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Online Team and Group Work

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Today's discussion



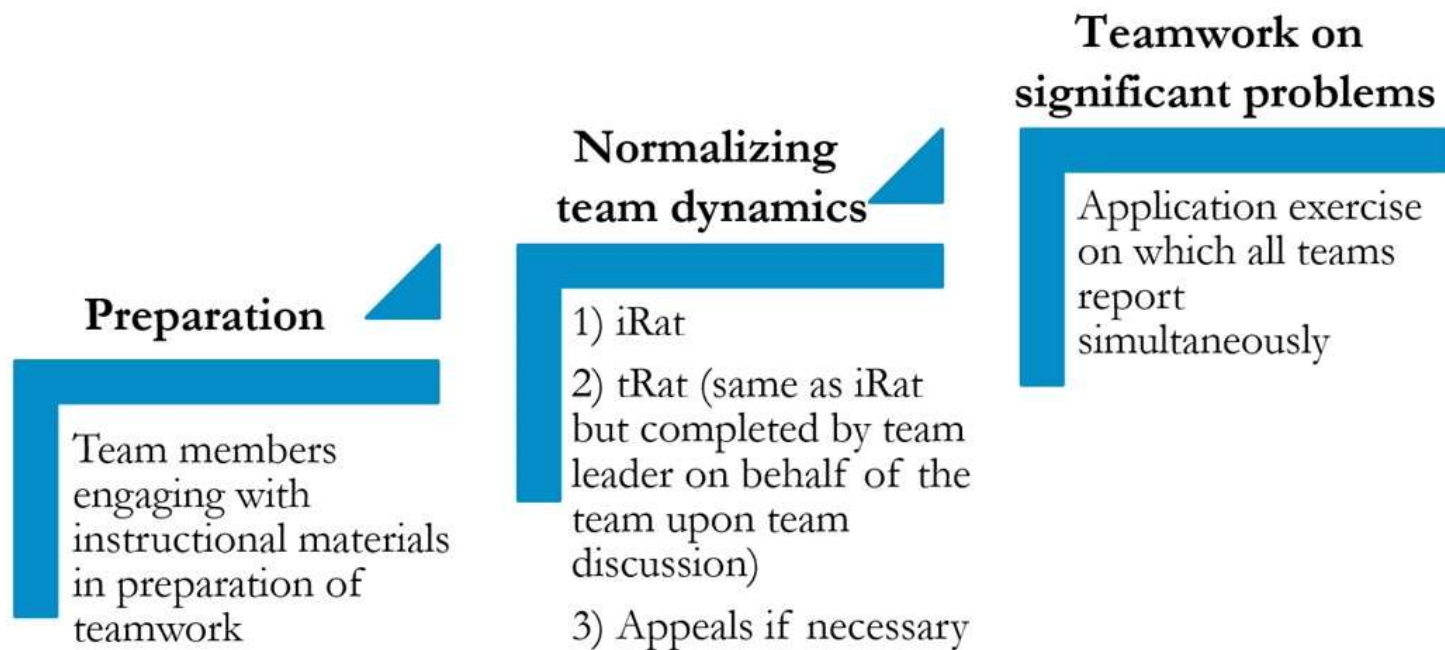
Dr. David Cantor



Dr. Meghan Gillette

- Brief overview of Team Based Learning (TBL) as adaptable approach to groupwork
- Online TBL logistics
- What worked in our online small and large-enrollment courses
- Why this approach is valuable for online teaching and learning and groupwork

Brief Overview of Team-Based Learning



Typical TBL Week in Dave's online class

<p>Monday</p> <p>This week's application exercise released beginning of day</p> <p>Previous week's application exercise due by end of day</p> <p>iRat due by end of day</p>	<p>Tuesday</p> <p>tRat released beginning of day</p> <p>tRat discussion released beginning of day</p>	<p>Wednesday</p> <p>tRat due by end of day</p>
<p>Thursday</p> <p>Continue working on this week's application exercise</p> <p>Webex virtual student hours from 5pm to 6 pm</p>	<p>Friday</p> <p>Continue working on this week's application exercise</p>	<p>Monday</p> <p>This week's application exercise due by end of day</p> <p>New iRat due by end of day</p>

