The Challenges

- 6 feet
- Split classes including remote section – similar experience
- On top of the normal challenges of collaboration
Two General Types of Collaboration

• Short term – 1 class time
  • Discussions
  • Worksheets

• Longer term – multiweek
  • Project
  • Paper
Discussion
6 feet Apart
In Person

- Paper/Whiteboards – students rotating and adding comments thoughts
- Problems – 2 minute drills rotating through problems – bring your own pencil!
- Last student (set of students) at a paper summarize and present what is going on

Logistics
- Everyone brings their own pen (or enough provided for 1 each)
- Cleaning afterwards if the pens are yours
- Segmented parts of the paper
Remote Discussion

- Discussion Boards – asynchronous
  - Chance for thoughtful posts (not off the top of their head)
  - Often seen as busy work

- Breakout rooms in Zoom – synchronous
  - Faculty spot-checking possible
  - All sections can participate at once if desired
Keys to Successful Discussions

- **Relevance**: link activity to learning objectives
- **Richness**: Instructor is involved but not over-riding the discussion
  - Appoint student the “responder” and serve as their coach
  - Serve as consultant and active listener
- **Recursion**: Explore the findings of the exercise
  - Avoid post and done discussions – have students go back and explore the discussion and link to other portions of the course
- **Rigor**: Provide opportunities to link topic to real issues and problems and allow this to lead to next topic or in-class discussion
Integrate the Online and In-Person

- Conduct a discussion online
- Close and post the discussion thread (on the projector in class – pin it online)

- Have students interact with the thread and present summaries
  - One-minute paper
  - 3-2-1 exercise
  - Connect to real world or experience

(Note: remote section can do this as well – you can have them present in a Zoom session with the class or post as assignment or start another discussion thread)
Ideas for Problem-Oriented (STEM) Courses

- Peer-review of work online
- Breakout rooms with you sharing docs at specific times
- Use in-person class time for peer-review of other group work and discussion of individual problems
- Use Google doc with Track Changes on – all students must participate in outside session
- Relate to real-world discussions
Long-Term Group Projects

<groans from the back of the room>
Why the groans?
Additional Challenges

- Three sections – hybrid
- One section – online – that you never see
- Communication
- Accountability
The “Cabbage Soup” diet is a safe way to lose weight.

- Break project up into roles
  - Research cabbage soup diet
  - Metabolic pathways
  - Metabolic conditions/diseases
  - Biochemical weight loss
- Each person on a team takes a role and works individually on that area
- People working on the same area in different groups confer and compare
- When the group comes together, there is an expert in each area to complete the project
Jigsaw Advantages

- Individual accountability
  - To the group
  - To the Instructor

- Students like it
  - If less inclined to work with others, they are able to work independently
  - Individual work shines

- Mimics the real world
Hybrid Course Summary

- Create continuity between online and in-person parts
- Take advantage of the online portion of the class for student interaction – use in-class time for application/reflection/reinforcement
General Tips

- Emphasize relevance of activity every time
  - “Painful but good for you”
- Define participation and reward it
- Give students authority and autonomy as much as possible
- Be present and visible in online portion of the course
  - Pop into breakout rooms
  - Comment on discussions
  - Post summaries of reflections
- Don’t be afraid to ask the students what worked and what did not