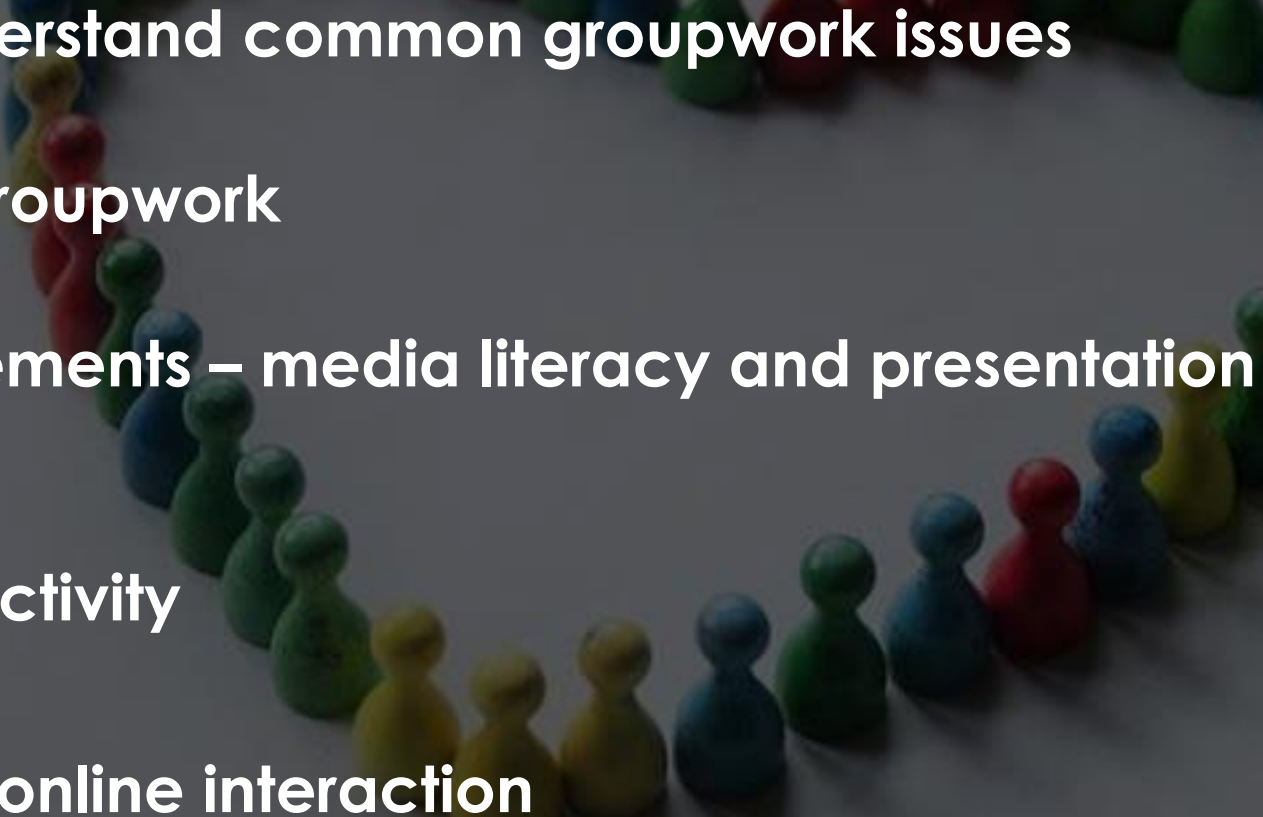


Modelling groupwork digitally through roleplay and active learning

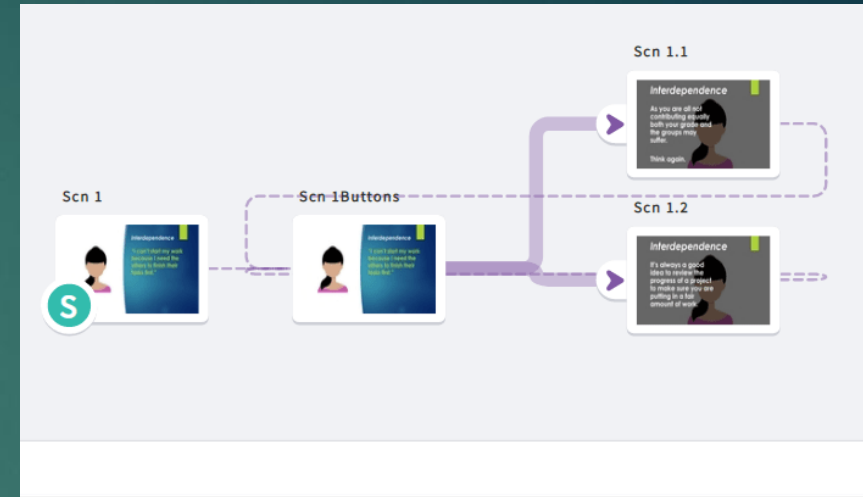
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Desired Learning Outcomes

- 
- ▶ Help students to understand common groupwork issues
 - ▶ Practise the skill of groupwork
 - ▶ Address tutor requirements – media literacy and presentation skills