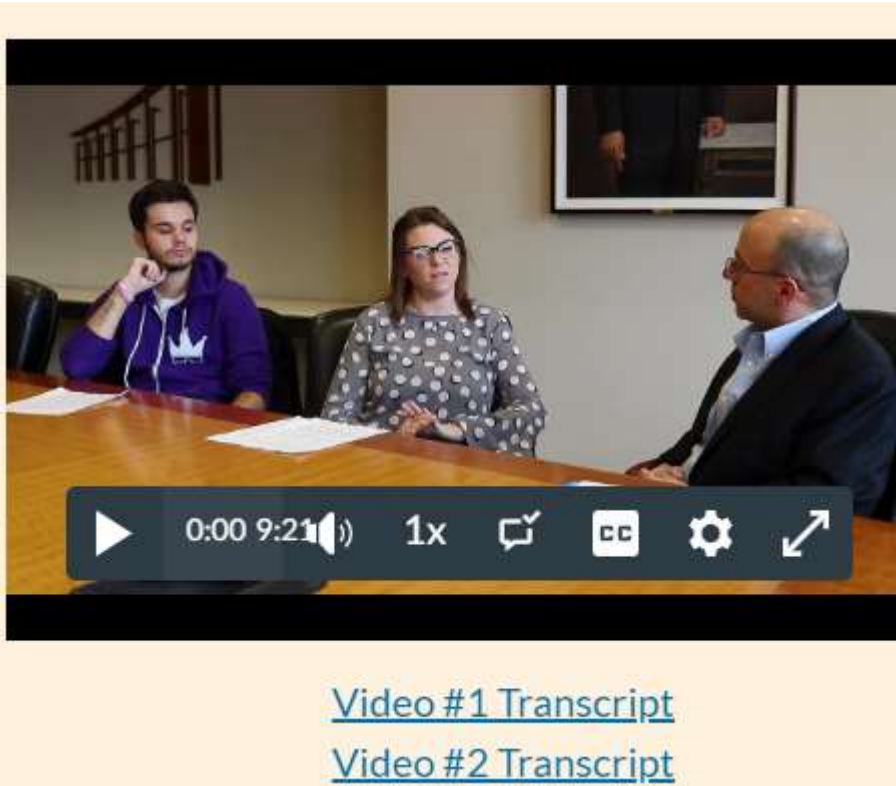


Typical TBL Week in Meghan's online class

- **Sunday/Monday:** read chapter, complete individual quiz
- **Tuesday/Wednesday:** complete team quiz
- **Thursday – Sunday:**
 - watch follow-up/mini lecture
 - take mini quiz over the mini lecture
 - work on application exercise
 - weekly leader submits application exercise on Sunday evening
- Next week starts on **Sunday**
- Same structure unless it's a Module Application Exercise week:
 - A higher-level learning assignment week that utilizes information from the previous three or four weeks (3 times)



Building Strong Team Dynamics



- **Team-building activities**
 - Self-intro videos
 - Team contracts
- **Team member assessments:**
 - Non-graded mid-semester team assessment
 - End of semester graded team assessment (Dave)
- Three graded team member assessment/evaluations (Meghan)



Role of Weekly Team Leaders

Team leaders this week

1. Team 1:
2. Team 2:
3. Team 3
4. Team 4
5. Team 5

Activities

iRat

1. [Module 06 : iRAT - Due by end of day this Monday](#) [MO #1, #2, #3, #4]

tRat

1. [Module 06: tRAT discussion](#)
2. [Module 06: tRAT - Due by end of day on Wednesday \(Only Team Leader Submits\)](#)




Application exercise

1. [Module 06: application exercise discussion](#) [MO #1 and #2]
2. [Module 06: Case Study Submission - Due by end of day next Monday \(Only Team Leader Submits\)](#)

