

Takeaways from the Small Group Work using Zoom, Mar. 20, 2019

Dakin's Lessons from Today:

1. If you assign people to the Breakouts automatically, you will be unable to add latecomers. I think you could probably add them if you manually put people into the rooms.
2. My directions could have been better. Some groups grasped the situation immediately and jumped in; others didn't really get going until I jumped into the room to check on them.
3. Entering the various rooms was essential. If I had trained moderators in each breakout, I wouldn't have to, but there were a number of issues that had to be resolved, just like walking from one group to another in a f2f class.
4. Even with directions, some groups did their own thing (again, just like a f2f class!). That's another reason to wander from room to room. Sometimes they are doing fine, just not what I asked, and those I let keep going. Others needed some prompting. For example, one room was not talking, but just writing. Since we were in a room where we could talk, we should do that.
5. A lot of people didn't use their webcams, which was disappointing. Some systems don't handle a lot of people with webcams well, but Zoom doesn't seem to be one of those. And it is a lot more fun (I think) to see the folks one is talking to.
6. Zoom often muted me as I moved from room to room, so I had to keep unmuting myself.
7. The chats in the Breakouts are not seen in the Main Room Chat, so if you want to save those, you'll need to have a person in the room act as a Recorder and save that material. Or jump in there yourself at the end of the webinar, and save each one yourself by cutting and pasting.

Thanks everyone!

Below are the various group's ideas from the breakout rooms about how the various protocols might be used in the courses the participants teach. These were originally shared out in Google Docs.

Breakout Room 1

Protocol 3 Send-a-Problem (aka The Envelope Game, The Directed Brainstorm)

We discussed using wikis, blogs, google docs to construct a quiz. Exchanging google docs and/or quizzes in each group. Students could take the quiz (ungraded) to deepen understanding of concepts. Asking students to use their favorite App to collaborate and brainstorm for a culminating project, then presenting it to the class in a pod cast or voiced Powerpoint.

Breakout Room 2

Protocol 1 “*Talking Stick*” enables students to contribute their thoughts in a synchronous activity like a Zoom breakout room. I could use this protocol for problem solving activities like a review session in a math course. It helps more of the class to participate rather than have one or two students take over the solving process discussion. This protocol could be facilitated with a whiteboard and microphone image to pass the mic around when students participate. Participate can be tracked and managed this way. So, the Talking Stick protocol helps the teacher add structure to live discussions and makes live students interactions more effective.

Protocol 2 Expense Account

Could be used for a controversial topic or heated debate so you have to carefully craft your points and responses based on the number of coins

Assures more people speaking or everyone gets or has to speak

Gaming aspect turn in all the coins (assignments/responses) and get a message, token, prize, level

Group work break up ensuring everyone has a voice or role in the task or project

Bidding on a part of an assignment or answer you want to give or share

I think dividing the students into small groups and asking them about the pros and cons against the motion will help them to do creative thinking.

Protocol 3: Send-a-Problem

In an online course: Using a blog or wiki to pose questions and then have participants come up with a solution and build or improve upon each response.

- Good for building problem-solving skills
- Good for collaboration
- A brainstorming strategy

In face-to-face setting: “Gallery Walk” variation gets participants up and moving - create energy

Breakout Room 3

We talked about how it is difficult it is to adapt the protocols to an online format. Struggle is sometimes to get students to contribute meaningfully not restrict those who participate too much. We are always looking for ways to get students to take discussion seriously. Also, how can you disincentivize plagiarism in online discussions?

Breakout Room 4

Send-a-Problem (aka The Envelope Game, The Directed Brainstorm, Gallery Walk, Shared Wiki) - There are many variations to this protocol with the shared feature to have multiple groups 'add-on' to share and build on each others' ideas. For synchronous classes, I have used versions of this by having students share ideas with each other and build on each other ideas (e.g share different ideas to have in classroom centers). I have also used an example similar to the "Shared Wiki" by having students add to and build on ideas in a shared class 'google' doc. These ideas work well with both synchronous and asynchronous classes with appropriate tools for the asynchronous (e.g. google doc).

Talking Stick - Could be used in an online peer review or workshop session to encourage individual students to share their feedback with the writer. Would likely need to be paired with additional framing, guided "speaking" prompts within the time-limited format.

Expense account - While I wouldn't use this in my online asynchronous teaching, I envision using this in a face-to-face class when I have students break up into groups to help design particular parts of the syllabus. When students have to pay a token to speak in the group, it will help ensure some balance in the working group.