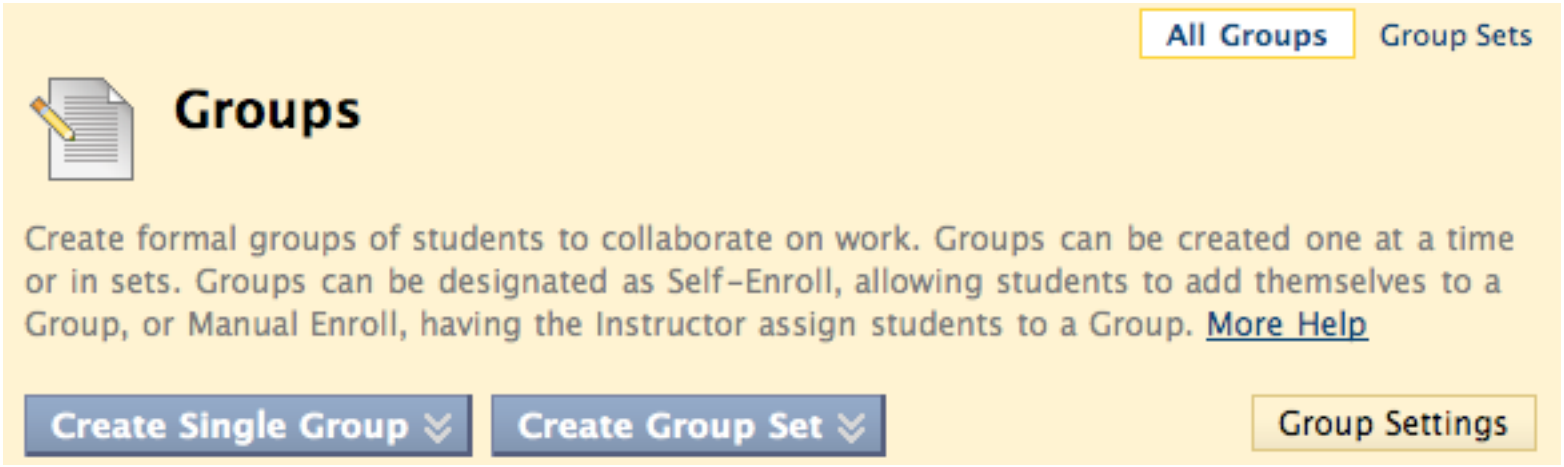


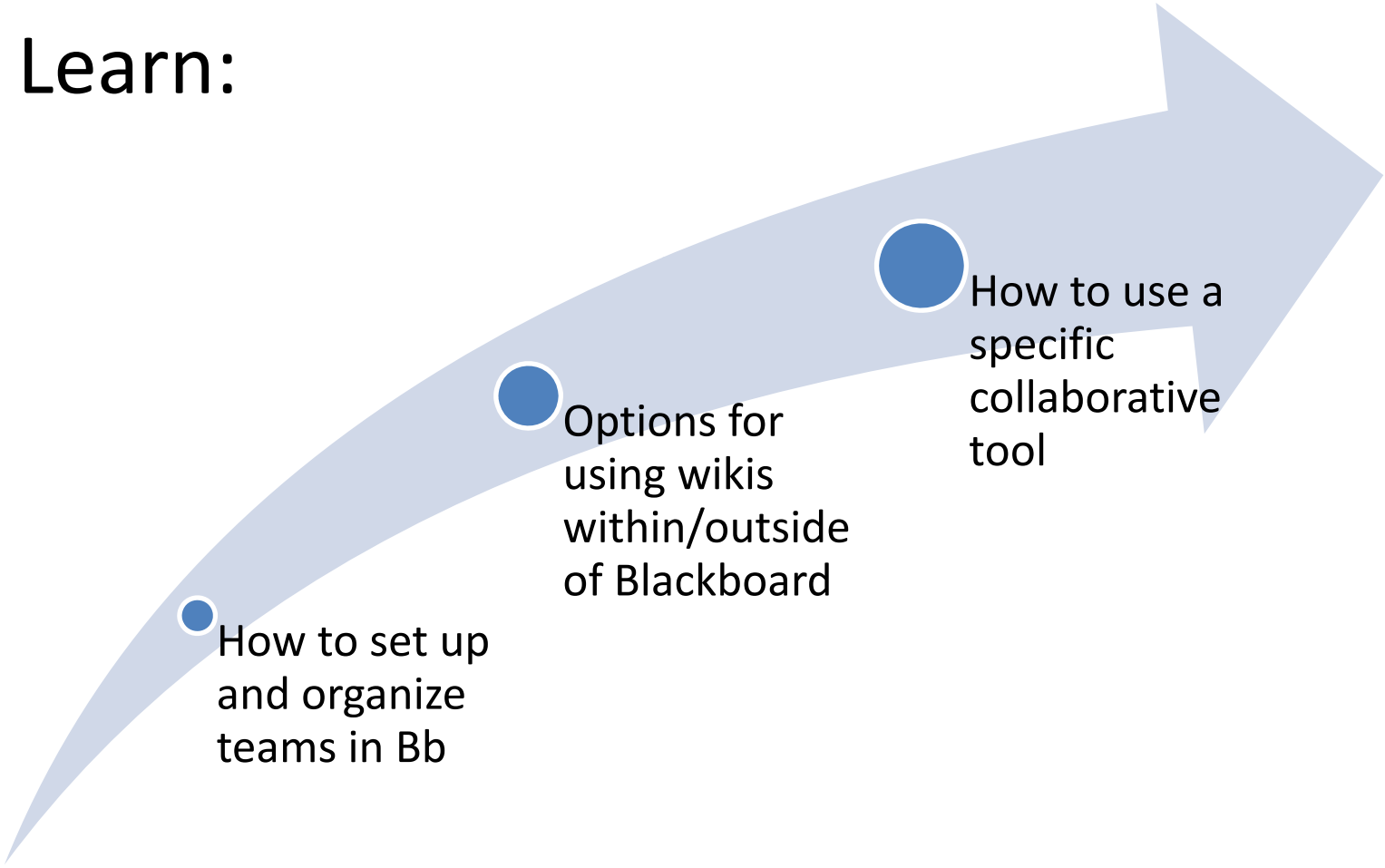
Blackboard: Collaborative Learning

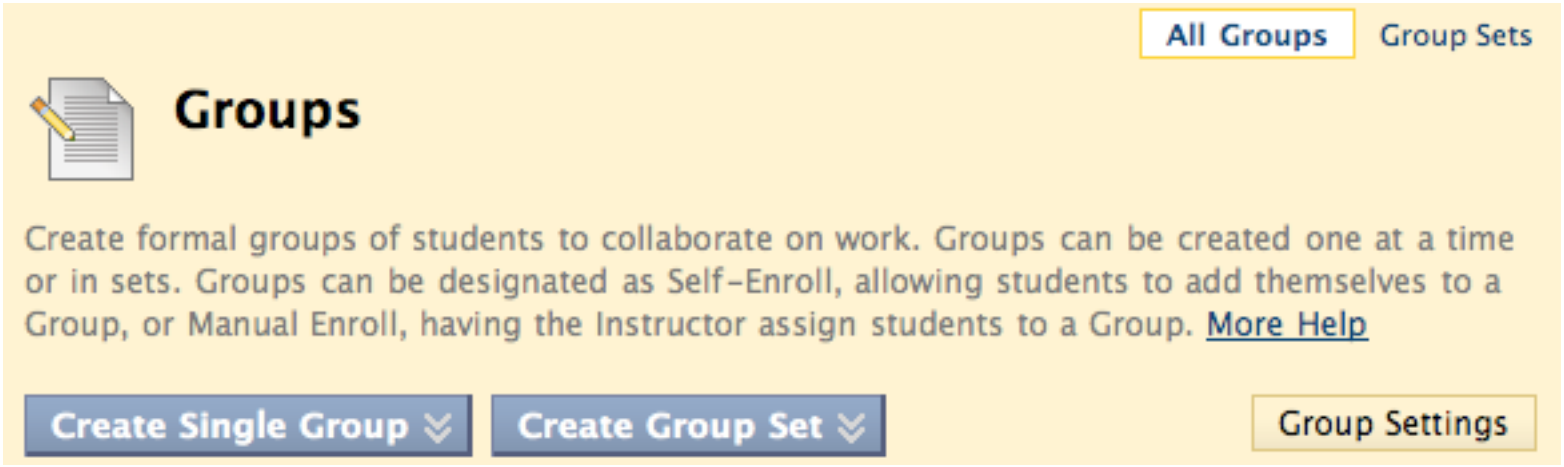
Learn how to make use of Blackboard and complimentary Web 2.0 tools to enhance collaborative learning.

David Wicks | Assistant Professor | Director of Instructional Technology Services | Seattle Pacific University | dwicks@spu.edu

Goals for Today

Learn:





