

University of Wisconsin, Green Bay  
 Collaborative Learning Keynote and Workshops  
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## Knowledge Repository of Faculty Contributions

### Ideas for Helping Students Work Together Collaboratively on First Day

*Social*

- Students interview each other then introduce one another to the class.
- Intro Bingo (Fitness Class) Create a BINGO card with a physical activity in each square; students walk around the classroom, introduce self, ask a question of the student to try to obtain a BINGO

Has run a 5K	Plays the Wii	Can bench press > 110
Enjoys camping	Plays with children	

- What is the average student?
  - Students generate questions – write on board
  - Students mark if the question is true for them/her
  - Dialogue about data collection
    - Commutes to school      Went to X H.S.      Has a job
    - ///                                //                        /
- For an Intro to Athletic Injuries course: students share their name, intended major and scar show-and-tell
- Each student shares plans for after graduation – this is a senior seminar class.
- Students mingle and determine what shared ‘free’ time’ they have outside of class to work on group project; they also determine what talents they would bring to the group (e.g., proficiency with Excel)
- Gather together by type of shoe, regions, etc. and then just ‘get to know each other.’
- Tell about self and then tell one thing was a lie; then have students guess which one is a lie; then pair students to do same
- Print students’ names and e-mails and have students pair/share on a given topic for 1 minute and get name.
- Online introductions in a discussion forum with specific questions to answer
- Interview a partner and introduce your partner with specific questions.
- Index cards – name in big letters – 3 items about self on back of card

- Candy bags w/different types in each bag – each type of candy is connected to a specific question to share
- 2 Truths and 1 lie
- Discuss which course topics interest them most
- 6 Bits: Index cards w/various info, we use info to try to solve problem, don't have to solve problem – more for group interaction
- Take Grasha Learning Style test; visual, verbal, etc. learning styles/multiple intelligences
- Group sets outline and homework
- Print and share education status and experience with the topic then intro one another
- Pr up – expectations
- Share what you like/hate/fear with a colleague; tell each other
- If you were a \_\_\_\_\_, what would you be?
- Say name before discussions
- Name plaques
- In groups have them in assigned roles per what different criteria each time (who is oldest; who has pets)
- Student group – self introduction; story of the group to cover all elements in the group; social work class
- Have students fill in an index card; focus group – two true/one false
- Why I am excited to take the class? Move around with questions
- Put students in pairs, they interview each other with certain questions and then introduce each other to the group
- Interests, Stats, go into groups based on who likes chocolate? Who has a dog? Who has a female boss?
- Break into groups based on major/program.
- Have students introduce themselves (so teacher gets to know student and remembers name); 2<sup>nd</sup> class have students select articles then present (marketing course) reveals much about personalities, etc.
- Music Appreciation: students introduce themselves to discuss definitions of music, good music, etc.
- Stand in a circle – demographic questions, questions on background, sometimes have them speak individually; start w/professor introduction to model good introduction
- Create a vision statement and introduce
- Little known fact- or something unique about the person
- Grids – walk around and put names in where they are (i.e., likes chocolate)
- Stick paper on back (personality, describe what wearing, speak in a language they are learning)
- Circle – use alphabet and say something about you for each letter
- Repeat of what previous person said and you add two

- Name on card with words in 4 corners that tell something about themselves and then mingle to discuss words
- Say name and one word to describe self
- Diversity Bingo
- Students brainstorm MC questions about each other; answer with clickers – use to discuss nature of science inquiry too (reference – Cathy Middlecamp (?), UW Madison)
- Students vote on possible topics for course
- Find a person who...
- Plant questions with interesting facts
- “One of us” – students write 1 thing about person; teacher reads aloud
- Introduce self, major,
- Pronounce names – discuss pitfalls
- Force to exchange e-mail address with 4 people
- Choose a picture/postcard to describe profession/self
- Students determine/recommend what instructor should do in his life
- Groups formed by habits (procrastination); name; self-description as fruit, etc.
- What 2 things did you do over the summer?
- Ball w/questions on it
- “Speed dating”
- Name games
  - Instructor has to remember the names
  - Each needs to remember all names as it goes around the classroom
  - Pair the students together, each does a portrait of the partner
  - Pair students together, answer questions about the partner
  - Pictionary activity