- Assign/post leader assignments in the first week
- Leader facilitates team assignment discussions and submissions
- Leader communicates assignment due dates
- If leader forgets responsibility, a deadline is extended by a day
 - Very rare, too concerned about letting their teammates down
 - Weekly leader performance is evaluated in the peer eval/team assessment



Member Accountability

⋮	▼	Module 01: Introduction to Purchasing and SCM
⋮		Module 01 materials and activities at a glance
⋮		iRat
⋮		Module 01 : iRAT - Due by end of day this Monday Aug 31 14 pts

- Low stakes individual quizzes
- Easy to moderately difficult questions
 - Mostly multiple-choice and/or true-false format
 - Some short answer format
- Designed to ensure personal accountability



Team Assignments/Quizzes

Since this is a group discussion, the questions posted in the discussion threads are the ones you have access to.

- HDFS 227 Team 1
- HDFS 227 Team 2
- HDFS 227 Team 3
- HDFS 227 Team 4
- HDFS 227 Team 5
- HDFS 227 Team 6
- HDFS 227 Team 7
- HDFS 227 Team 8
- HDFS 227 Team 9
- HDFS 227 Team 10
- HDFS 227 Team 11
- HDFS 227 Team 12
- HDFS 227 Team 13
- HDFS 227 Team 14
- HDFS 227 Team 15
- HDFS 227 Example

Team Quiz 10 Question 9

Dec 10, 2019 4:00 PM

When an adolescent experiences identity foreclosure, it is because the parents (or circumstances) have not allowed the adolescent to engage in role exploration, not


Team Quiz 10 Question 10	Not available until Apr 28 at 12am
Team Quiz 10 Question 9	Not available until Apr 28 at 12am
Team Quiz 10 Question 8	Not available until Apr 28 at 12am
Team Quiz 10 Question 7	Not available until Apr 28 at 12am
Team Quiz 10 Question 6	Not available until Apr 28 at 12am
Team Quiz 10 Question 5	Not available until Apr 28 at 12am
Team Quiz 10 Question 4	Not available until Apr 28 at 12am

- Questions posted in discussion threads
- Team leader to facilitate discussion and consensus
- All participate:
 - General guidance: answer 30% of the questions, then come back the next day and respond to other teammates' questions
- Team leader to submit agreed-upon responses



Team Assignment Submission and Grading



 Module 06: tRAT discussion



Module 06: tRAT - Due by end of day on Wednesday (Only Team Leader Submits)

Oct 7 | 18 pts

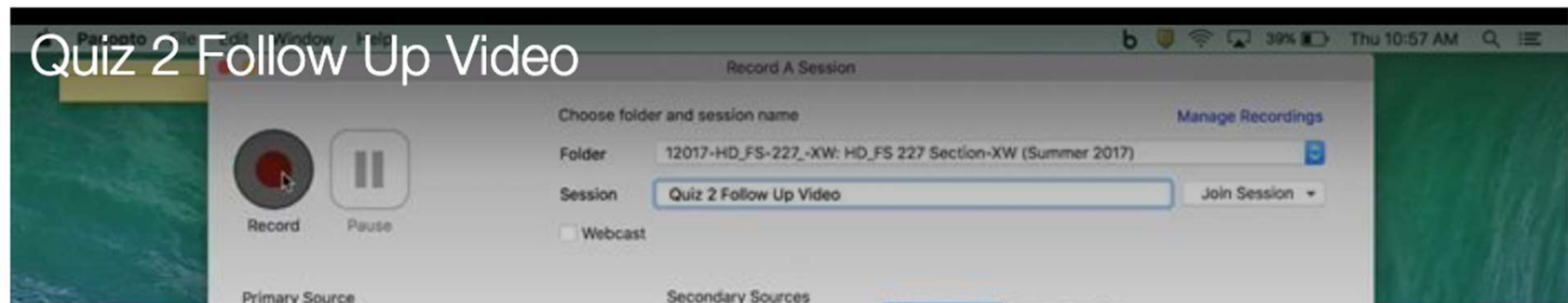
- Team leader submits agreed-upon answers
- Canvas assignment: allow text-entry only, set it as a “group” assignment to automatically release grades and feedback to the team:
 - Only available to submit on the day it’s due, not before
 - Require answers only – no discussion from discussion threads
- If student doesn’t participate, assign fewer points; up until excessive absence policy is in force