 - ▶ Create student led activity
 - ▶ Lockdown: Promote online interaction

Our journey

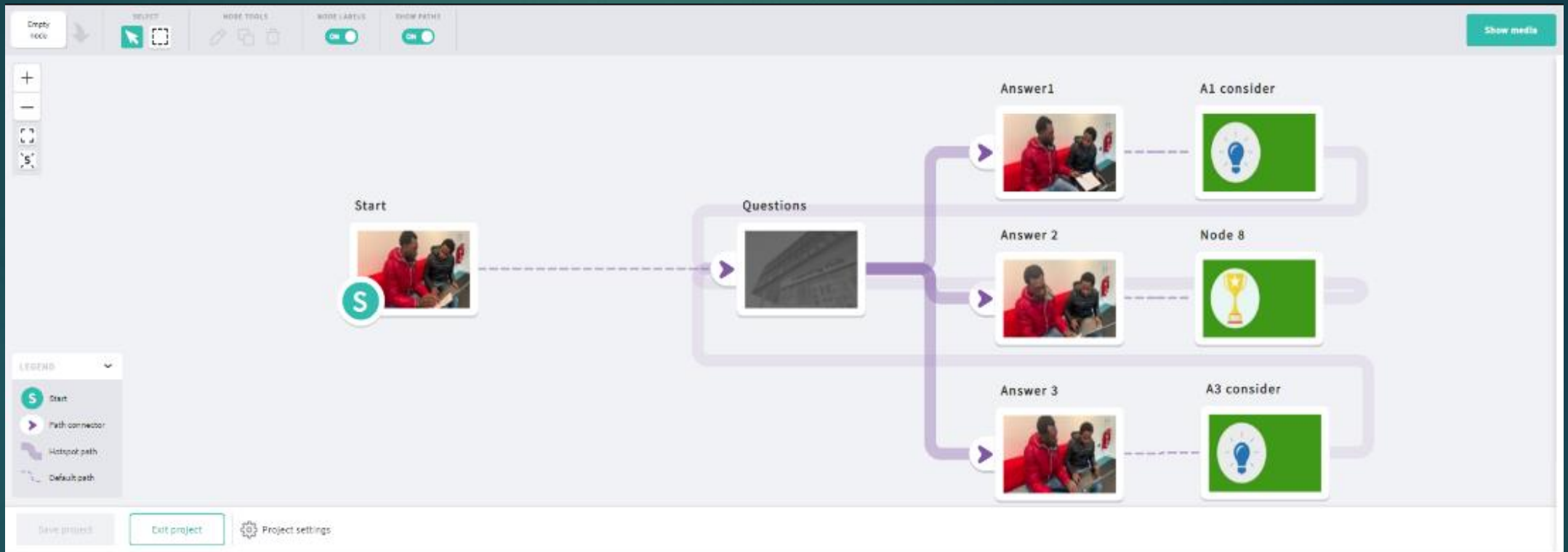
- ▶ Drawing on personal group work experiences had been problematic.
- ▶ Creating solutions to scenarios was positive and engaging for the group.
- ▶ Developed innovative classroom video production activity.
- ▶ Roleplay – performance element.



