

2018-05

Hacking for collaboration towards redesigning group work

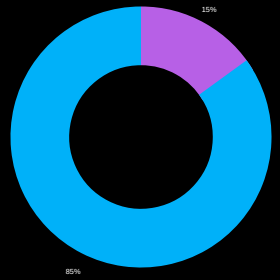
Hill, Joshua

<http://hdl.handle.net/1880/107669>

Downloaded from PRISM Repository, University of Calgary

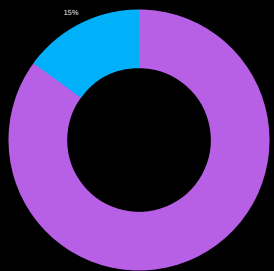
COLLABORATION

Groups need to develop a shared vision and divide work.



In the beginning developing consensus was the challenge most oft cited by students.

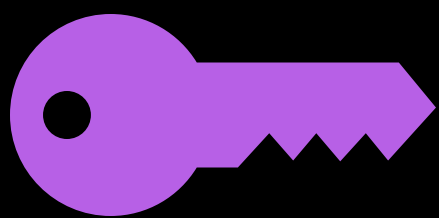
"No one was incorrect in their understanding, but it was hard to go in the same direction. I'd say we spent about as much time agreeing on a topic as we did actually doing the work for our unit plan." -Student



Later on, reintegrating divided work became an issue.

"At this point my main concern is synthesizing all our ideas in a cohesive way that makes sense to all of us." -Student

Instructors play a key coaching role to support group dynamics



"Our instructor provided a lot of support because they knew that this was completely new to all of us, they personally had done a lot of this kind of work in their professional career." -Student

94 % of students said they used Google Drive to coordinate work.



"It was pivotal, all throughout. We couldn't have ever done it had we not been able to see each others work." -Student

Instructors used Google Drive to monitor student needs and progress.

"The Google spreadsheet was interactive. Meaning each of the groups were expected to populate the information in there. We would look at that on a daily basis in the class and I would use that in referencing what other groups are doing. And then helping those groups talk about that." -Instructor

The challenge of integrating divided work was amplified by technology that did not allow for synchronous editing:

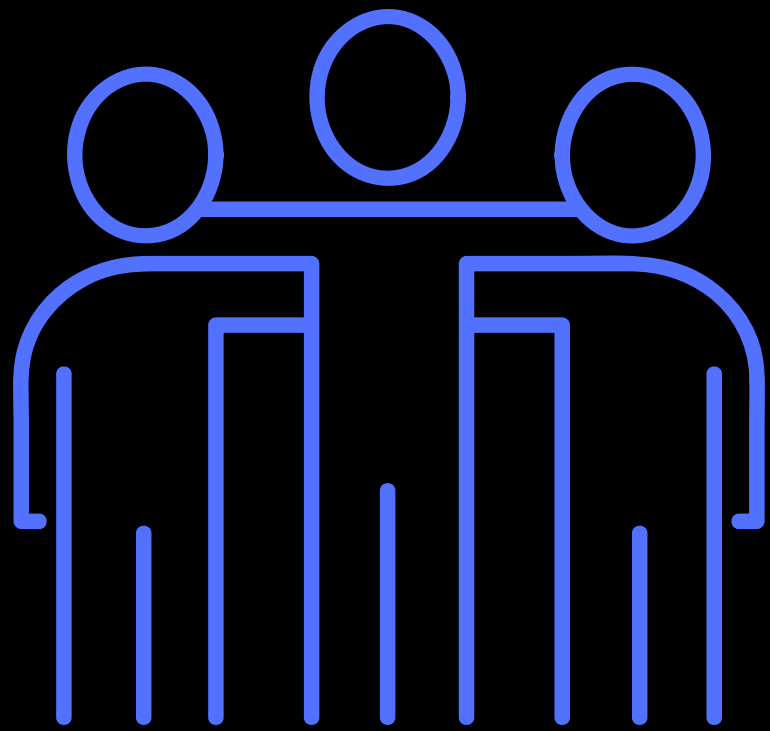


"The website creator only allows on person on at a time to work or edit, so we have to really be on top of correspondence there, because work doesn't get saved if more than one person is on a page at any given time." -Student

PROJECT MANAGEMENT

Groups need leadership and communication.