### *Course Policy*

- Students read part of syllabus and agree as a group on due dates
- Have students provide ideas for changes in content, activities, and assignments and due dates, etc.
- Ask students in small groups to discuss learning outcomes, match activities to outcomes
- Work together to determine penalties
- What they bring to class/expect of us?
- What do you want out of this class?
- Brought back early discussion to the class later on to see what covered/may have missed
- Complete sentence “I sure hope he does...’ I sure hope he doesn’t” about professor and these become learning community talk points
- Read materials on what it is to learn and they develop grading criteria on what it is to learn
- POGIL assignments

- One sentence on board: visual
- Exchange #s in case of absence
- Talkers and listeners exercise

### *Course Content*

- Mind maps
- Memory maps
- Practice DZL in the classroom
- Read paper; discussion leader leads and keeps discussion going; students must come in with questions to turn in before discussion
- Let class pick last Shakespeare play for Syllabus
- Ask 2 questions foretelling course content; segue into course
- Nature of what the course is; changes assumptions
- Call on students every day so they need to be prepared to participate
- Break into groups to discuss why content is important, what are goals
- After group objectives, as what students want to learn

### Solutions to Faculty-Identified Problems from Send-a-Problem Activity

#### PROBLEM 1

*What are some ideas to help students come to class prepared?*

- Give students a graded pre-assignment
- Require students to come to class (or upload to a course module) with their questions or session topics
- Pop quiz – students don't know whether it will be graded or not
- Entrance ticket that consists of viable question about material read
- Lay out expectations – impart why learning matters
- Relate reading to YouTube clip
- Emphasize responsibility to the rest of the class
- Assign reading/pre-reading/homework due before group activity.
- Read ahead – apply to Case Study as group work
- Set aside structured reading time (10 min) prior to group work
- Write about the reading assignment (focused journal entry) prior to class
- Assess w/test or quiz
- Have students come prepared with discussion questions to share in small groups
- Grade group participation or homework to be collected
- Accountability for individual performance
- Instant feedback and grades
- Explain clearly expectations and grading rubric
- Give topics for CL based on earlier learning
- Have them participate in online discussions before the CL activity

- Class size and group size must be appropriate
- Lower expectations – have students draw on prior knowledge
- Worksheets
- Give points
- Quizzes
- Make it something interesting – a blog; attached to technology
- Post announcements on blackboard
- Give students a graded pre-assignment
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## PROBLEM 2

*What are some ideas for ensuring students stay on task?*

- Worksheet or something to turn in
- Give clear justification for the exercise (relevance; not busy work)
- Warn them that they will need to share with instructor and class
- High stakes – connect to exam, etc.
- Don't fight it – give 2 minutes to discuss something off task
- Have an agenda
- Instructor walks around the room and asks questions to keep groups on task
- Designate a time limit
- Carrot approach – we will implement for great work
- Let them design the assignment
- Presentation of brainstorm to class
- Assign roles to students
- Assistance from instructor (“righting the ship”)
- Clear objectives and learning objectives
- Making students report on the group's findings
- Record responses/activities, maybe with structured handouts
- Break up “cliques” or pre-existing friendships
- Grading outcomes of group work
- Give motivation for the larger goal (how does this small activity relate to a larger goal of school/the course)?
- Chunk the project in pieces and establish deadlines for each piece of the project – give feedback on the process along the way
- Online

## PROBLEM 3

*How do I do collaborative learning within a distance-learning context?*

- Online discussion board/announcements that are open-ended
- Clearly define structure, deadlines, etc. for instructions – make explicit.
- Easier to hold students accountable (since there is a written record of participation) Clearly define roles for group members (either instructors or students define)
- Use discussion board on online classroom environment. Post 2 key topics (each student does this), then they comment on each other's to review for exam.
- Providing the technology tools each group needs to be successful (Google Docs, Skype, etc.)
- Use good course platform for discussion (D2L, Blackboard)
- Use the "Send-a-Problem" method to communicate. Instructor needs to provide clear expectations, train students in collaboration techniques.
- Breeze, IM, Texting, Google DOCS, share technology, electronic chat board, Wiki, Skype, Second Life, Windows Live, etc.

