Welcome! While you're waiting:

- Please ensure that your audio and video work once you join the room (please stay muted except when speaking to the group)
- The purple tab at the bottom right of your screen offers you options including emoticons and the chat function. Test it out by giving a "thumbs up"
- If you have a question, write it in the chat. The moderator (Jens) will either answer you in the chat or prompt us using audio. Answers and resources will be added to the last slide in this deck.
- Technical issues? Try using Chrome as your browser
- Open this Google Slide Deck in a separate tab, and keep it open for this session (clickable link in group chat): https://docs.google.com/presentation/d/14THHPbPLBLHILD5v0VeGt6daSGhQgNp0nKeDDI3j0as/edit?usp=sharing

Session Menu
(Recording, call in by phone, get help)

Media Space
(Webcam, whiteboard, shared content)

Chat

Chat with: Everyone

Lesley University 10:40 AM
Welcome to the webinar. We will start in a few minutes.

You are the only one in the room.

Say something...

Microphone on/off

Webcam on/off

Raise hand

Chat

Participants

Share content

Settings

Facilitating Active Peer-to-Peer Engagement in Online Spaces

April 22, 2020
Prepared by Sue Hampton and Kari Grain
for UBC's Remote Teaching Institute,
Centre for Teaching, Learning, and Technology

Land Acknowledgment

- UBC Point Grey Campus is on traditional, ancestral, unceded Musqueam Territory
- Where are you? See this resource to discover the Indigenous territories you reside on: *native-land.ca*

Welcome & Introductions

- Introductions: Kari, Sue, Jens
- Remote Teaching: Being compassionate with ourselves and others (difference between 'online teaching')
- Focus of the session: Breakout rooms for peer-to-peer engagement (constrained by time today)
- Caveat: this is not a technical how-to session for BB Collaborate (we have links to those on last slide)
- Additional 30 minutes for discussion & resources

What is a Breakout Room?

- Breakout rooms are **private conversation spaces** designed for group collaboration. Think of each breakout room as a separate table or group in your classroom.
- Every attendee in the group has the role of a "presenter"; they can share their screen, documents, and a whiteboard.
    - Caution: when breakout room ends, the collaborative content disappears (you may wish to use something like google docs or slides in conjunction)
- Due to technical instabilities & synchronous teaching issues, use them sparingly (don't use our model!)
    - *If you get bumped out during breakout rooms, join again*
- Jens, any questions from participants?

Session Outcomes

- **Practice** using breakout rooms in Collaborate
- **Share** strategies to increase peer-to-peer engagement in online learning environments
- **Discuss** the adaptability of breakout rooms for achieving group work/discussions in classes

Agenda

- Activity 1: Think Pair Share
- Activity 2: Collaborative Slide Building
- Activity 3: Virtual Gallery Walk (time permitting)
- Debrief & Closing
- Optional: 30 min open discussion (Q & A)

A bit about you...

Give us a **thumbs-up** if you have used active learning in online contexts before. [if you haven't, give us a thumbs down]

Class size poll

What size of classes do you typically teach? *(if there is a wide range, think about the course you are currently preparing for)*
1) 0-20
2) 21-50
3) 51-100
4) 101-249
5) 250+

Activity 1: Think, Pair, Share (TPS)

What are some active learning techniques that you typically use in your courses to encourage peer-to-peer engagement and student discussion?

- **Think**: Take one minute to reflect on and/or write down a few ideas

- **Pair**: Share with your partner, and brainstorm which techniques you hope/know can be adapted to an online space. *(You will be randomly assigned a partner in a break-out room for this brief 3 minute discussion)*

- **Share**: your ideas back in the main room.

Protocols & "Good Habits" for learners

- In "large group" / main room of Collaborate:
    - Keep your microphone and camera to off/muted unless you are speaking
- In breakout rooms / small groups:
    -

Share: What techniques did you discuss?

- Think, Pair, Share
- Role-play
- Watching videos and other media (discussion about those)
- Sharing the screen
- Digital escape rooms (reinforce previously taught info)
    - Go into breakout room and they go to a link in "decktoys"
- Use reactions and feedback feature (agree/disagree/happy/sad)
- Circle discussions and small group break-out discussions
- Kahoot!
- Muddiest Point adaptations

Activity 2: Collaborative Slide Building
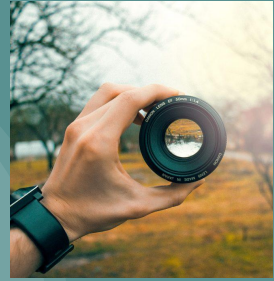
Your Task:

In a small group of 6-8 people, collectively **choose one active learning technique** and discuss how you might adapt it to remote teaching. Take some notes of your brainstorming on your slide. (8 minutes)

- ○ Assign two group members to the following roles: Scribe and Reporter

Activity 2: How will we do it?

- Shift your attention to Google Slides (find slide 14). The next set of slides are for your group work.
- You will be randomly assigned to a breakout room and given a group number between 1 and 5.
- In this Google Slide deck, go to the group number on the corresponding slide to draft your ideas (Slides #15 onward)
- You will have 8 minutes for this activity. We will give you a heads up through the chat function when there is one minute remaining in your break-out room.
- We will automatically bring you back to the main room after 8 minutes.
- *If you have questions for the moderator, ask them in the chat (ensure it is set to "everyone") [Facilitators will also be circulating between groups]

Group 1: [Insert your chosen active learning technique and brainstorm how to adapt to online]

You could think about: How do you prepare students in advance? What would they be doing together online? What kinds of content are they interacting with or discussing?