Mini Quiz 2

Mini Lecture

View this video carefully and take notes to prepare for this mini quiz. The video includes additional information and explains the correct answers for the quiz you took earlier. I would suggest you open up your individual quiz in a separate tab and follow along.



- Mini lecture (a video, announcement, discussion board) upon team quiz submission to make sure everyone understands the basic concepts needed to do higher-level thinking
- Look for questions missed on the team quiz, clarify and add additional information needed for the application exercise

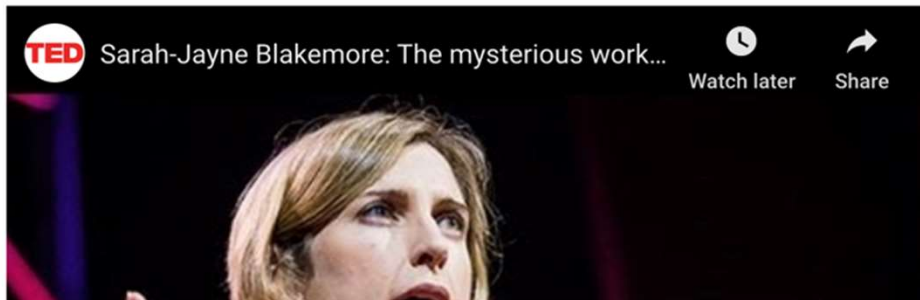


- HDFS 227 Team 14
- HDFS 227 Team 15
- HDFS 227 Example

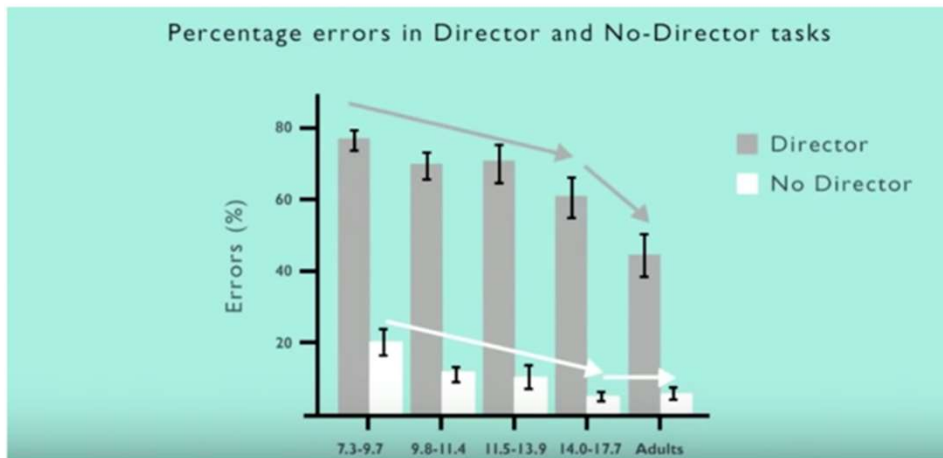
App Ex 2 Question 1 A

Feb 6 at 8:44am

First, watch the following Ted Talk from Dr. Sarah-Jayne Blakemore, titled "The Mysterious Workings of the Adolescent Brain".



In Sarah-Jayne Blakemore's TED talk, let's make sure you got the point regarding adolescents' ability to take the perspective of others. Here's the results of the bookcase/truck task as a reminder:



Application Exercise

- Complex problem, a real-life example or situation for teams to use and apply knowledge
- Focus on a specific choice, recommendation, answer
- Scaffold student problem solving
 - Require students to answer questions that will help them arrive at a solution
 - Try to provide no more than 3 questions

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What do the results of the bookcase/truck task (the results are above) mean? There is a correct answer.