#### PROBLEM 4

*What are ideas for assessing individual accountability in group process?*

- Peer review – award grade for participation on average
- Ask group to grade self and why (as a group)  
Carefully structure peer review process
- Have group establish ground rules
- Devise a plan to divide work
- Have group members grade each other
- Group presentation but individual report
- Brief individual quiz after group project
- Perhaps the individual contribution isn't as important as the outcome?
- Ask group members to evaluate what he or she learned about group process within their group.
- Portfolio w/full document as well as the individual pieces from each student shown
- Each student gives % contribution for all in group. Use this to partially assign grades.
- Create rubric to assess student performance and share with students ahead of time; use for instructor and peer assessment.
- Have students determine how they will meet guidelines
- Use blend of individual and group scores
- Make a 'no whining' rule
- Vote off the island criteria
- Ask students to grade each other and themselves
- Randomly call on group members to present
- Post notes by color (watch out for color blind people)

- Group presentations, grade individual contribution on the slides the developed for presentation
- Students evaluate each other and rank order
- Rubric allowing individual evaluation for a percentage of points as well as a group grade
- Wiki – each students uses a different color
- Test individual the group content
- Peer evaluations – blind, multiple; Group evaluations
- Self-reporting – journals
- Defined process to allow group to remove individual from group to try and ensure everyone contributes
- Fine people from groups (give the groups enough control to remove uncooperative group members)
- Incorporate group covered material on individual quizzes and exams so that students still have to know all the group covered material
- Oral presentation
- Students grade each other as part of total grade; self-assessment
- Responsibility to turn in individual paper, reflection, portion, etc.
- Tests cover group material; requires clear objectives for discussion or project
- Have a peer grade and individual grade
- Convince students that group work is more highly rewarded than individual in industry

### PROBLEM 5

*What are some ideas for getting through course content and still incorporating collaborative work?*

- Can some content be learned outside of class?
- E-mail what will happen in the next class session
- Tests online
- Make sure activity ties into class content
- Specific and short collaborative activities
- Activities outside of class time
- Have CoLT project cover a very specific topic that won't be covered in class
- Assign more homework on CoLT topic in lieu of lecture (or more homework on non-CoLT topic)
- Cover your content within CoLT
- Have a clear plan for efficiency – logistics
- Hold students accountable for pre-work
- Carve out days or time specifically for it
- Really shows what they know or don't know so maybe do it before exam to help them prep
- Putting lectures on video so they have more time in class
- Make students accountable to learn outside class

- Structure syllabus (i.e., lab courses created to be collaborative)
- Short quizzes to ensure base learning prior to group activity
- Start class with short exercise that leads to lectures
- Let students know group topics are on exams
- Do homework in group
- Develop activity in structured and clear frame within time constraints
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### PROBLEM 6

*What are some ideas for ensuring equitable participation (no dominator; no slacker)?*

- Divide the task into smaller parts and require individual students to focus on that part prior to synthesizing and summarizing as a group
- Walk around – if you see some talking all the time and others not, ask questions
- Color post-it/student
- Document participation
- Self-identify student strengths to groups so that they can be structured around a variety of criteria
- Ground rule that there are no right or wrong; limit response
- Determine in advance the target number of correct answers in perfect target language, and make it encouraging by allowing other students to help
- Students maintain their own portfolio to run in 1-2 times per term
- Rotate roles
- Not everyone needs to participate equitably every time – aim for balance over semester
- Structure activity to require multiple strengths so that all students have comfortable way to participate
- Poker chip method (3 chips/student; must cast in chip each time they speak; out of chips, time to listen)
- Assign tasks according to student interest/talent (providing voice; enhancing self-efficacy)
- Mix up membership (homogenous by personality or heterogeneous)
- Timed participation of each (Round Robin)
- Group-derived roles and consequences
- Instructor picks a random group member to report to whole group
- Designate time limit for speaker
- Student names on note cards call on each other in order so all get a turn before starting over
- Student who is not participating – ask a personal question with no correct/incorrect answer
- Peer evaluation and announcing that fact
- Technique “two before me:

