

L-9: Group Activity Planning – The Next Generation

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Yerba Buena Salon 05

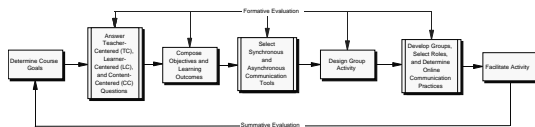
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Overview

1. Compose Course Objectives/Learning Outcomes
2. Reflect on Design Considerations
3. Examine Online Group Activities
4. Develop Assessment
5. Select Roles and Create Groups
6. Choose a WebCT Tool
7. Design Online Group Activity
8. Facilitate Activities in WebCT
9. Provide Communication Practices
10. Evaluate Group Activity

Group Activity Planning

Group Activity Planning (GAP) Process



Objectives/Outcomes



- The audience or learner
- The expectation of the learner
- The application of the skill/knowledge
- The tools that will be available to the learner
- The context in which the skills are applied and evaluated (WebCT)

Design Considerations



- Content-Centered Design Considerations
- Learner-Centered Design Considerations
- Instructor-Centered Design Considerations

Example Group Activities



- Weekly Critiques – Email
- Case Study Analysis Discussion
- Guest Speaker - Chat

Develop Assessment



- Determined based on objectives and outcomes facilitated in the group activity
- Assessing groups and individuals
- Time allowed for assessment
- Assessment based on roles and responsibilities
- Assessment Instruments
 - Self assessment
 - Peer assessment
 - Rubric

Roles and Groups



- **Create groups**
 - Size
 - Instructor - selected
 - Student - selected
 - Random
- **Selecting Roles**
 - Student
 - Instructor

Roles and Groups



Role	Description
Facilitator	gets the group started and moderates the discussion.
Recorder	summarizes group discussions and records any assigned team activities.
Reporter	serves as the group spokesperson to the instructor or other groups.
Scheduler	keeps the group aware of time constraints and keeps group on task through e-mail, discussion, or calendar tool.
Opposer	plays the "devil's advocate" to make sure members are considering all options

WebCT Tools



WebCT Communication Tool	Suggested Group Activities	Communication	Learning Outcome
Discussion	<ul style="list-style-type: none"> • small-group discussion • group assignments • group simulations • group case studies • group presentations 	Asynchronous	Domains: Verbal, intellectual, psychomotor, and attitude skills
Chat	<ul style="list-style-type: none"> • small-group discussion • group assignments • group simulations • interviews • Q&A 	Synchronous	Domains: verbal, intellectual, psychomotor, and attitude skills
Email	<ul style="list-style-type: none"> • group assignments • group simulations • group case studies • group presentations 	Asynchronous	Domains: verbal, intellectual, psychomotor, and attitude skills

Design Group Activity



Group Activity	WebCT tool(s)	Objective(s) & Learning Outcomes	Number of Groups (Size)	Roles (Students & instructor)
Example: group assignment – locate and define terms – develop crossword statements that utilize the contextual use in higher education	Example: WebCT Discussion Tool Hot Potato, Crossword program	Example: Objective: Students will work in groups to identify and define psychology terms and determine contextual use in higher education Outcomes: •verbal •intellectual	Example: 4 groups of 5 students in each group	Example: Instructor: Approver – Crossword Puzzle statements or question Students: Researcher, Reporter, Scheduler, Technician, & Evaluator

Facilitate Activities



- Engaging Students Online
 - Incentives (graded, prizes, extra credit, etc.)
 - Competition
 - Connecting real world experiences
 - Problem solving
 - Clear direction
 - Sequencing content and activities
 - Deadlines

Communication Practices



- Netiquette
- Emoticons

Emoticon	Emotional Tone	Example
:o	Surprise	I had no idea the assignment was due today. :o
:~)	Smiling, tongue in cheek	Aren't you supposed to be working? :~)
:D	Laughing hard	That was a funny cartoon. :D
!~)	Chuckling	Very funny. !~)
:-(Sad	Why wasn't I invited? :-(
:	Grim, not amused, serious	This topic should not be discussed here. :
:^	Undecided, skeptical	Are you sure that's what he said? :^
~O	Yawning, bored	We covered this information last semester. ~O
>-(Mad	I can't believe you said that!!! >-(

Evaluate Group Activity



- Instructor Self-evaluation Instrument
- Student Self-evaluation Instrument
- Content Evaluation Instrument

References:



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