Students told us that leaders:



- Assigned Tasks
- Clarified Expectations
- Provided Direction
- Set Timelines
- Took Initiative
- Identified Needs

Instructors designed tools and protocols to support project management.

"I really like making a most responsible person for each section. I called it a project management tool. They all had to contribute to each section of the project. A good thing that ended up happening... is I could meet with the assessment teams, for instance." -Instructor

Students identified that group work has its challenges:

Scheduling



Workload



Time Management



Absences



Students saw value in developing group work skills despite the challenges:

*"It was a really good learning experience even working with different people who have different understanding, different pedagogical views, that was very useful. Even myself, there was one point where I was like, uh, should I switch groups, and then, I don't know, I talked to another professor and just thinking about it myself, I was like, no, **it's going to be like this in the real world**. That's what I think this project is really great for and preparing us for that." - Student*

Students used various social media and apps for communication.

"Nobody wants to exchange cell phone numbers." -Student

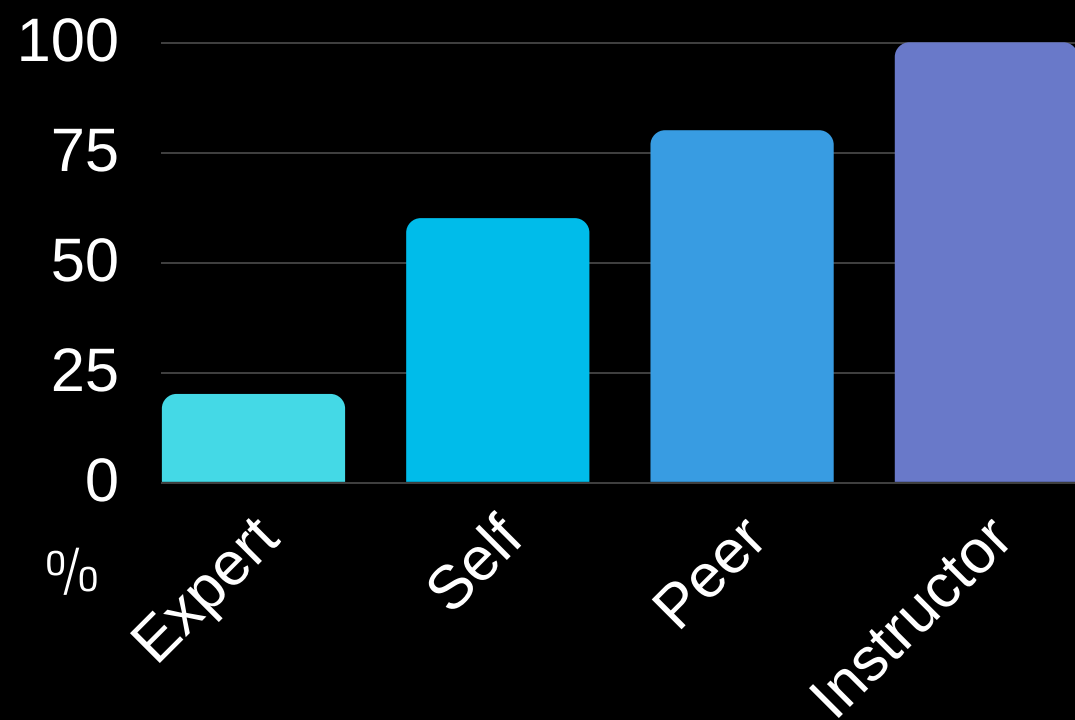


"Group members generally responded almost immediately versus if you would send them an email." -Student