- Speaker must reflect and restate before speaking
- Use online or Blackboard discussion board to post response to get individual grade or provide equitable discussions or provide sticky notes or cards for each student to post response, or have students post response on Flip charts
- Assign and rotate roles frequently
- Use a self-reflection after each group session – students learn and are hard on themselves
- Use a meeting log that reports whether members were prepared – submit to instructor
- Provide various projects that have different learning styles featured
- Switch groups regularly
- Talking Circles (Think-Pair-Share)
- Experiment with group sizes
- Instructor is engaged and acts as a facilitator
- Include as item in assessment

### PROBLEM 7

*What are some ideas for designing relevant activities so that students find value in them?*

- Depends on the subject – current events can connect course material to the outside world. Ask students for current events that they are interested in.
- Search for activities (via internet or journals) that are already successful
- Connect to real world skills and experiences
- Apply concepts to potential activities in profession
- Connect activity to Profession – videos
- Instructor responsible to show connections, modeling – take into future use
- Allow student choices for activity
- Students value peer explanations and clarification and challenging context
- Every activity will correlate with at least one course objective
- Articulate the objectives to the students
- Future benefit of an enriched life
- Real world scenarios; practical application
- What do the students think is an issue
- Tie directly, obviously to course goal/topic – connect the dots
- Be creative! Address real life hands on with physical experiences (dress differently, wear eye patch)
- This type of problem will be on the exam
- Students teach one another; strong help weak
- Real life simulation as much as possible

- Assign points
- Picking one competency per class and designing activity around it
- Pop quiz on what was covered in the activity
- Finding activities that relate to real life (articles in the paper or online)
- Work together to get assignment done
- Make objectives clear to the students so they can ‘connect’ the dots at the outset and after the assignment
- Learn what they value/their backgrounds. So you can tailor the activities to their interests

### PROBLEM 8

*What are some ideas for helping students to feel safe?*

- Instructor overtly ‘normalizes’ different styles
- Introductions so students know each other
- Keep groups small for many activities (i.e., pairs)
- Use questions that don’t have one or a correct answer
- Encourage them to be kind to each other
- Learn their names and information about them
- Praise those that do speak up, even if wrong answer
- Tell students no answer is wrong, there’s always something interesting in their responses. Always encourage
- Getting a wrong answer is so much better than no answer at all because they will remember better and know how to make it right
- Ensure a supportive environment
- Teacher’s role (approach, attitude, etc.) is essential (it is a role model)
- Teacher’s own learning process is transparent
- Create ground rules for discussions, activities, etc.
- Gradually move from non-threatening and simple questions to complex discussions that require critical thinking over the course of the semester
- Learn how they individually learn
- Set ground rules (group provides examples of hot-button items, etc.)
- Conversation stems
- Give models of civilized debate
- Wanders among groups and encourages
- Persons put out the ideas, then discuss
- Facilitator assures all share
- No “right ‘ or ‘wrong’ answers
- Use brainstorm process
- Assure students know process
- Begin as a demonstration that is not graded
- Give clear target of correct answers
- “How to” determine a right vs. wrong answer – use textual supports
- Make class environment fun and easy – make jokes

- Encourage students
- Develop a non-threatening culture from 1<sup>st</sup> day of class
- Do some easy non-threatening activities first
- Introduce each other
- Interview each other
- Take a group picture
- Use the online discussion board
- Back-to-back conversation
- Clarifying roles/expectations

### PROBLEM 9

*What are some ideas for groups that always want the instructor to resolve logistical problems in the group?*

- Before groups start, the students themselves set the rules/guidelines/policies of how groups function. Could even include a “firing” policy, where groups have the ability to “fire” a student from the project. Make them feel confident that they can solve their own problems.
- Give neutral reinforcement when they ask for help.
- Tell students teacher will not be available to resolve problems or bail them out.
- Have groups collaborate with other groups to see how they resolve problems.
- Introducing the students to the teaming process so students know that “storming” is a natural stage in the process.
- Make structure of group assignment clear
- Group contracting
- Assign group “problem solver”
- Set parameters at the outset regarding instructor involvement/role
- Use technology – Google Docs, Skype