A. By the time you're a teenager, you can follow the rules given to you to complete a task and can execute a task based on those rules; but you will likely still have trouble taking other people's perspectives and seeing things from their point of view.

B. By the time you're a teenager, you are better than a child at following rules and thinking about others when you are by yourself – it's harder to do when someone is there, directing you and telling you what to do because your adolescent brain is unable to process information quickly.

C. By the time you're a teenager, you can follow the rules given to you to complete the task and can execute a task based on those rules; you can also take other people's perspectives and see things from their point of view.



Peer Evaluation/Team Assessment

[Course objectives \(COs\)](#)

[Course format](#)

[Course materials](#)

[Course grading policies](#)

[Performance feedback](#)

[Institutional policies](#)

Video #4 (2:45 min)

Video #5 (2:31 min)



[Video #1](#) [Video #2](#) [Video #3](#) [Video #4](#) [Video #5](#)
[Transcript](#) [Transcript](#) [Transcript](#) [Transcript](#) [Transcript](#)

- Positive, constructive anonymous peer feedback distributed to students
- Qualtrics, CATME and other tools
- Peer performance evaluation included in the final grade

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Reading materials

1. Chapter 7

- A. pp.142-143 (systems contracting)
- B. pp. 143-144 (e-procurement systems)
- C. pp. 144-145 (direct and indirect materials)
- D. pp. 149-150 (reverse auctions)

2. Application case: e-Sourcing at Sun

Microsystems from [The Harvard Case Studies](#)

Video Materials

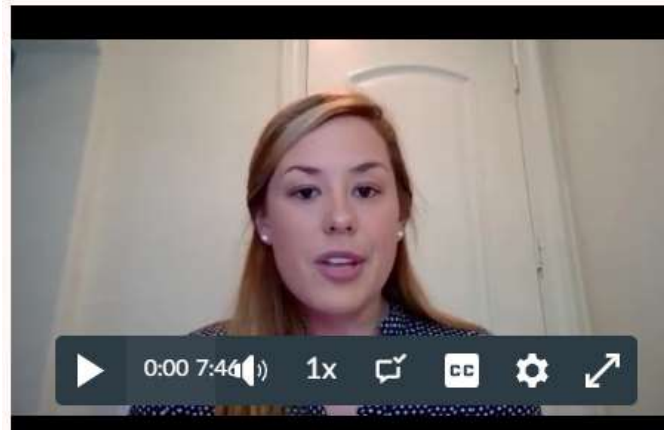
Click the buttons to display the video below

Video #1 (9 min)

Video #2 (13:35 min)

Video #3 (7:46 min)

Video #4 (8:57 min)



Lessons Learned

- Focus on student needs
- Start simple
- Utilize CELT
- Pilot if possible
- Standardize due dates
- Implement Plus-Delta

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QUESTIONS?

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Appendix

Instructor Presence is Important

- Before start of semester, synchronous meeting with students
- Brief course videos
 - Instructor is facilitator. Students report out on their experiences with tRAT and application exercises
- Weekly virtual office hours via Zoom
- 1:1 student meetings when needed
- Module specific learning objectives and suggestions
- Weekly reminders about group leader responsibility
- Application exercises
 - Prompts
 - Industry practitioners as guest lecturers
 - Feedback on application exercises
- Plus-Delta feedback

Grading Policies and Participation

- Canvas offers data analytics
 - Student views on posted assignments and discussion board activities
 - Number and frequency of postings

Challenges

- Team cohesion
- Participation
- Difficult to do a whole-class discussion, but here are some workarounds or suggestions for that
- Lots of emails? Solutions for that

Team or Group Formation

- Ideal team size - around 5-7 students per team
- Strategies for forming teams
 - Diverse backgrounds
 - Primary major
 - Work experience
- Team remains intact for the entire semester
- Establish weekly leader at the beginning of the semester

Plus-Delta feedback