

Lunch & Learn: Student Collaboration That Drives Engagement

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ADVANCED STUDIES IN TEACHING AND LEARNING

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Important to note

Courses as shared constructions

Learning is always more meaningful when engaged in with others

How do I incorporate group work?

In-class and online discussions and tasks

Critical friends

Formal collaborative assignments

Blackboard Collaborate group tasks

Critical Friends

Develop shared norms and values

Make their thinking visible and public

Engage in reflective dialogue and collaborative work

Inquire into, analyze, and reflect upon their learning

In short, CFs push and support one another

Two uses of Critical Friends

Students upload videos of themselves teaching for Critical Friend feedback. They pose a question to focus feedback.

Students upload drafts of their major assignment for Critical Friend feedback.

Use the Blackboard Group tool, shared discussion forums, visible only to members and instructor (accountability)



Groups

You can facilitate collaboration among students by setting up groups. Groups allow students to establish a closer virtual relationship with


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<input type="checkbox"/>	Name	Group Set	Enr...
<input type="checkbox"/>	CFG for video analysis (Cari, Iman)	CFG for video analysis	
<input type="checkbox"/>	CFG for video analysis (Katie, Sheri)	CFG for video analysis	
<input type="checkbox"/>	CFG for video analysis (Kelly, Joanna, Ashish)	CFG for video analysis	
<input type="checkbox"/>	CFG for video analysis (Mariha, Mouad)	CFG for video analysis	
<input type="checkbox"/>	CFG for video analysis (Robin, Nidia)	CFG for video analysis	
<input type="checkbox"/>	CFG for video analysis (Tom, Allison)	CFG for video analysis	

 **Recorded Lesson** 

Here is my video. Below is what activity is occurring with start time and end time. If you get the minutes posted below. My question is are there better visuals and explanations I could be using get stuck with only one way to teach the vocab (flashcards with definition). Also any good routine the smartboard would be a great strategy to figure out! Any ideas are welcome. Attached is also

 [Integers_LessonPlanning.docx](#) 0-1:00 minute-review objectives

1:00-3:12 brainstorm what we already know

3:00-5:50-review vocab

5:50-7:50-integers on a numberline

7:50-12:45-examples from real life

12:45-17:45-students take turns on smartboard finding integers and placing them on a numberli

17:45-25:30-take turns playing game with integers

25:30-explanation of closing activities brainstorming new things learned and 1-2-3-4 self evalua

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 **RE:** 

Critical Friend Rubric

	Evolving	Competent	Accomplished
Overall Participation	Very few tasks are completed on time AND/OR completed tasks do not demonstrate thoughtful consideration of the content. Collaborate session, if scheduled, may not have been attended	Most tasks for all weeks are completed on time and demonstrate thoughtfulness. Collaborate sessions, if scheduled, were attended and student somewhat engaged with peers and instructor	All tasks for all weeks are completed on time and demonstrate thoughtfulness. Collaborate sessions, if scheduled, were attended and student actively engaged with peers and instructor
Discussion Quality	Discussion posts and most replies are limited; Readings are not at all integrated to support posts; Some to no posts utilize and demonstrate learners' prior and/or new knowledge; Replies do not go beyond superficial responses; Replies may not build on others' responses to create connected threads.	Most discussion posts and most replies are one <i>hearty</i> paragraph to three paragraphs; Readings are somewhat integrated to support posts; Most but not all posts utilize and demonstrate learners' prior and/or new knowledge; Replies typically go beyond superficial responses; Most replies build on others' responses to create connected threads; Questions may be posed for further thought and discussion; Some questions from peers may be addressed (there is some evidence that you went back to read discussion replies)	All discussion posts and all replies are one <i>hearty</i> paragraph to three paragraphs; Readings and weekly content are integrated to support thoughtful posts (<i>and explicitly referenced</i>); Posts utilize and demonstrate learners' prior <i>and</i> new knowledge; All replies go beyond superficial responses; Replies build on others' responses to create connected threads; As appropriate, questions are posed for further thought and discussion; Questions from peers are addressed (there is evidence that you went back to read discussion replies)
CFG Engagement	Rarely or never participates in Critical Friends Group work. Feedback is not meaningful, detailed, and constructive. Discounts critical friends' perspectives and questions	Mostly participates in critical friend(s) group work; meets almost all CFG deadlines; provides meaningful, detailed, and constructive feedback OR consistently participates in critical friends groups on time but feedback is not meaningful, detailed, and constructive; there is no evidence that critical friend perspectives have been considered	Consistent participation in critical friend(s) work; meets all CFG deadlines; Quality work/questions provided to critical friends for discussion; Thoughtfully considers all perspectives raised by critical friends; Meaningful, detailed, and constructive feedback provided to critical friends

Grading

For Critical Friend tasks

- Monitor the group discussion forums
- Email students when necessary

For formal collaborative assignments

- One joint task with a group grade
- Then individual grades for collaboration

COOPERATIVE LEARNING THEORY GROUPS:**Peer evaluation rubric**

****All group members should complete & submit this rubric for each other group member.
The course instructor will use the rubric on the following page.*

Name of Student Completing Rubric:					
Name of Group Member Being Evaluated:					
	No Evidence 0	Beginning (Limited evidence) 1	Proficient (Clear evidence) 2	Exceptional (Clear, convincing, substantial evidence) 3	SCORE
Research & Information Gathering	Does not collect any useful information	Collects very little useful information	Collects some information related to topic	Collects a great deal of useful information	
Attendance & Punctuality	Does not attend meetings or have work ready as promised	Sometimes attends meetings and has work ready as promised	Usually attends meetings and has work ready when promised	Always attends meetings and has work ready as promised	
Sharing Tasks & Preparing the Project Handout	Relies on others to do the work; does not help prepare the handout	Rarely does his/her share; makes some contributions to prepare the handout	Makes many useful contributions in the creation of the handout	Always does his/her share; plays an integral role in the creation of the handout	
Communicating	Dominates OR does not participate in the conversation & decision making	Often dominates discussion and decision making OR makes few contributions	Makes some useful contributions based on group conversations	Listens carefully, makes useful comments, facilitates decision making	
Cooperation	Consistently hard to get along with	Sometimes makes getting along difficult	Is a good team player; follows others' leads	Helps the team work together for success	
					Total (out of 15)

Comments:

Tips for collab work

Give structured in-class time (or time during online weeks)

Recognize that collab work is time consuming and just as important as other content, so back off from other content during work weeks

Assign partners, but be open to changing them

Grade collab work with rubric for individual members

Monitor group progress

Tasks need to be meaningful

Group work is...

Possible in online and face to face settings

Necessary

Engaging



Questions time!

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