Groupwork scenarios

Adapted from questionnaire data

- ▶ One of our group tries to dominate every meeting and the rest of us don't really have an opportunity to contribute.
- ▶ We have a team member who keeps turning up to meetings late, hungover and is disruptive in every meeting.
- ▶ Our ideas are not getting recorded, we keep forgetting what we need to do!
- ▶ There's a lot of tension in our group and we argue over little details
- ▶ Everyone has lots of good ideas, but we can't decide which ones to do!



Information on Kaltura Interactive Path Tool:

<https://corp.kaltura.com/video-content-management-system/kaltura-interactive-video-paths/>

Solutions we tried

- ▶ Focused on planning / creating a narrative
- ▶ Defining a problem and adding images to develop solutions to scenarios
- ▶ Students explain these in more detail
- ▶ Developing these notes into a radio script



Translating workshop to 'online'

- ▶ Dispelling the listening / talking expectation
- ▶ Group dynamics without established relationships
- ▶ Opportunity to remain invisible and passive
- ▶ Sharing mics & cameras

Our solutions

► Synchronous virtual classroom and Padlet

The screenshot shows a Padlet board with the title "Plan your film - scenario 1" by Richard Byles. It is organized into five columns representing different scenes:

- What is the scenario:** Timekeeping - someone in the team is always late for meetings. Not enough work is getting done, and everyone is tired of the problem.
- Scene 1 - What's the problem?:** One person is always late. Ben arrives late to meetings due to a flat tyre, a missed bus, pet dog being hungry... The rest of the group are annoyed and think he doesn't care about the work. Four people are sitting round checking their watches, Character 1: 'oh Kevin's late' Character 2: 'again...'
- Scene 2 - The right answer:** Let's have a coffee and talk about it constructively - are there any other issues the group could help with? Includes an image of two coffee cups and the text "COFFEE TIME".
- Scene 3 - The wrong answer:** Get grumpy and ignore this person. THIS MAY LEAD TO PROBLEMS LATER! Includes an image of a grumpy man's face.
- Scene 4 - The 'funny' answer (ridiculous):** Invent a time machine to help them make the start of every meeting. Includes an image of a time machine.

<http://bit.ly/GroupWorkActivity>

Group 1 – uses text and images

The screenshot shows a Padlet board with the title "Groupwork Scenario 1" by Helena Beeson. It is organized into four columns representing different stages of a groupwork scenario:

- Scenario:** A group member is always late.
- Scene 1: The problem:** Characters: Amaira - young woman, Terry - young man, Zane - young man. SCENE 1. Sounds: Photocopy machine in the background, someone is tapping their fingers on a desk. Zane: Oh well I think we've waited long enough, lets make a start. Amaira: But... Terry has the PowerPoint, Zane: Haven't we got a copy on OneDrive? Amaira: No, he said we was going to share it at the last meet...(ing)
- 2. Right answer:** Team building and have a meeting to kind a comprisable solution to the problem. I have something but not enough and we need to finish this together. Do you agree? Amaira: Terry - Ok, let's start a new powerpoint and see what we can remember. this will give us a structure again. Zane - Ok, that sounds like a plan, but maybe we should have a talk about how we can prevent this from happening in the future?
- 3. Wrong answer:** Do nothing or pull their dead-weight. fall out over the situation. Terry - ok, well we don't have anything then. we may as well just go home. We will fail because of one of us excuses. Amira: Zane - this isn't good enough! Terry - You two can do this then. I'm going home, see you later :/
- 4. Silly answer:** Tell him to turn up 25 minutes before you're supposed to meet. Terry - well, if you're so worried about me being late, just tell me to turn up earlier. problem solved guys! Yeah! Next time you'll need to come one hour earlier to have time to finish our task. We don't wanna ask about extension, isn't it? Amira: Zane - not problem solved, we should be able to rely on you to be here on time. But, if that's the only way then I guess we have no choice.