- Important to establish a safe and comfortable learning environment for students from the outset, so they feel comfortable engaging - and know expectations
- is there a way to show the names of participants when their videos are on? That will be very important in getting to know students

Group 2: Scavenger Hunt

- Using Google Map, create a scavenger hunt (useful for Archaeology class). Put into small groups. Each member needs to find something. (may be other parallel assignments in other disciplines such as Forestry)
- Assessment: Rubric with criteria
- Duration: Several weeks. Group project. Evaluate based on linking with/application of archaeological concepts (e.g. stratigraphy).

Explore potentially other software for more enduring information - Break out rooms in Collaborate info is not stored. Perhaps other solutions such as "Home room" (Sauder)

Group 3: Digital Escape Room

You could think about: How do you prepare students in advance? What would they be doing together online? What kinds of content are they interacting with or discussing?

- ""Show one, do one"
- Example: watch a film clip, and then discuss in a small group breakouts. Can discuss content of clip, themes of clip
- Jigsaw learning technique

Group 4: Enabling student conversations

You could think about: How do you prepare students in advance? What would they be doing together online? What kinds of content are they interacting with or discussing?

- Define time and task early
- Use pair chat function
- Use groups whiteboards and instruct screenshot before returning to main group
- Designate activities in groups and allow students to move to the appropriate group

Group 5:Factile

You could think about: How do you prepare students in advance? What would they be doing together online? What kinds of content are they interacting with or discussing?

- Factile - Online jeopardy game creator that allows you to generate your own questions and categories
- How to prepare students? : Have a lesson, video or discussion ahead of time about the topic of the Factile game.
- What would they be doing together online? : Working as teams to play through the Factile game

Slide-Building: How was the experience of group work? Comments? Reflections?

- Good to try functions (like whiteboard) I hadn't been able to play with
- For Whiteboard on Collab Ultra, I worry that we may not be able to capture (record) the notes after.
  - We mentioned getting them to screenshot before returning - but yes, using google docs or something would be more sustainable
- It takes longer time to get going online than face-to-face. Truly!
- The Size of the group is important … Three to four people max?
- I was disconnected and when I reconnected I was alone in the main room. I missed the group work.
- Prefer Zoom breakout rooms - with gallery view.
- Doesn't work well with a flaky WIFI connection at home! ;-(

Activity 3: (Virtual) Gallery Walk

- This activity offers you a chance to silently walk through different "spaces" (Google slides) and observe what your colleagues have drafted.
- Spend some time reviewing the slides that interest you and add your own ideas, questions, and comments!
- We will all remain in the "main room" of Collaborate for this portion, so you may wish to **mute your video and audio.**
- After 4 minutes, we will join back together (listen for us talking)

Session Debrief

- What ideas generated are most useful for you?

- What was the highlight from this session for you?

- What will you take away?

*Moderator (Jens) to convey comments from the chat

Thank you! A couple more things…

1. Please fill out the workshop confirmation form and the feedback survey that you've received in your email. It helps us improve our services for you.
2. Follow up Consultation and Discussion (Optional for the next 30 mins): We will be staying in the Collaborate session to answer questions and help with adapting these strategies to your own context.
3. Resources Page - see last slide

Questions/Comments? (Please feel free to stay behind for question and discussion with us)

Polls

- How do you activate the polling feature? See this resource: https://help.blackboard.com/Collaborate/Ultra/Moderator/Moderate_Sessions/Polling
- Can you save the poll results after the class? Seems this is not built into Collaborate, so you would need to do a screenshot to save the results of the poll (it is a built in feature in Zoom, though)

Breakout Rooms

- When you are in breakout groups, and you see people's faces, you cannot see their names (some can). You should be able to see their names in the Participant Panel (in the right next to the chat). If not, do a round of intros (and perhaps document names of your group members separately).
- How to make sure that participants are actually present in the breakout room? Some people did not speak up. (Some people may have had issues with their audio. Perhaps include a slide to help people interact in that room (eg. turn on your mic, introduce yourself etc.)
- How can we set up a recurring blackboard collaborate room for students? (You can set it up as an "open session" so they can join anytime; and ensure that you set all the students to presenter / moderator so they can share info)

Comments continued...

Synchronous teaching

- Something to read (articles, ideas) on asynchronous and how long to be online(what is the max time?) We are still looking for one article to share with you...But our team mates weighing into this conversation have said: a 45-75 min window of engagement in online sessions is recommended. If longer build in a break. One of the articles recommended that sessions over 2-hours have a 1-hour break in the middle.
- Resources from UBC? How do I apply for TAs to help moderate breakout groups etc? We have been pointed to this UBC webpage on hiring TAs: https://www.hr.ubc.ca/administrators/student-workers/hiring-a-student-worker/

Suggestions

- **Groups of 4** are maybe a maximum for breakout rooms because it's difficult to concentrate with people being booted in and out
- Plan at least 1.5 times the time for activities compared to in class

Resources

Collaborate: Using Breakout Groups
https://help.blackboard.com/Collaborate/Ultra/Moderator/Moderate_Sessions/Breakout_groups

Collaborate Ultra Instructor's Guide
https://keepteaching.ubc.ca/files/2020/04/collaborate-ultra-instructor-guide.pdf

(if using Zoom: Increasing Student Participation in Zoom)
https://usergeneratededucation.wordpress.com/2020/03/20/increasing-student-participation-during-zoom-synchronous-teaching-meetings/amp/?__twitter_impression=true

UDavis: Designing and teaching for Impact in Online courses
https://canvas.ucdavis.edu/courses/34528/pages/types-of-interaction?module_item_id=4974

UBC Keep Teaching website: Discussions & Communications
https://keepteaching.ubc.ca/discussions-communications/

Native Land: Territory Acknowledgement
https://native-land.ca/territory-acknowledgement/