educational Technologist for your faculty are listed below.

KBS: Robert.Dalton@ul.ie, Erin.King@ul.ie

Science and Engineering: Morteza.RezaeiZadeh@ul.ie, Maura.Griffin@ul.ie

AHSS: Jess.Beeley@ul.ie

EHS: Adrienne.Horan@ul.ie

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Group work accountability

Peerwork & Group Work Challenges
Trying to schedule time to work together
Some members of the group not pulling their weight
Possible solutions
- Groupwork agreements up front (role divisions, written agreements as to who will do what)
- Each member's contribution summarised in the submitted assignment (see slide 8)
- Produce a method to have peers assess one another (example below)

Example Peer grading sheet (MS Forms)

See Moodle slide (next) for in built solutions for peer work grading

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Moodle Peer grading solutions

Workshop tool: where students read and grade other students' written work according to the assessment criteria (rubrics) assigned by teacher. No need for the student to type anything extra, just choose a setting from the rubric. The lecturer can make this anonymous, can have each student submission piece graded by 3 (or more) randomly allocated classmates (to get an average grade) and the lecturer can hide all grades until they have approved them. Big time saving feature for large classes.

Peers grading group work participation- In this situation the final grade students receive consists of two components: the teacher's overall group mark (reflecting the quality of their work) and the peer assessment grade (reflecting each student's individual contribution). In both cases the grade is automatically tallied and exported to gradebook but can be edited by the teacher

Using Peer work

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