Group 2 – focused on the students writing a radio script.

Let's have a go!

Padlet Group Links:

1. bit.ly/ScriptExerciseG1
2. bit.ly/ScriptExerciseG2
3. bit.ly/ScriptExerciseG3
4. bit.ly/ScriptExerciseG4
5. bit.ly/ScriptExerciseG5
6. bit.ly/ScriptExerciseG6
7. bit.ly/ScriptExerciseG7
8. bit.ly/ScriptExerciseG8

Please provide your feedback:
bit.ly/SessionReflections

Benefits of the activity

Planning / writing

Stimulates imagination
Students discuss and negotiate individual contributions
Time limited activity focuses the group on a single goal
Feedback prompts students to further develop ideas
Working in small groups fosters community spirit

Performance

Practice presenting in front of others
Learn new creative skills, video / script writing
Negotiate roles
Peer review
Encourages respect for listening to others

Common to both

Students design positive outcomes for difficult group scenarios
Team / community building
Breaks-down cultural barriers
Students can articulate their experiences creatively
Positive feedback from Faculty staff builds trust with us

Feedback from online workshops

- At beginning was a bit awkward as no one knew each other ... but after one person spoke everyone started to engage.
- The feedback from L4 and L5 was brilliant. Students found the session very engaging.
- Our group could have engaged more by sharing our cameras.
- I personally think it is really useful
- Actually made us think more positively about group work
- Very inspirational session

Classroom vs Online

Classroom-based

- ▶ Possible to develop media literacies through filming scenarios.
- ▶ Student engagement was good with positive feedback.
- ▶ Easy to identify engagement and address issues due to visibility of students.
- ▶ Students understood and communicated group work issues.
- ▶ Student led activities worked well for different cohorts

Online

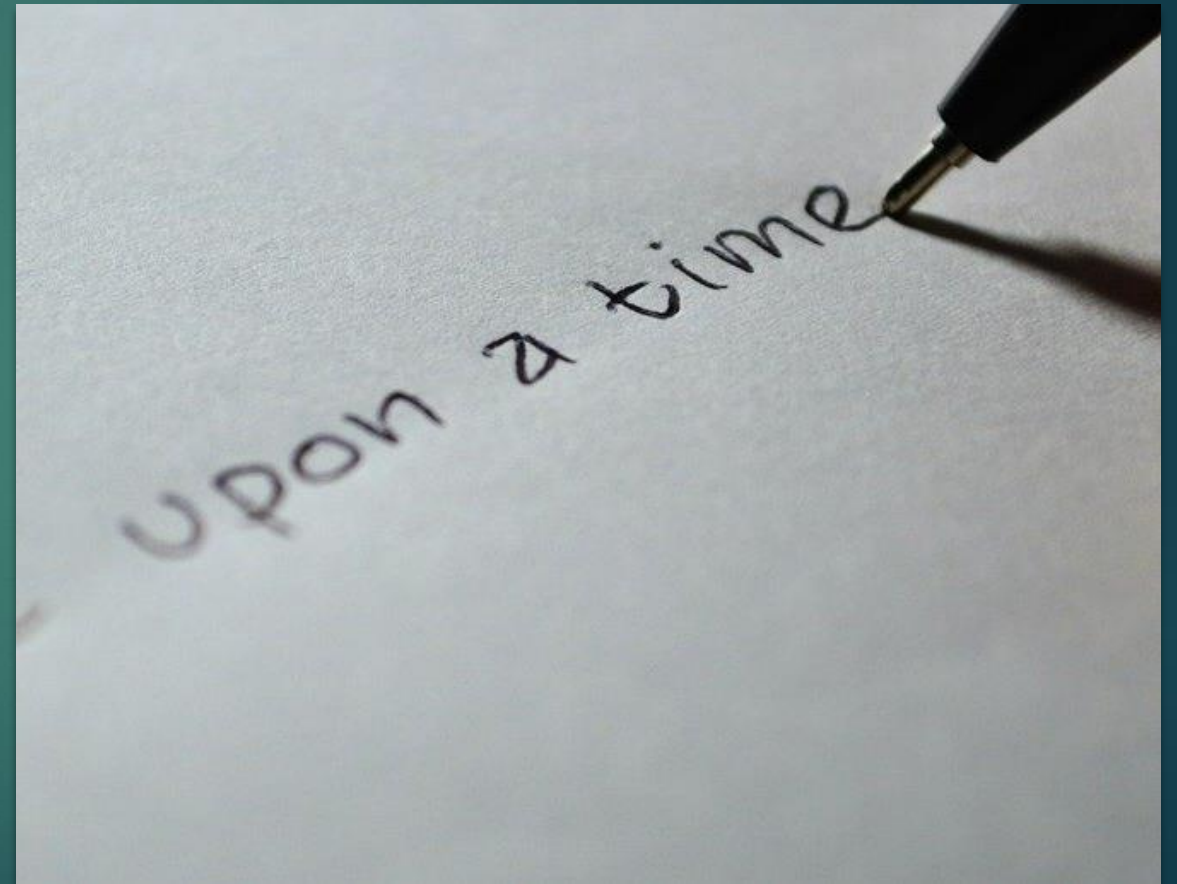
- ▶ Engagement was more active in break-out groups than main room.
- ▶ Some students preferred to use chat function rather than share cameras and audio.
- ▶ A few group members did not engage – passive.
- ▶ Students practiced presentation skills
- ▶ Students understood and communicated group work issues.
- ▶ Online interaction promoted, student led activity created