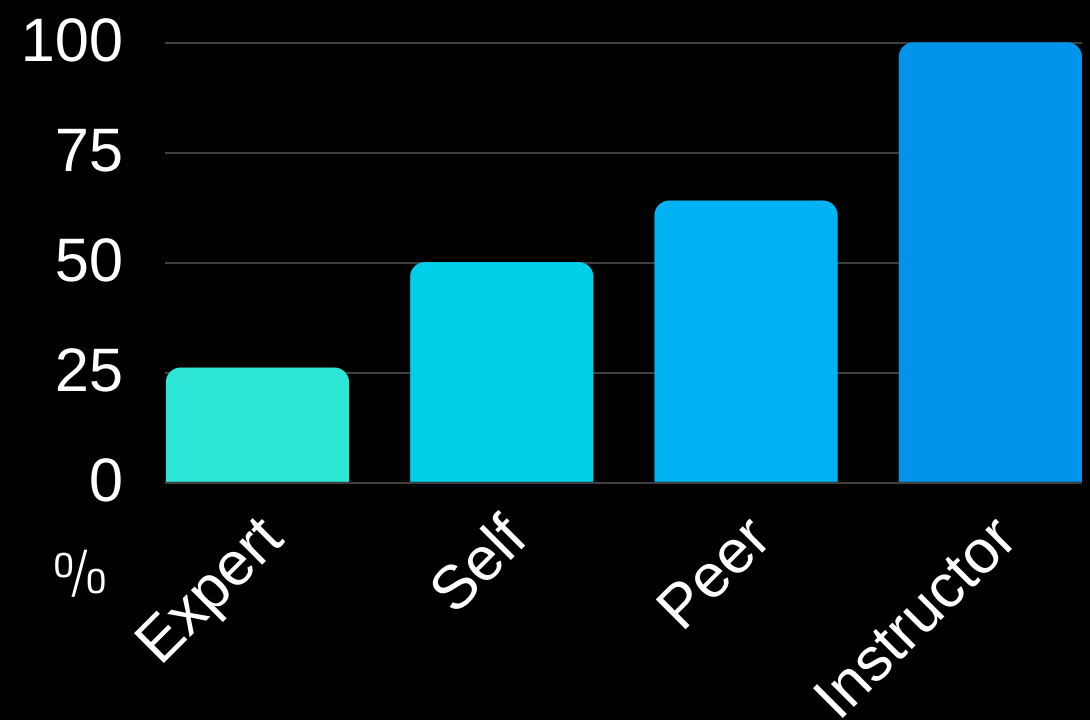
FEEDBACK

Groups need self, peer, instructor and expert feedback.

What type of feedback did instructors say they designed?

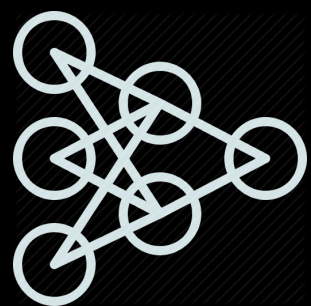


What type of feedback did students say they received?



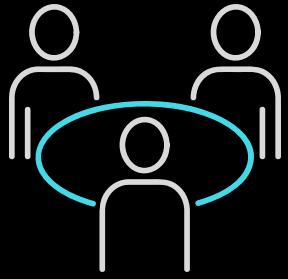
Instructors designed protocols to facilitate feedback:

Between groups:



Ex. Regrouping students into critical friends groups facilitates wide diversity of feedback and opportunities to learn from how other groups have taken up the project.

Instructor to group:



Ex. Instructors worked at the elbow with small groups both in class time and in scheduled out of class meetings.

Outside expert:



Ex. Google Docs comment feature allowed experts to provide asynchronous feedback.

Criteria and reflection supported feedback:

"I really liked the strategy of using the rubric and finding truth within your own work." -Student



Rubrics



Conferencing

"Taking part in an interview which was recorded, as well as a video, which both asked questions in relation to what I learned and took away from this class helped me to actually articulate and think about what I've learned." -Student