

INTERACTIVE LEARNING USING ONLINE COLLABORATIVE STORYTELLING

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What did we want to achieve?

- Help students to understand common groupwork issues
- Practise the skill of groupwork
- Create student led activity

What is the learning context?



Classroom activity



Group sizes 10-20 students



Students provide their own devices

Our process

- **Investigate**
- **Collaborate**
- **Design**
- **Refine**
- **Reflect**

Our groupwork activity

- **Real group work problems**
- **Student led**
- **Fostering creative and collaborative work**
- **Learning new digital skills**
- **Facilitated and reflective**

Pedagogy: why this approach?

- Aligns with active blended learning pedagogic goals
- Promotes Digital literacy
- Peer learning
- Confidence building
- Provides an opportunity to model and practice groupwork

The 3 stages of the activity

1.

Planning

2.

Filming

3.

Review

1. Planning

Modelling:

Setting expectations

Provided activity sheet

- **Show an example:**
<https://corp.kaltura.com/video-content-management-system/kaltura-interactive-video-paths/>
- **Set clear timings for each part of the activity.**
- **Worksheet download:**
[How to practice groupwork | Group Work Skills \(northampton.ac.uk\)](https://www.northampton.ac.uk/resources/learning-support/how-to-practice-groupwork/)

2. Filming

Filming Guidance

Discussion on lighting, types of shot & where to position camera for good quality audio.

Roles

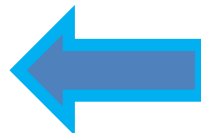
Students allocated roles: actors, camera and director.

Review

Feedback on shots, script and performance, student can refilm.

Recording

Students choose which device from their group to record on. Recording takes place outside the classroom

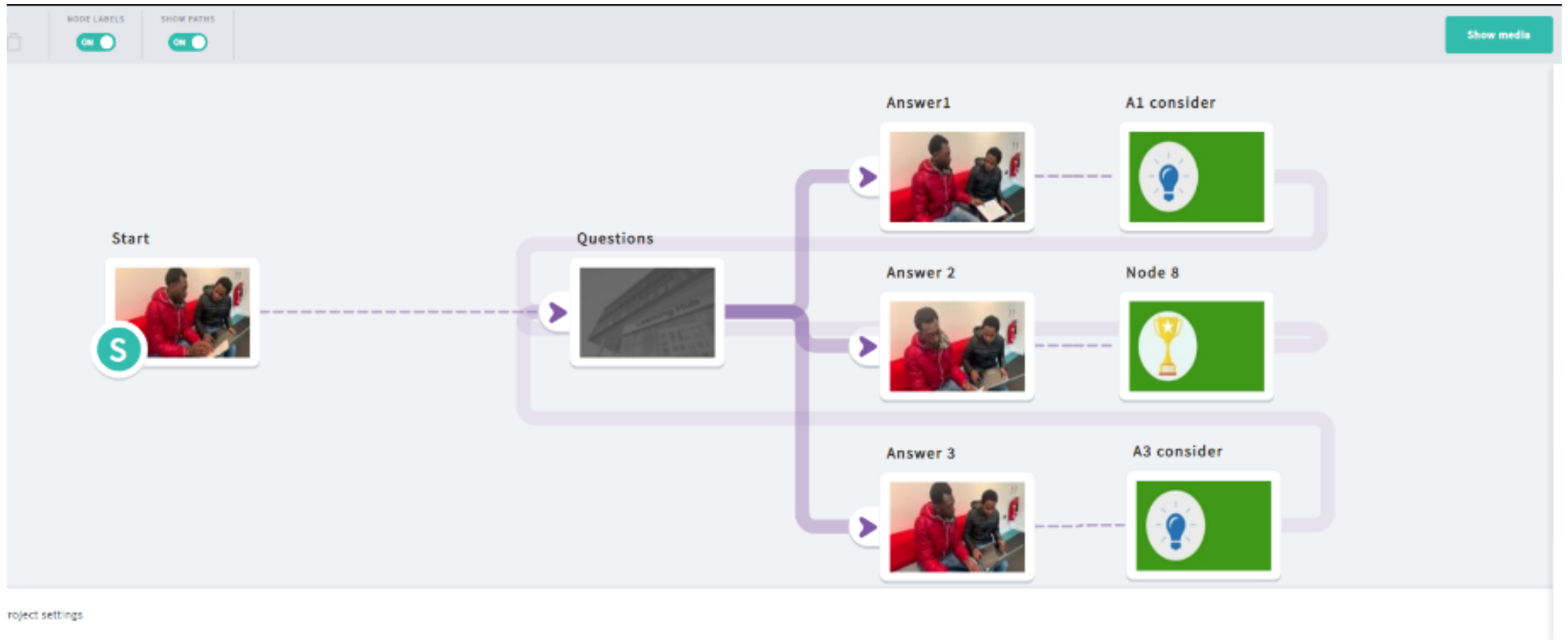


3. Review

Footage reviewed by peers which led to facilitated discussion on groupwork.

Students communicated positive strategies to overcoming group work issues.

The output



Feedback

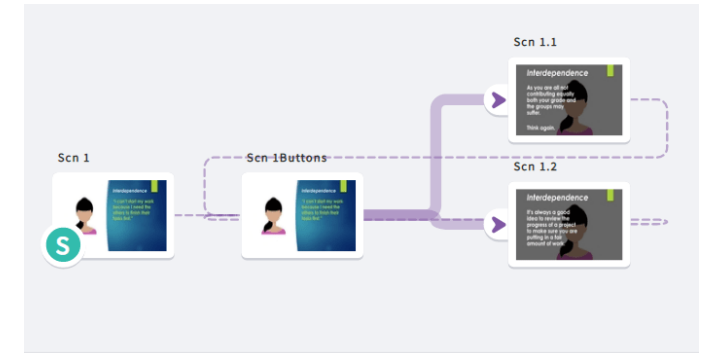
Creating solutions to scenarios was mostly positive and engaging for the group.

"It was fun to work in a team on a practical project, to bond but not worry about grading."

"It was useful to know that other people faced similar issues in group work. "

"We were able to develop our teamwork, delegating and leadership skills."

"Encourage mixed group. Some groups are made of people of the same high schools, race, country."



Translating to online

Synchronous virtual classroom and Padlet

https://uon1.padlet.org/richard_byles1/CAN

Richard Byles + 1 • 17d
Plan your film - scenario 1

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.

Let's have a coffee and talk about it constructively - are there any other issues the group could help with?

COFFEE TIME

The group get together, and ask Kevin if he could be on time
It's done in a humorous way.

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?

THIS MAY LEAD TO PROBLEMS LATER!

I'm grumpy, but I'm not going to say anything.

Scene 3 - The wrong answer

Get grumpy and ignore this person

Scene 4 - The 'funny' answer (ridiculous)

Invent a time machine to help them make the start of every meeting

Group 1 – uses text and images

Helena Beeson + 3 • 10d
Groupwork Scenario 1
Late member 1

Scenario

A group member is always late

Scene 1: The problem

Characters:
Amaira - young woman
Terry - young man
Zane - young man

SCENE1.

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.

Benefits of these activities

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 the online workshops

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

Reflections and impact

- 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 the opportunity 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 have developed key groupwork strategies.
- A positive opportunity for team building which is especially good for students who haven't met in person to get to know each other.
- Gave students a voice in virtual classrooms through a creative storytelling exercise.

Inspirations

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