Similarities

- ▶ Scenarios prompted creative engagement.
- ▶ Student led activities were more engaging than traditional content.
- ▶ Students were able to negotiate roles and produce media content or scripts.
- ▶ Both staff and student feedback that the exercise helped with their understanding of group work issues.
- ▶ Both approaches developed digital literacies.

Where we are

- ▶ We now have solutions for both classroom and online sessions which engage students in group work by using scenarios.
- ▶ Both sessions require students to develop their own narratives.
- ▶ Still difficult to replicate the collaborative nature of acting and video production



Reflections and impact

- ▶ Academic tutors have seen different approaches from us
- ▶ An LD/LT partnership broadens horizons, provides the possibility of reframing how students can practice skills and experiment with tools.
- ▶ Together we can critically evaluate how technologies work in teaching practice through creative solutions
- ▶ We have started to create a bank of learning materials in partnership with students
- ▶ Students have had the opportunity to practise group work skills without being assessed
- ▶ Students learned about key groupwork strategies and overcoming barriers
- ▶ A good way for students who hadn't met in person to get to know each other
- ▶ Gave students a voice in virtual classrooms through storytelling

Inspirations

- ▶ Bean, L. (2018) How creative writing can increase students' resilience *Greater good magazine* [online]. Available from: https://greatergood.berkeley.edu/article/item/how_creative_writing_can_increase_students_resilience [Accessed 12th August 2020]
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- ▶ Druckman, D. and Ebner, N. (2013). Games, claims, and new frames: rethinking the use of simulation in negotiation education. *Negotiation journal*, **29**(1), pp. 61-92
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- ▶ Kahn, P. and Ivacheva, M. (2020) Online groupwork *University of Liverpool* [online]. Available from: <https://www.liverpool.ac.uk/centre-for-innovation-in-education/resources/all-resources/spotlight-online-groupwork.html> [Accessed 12th August 2020]
- ▶ Lieberman, M. (2018) Online students don't have to work solo. *Inside Higher Ed* [online]. Available from: <https://www.insidehighered.com/digital-learning/article/2018/04/25/group-projects-online-classes-create-connections-and-challenge> [Accessed: 20th January 2020]
- ▶ Vitaliaki, E., Kourkoutas, E. and Hart, A. (2018) Building inclusion and resilience in students with and without SEN through the implementation of narrative speech, role play and creative writing in the mainstream classroom of primary education. *International journal of inclusive education* **22** (1) pp.1-14