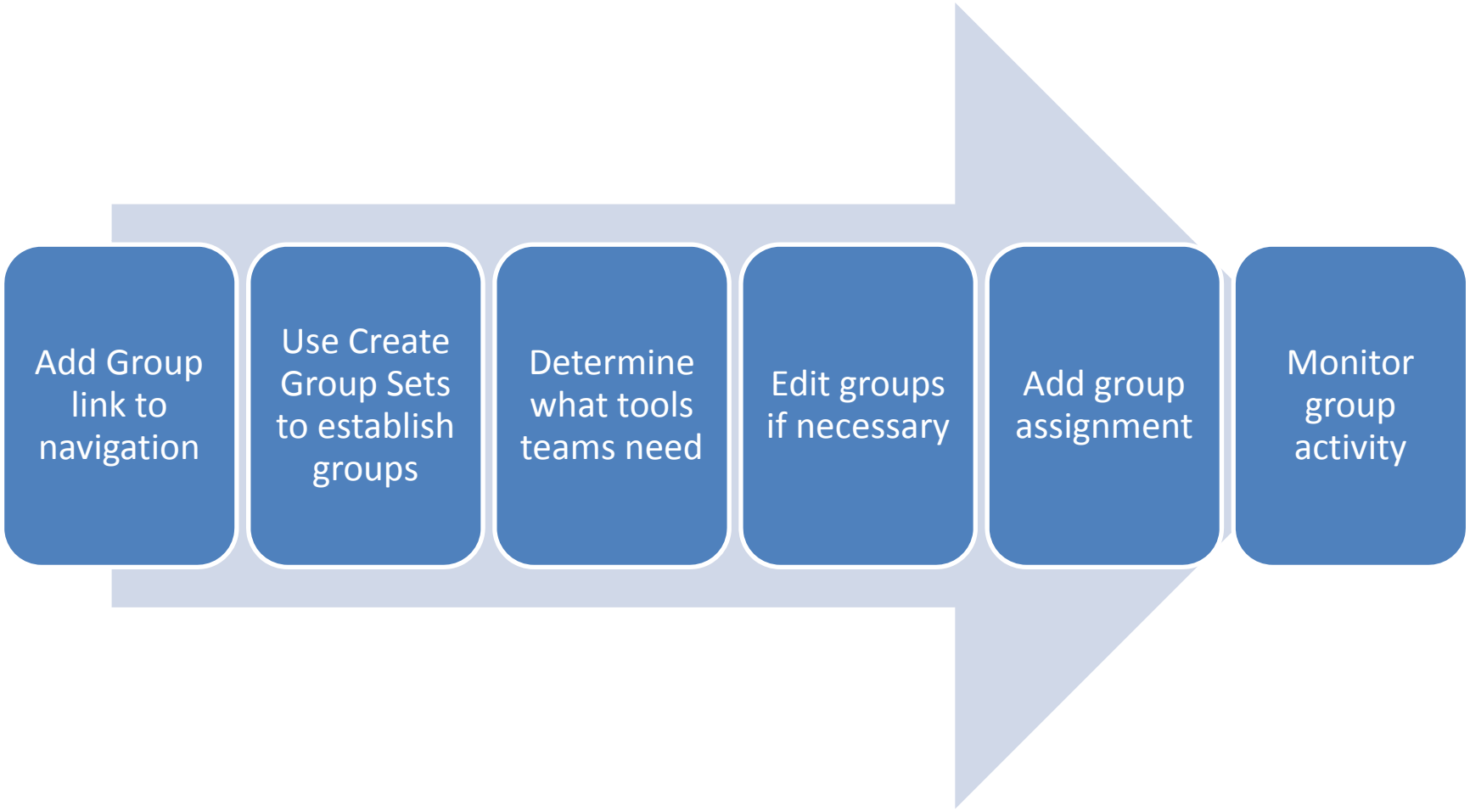
Group Workspace

The Groups feature in Blackboard provides a central workspace where teams can organize, share, and communicate.

Group Tools

Collaboration	Discussion Board	Email	File Exchange
• Create & participate in Chat sessions or Virtual Classroom sessions	• Create & manage Forums	• Email individuals or entire Group	• Upload files to Group space

Groups: Setup & Editing



Groups Feature

Pros

- Quick way to set up teams
- Easy to modify teams
- Focused area of course for collaboration
- Allows groups to submit single assignment for group grade

Cons

- Not easy to add external links
- Fails to incorporate Learning Objects tools
- Includes Blackboard's immature blogging tools unless disabled
- Lacks feature for monitoring/assessing group activity

Why Wiki in Collaborative Learning?

Easy to create

Easy to track usage

Easy to edit (revert)

Egalitarian

Eppropriate

Navigating the Wiki Maze

1. Choose the appropriate tool
2. Choose appropriate project
3. Incorporate a collaborative script
4. Form teams that match project
5. Provide training
6. Begin with a team charter
7. Incorporate multiple deadlines (phases)
8. Require evidence of both individual and group work
9. Ask for individual reflections after each phase
10. Assess and provide feedback after each phase

1. Choose the appropriate tool

- Within Blackboard
  - Learning Objects Wiki
  - EtherPad
- Outside of Blackboard
  - Google Sites
  - WikiSpaces
  - WetPaint
  - Wikipedia

2. Choose appropriate project

- Collaborative or cooperative
- Complexity
- Fully online or blended
- Available time

3. Incorporate a collaborative script

- "…describes the way students have to collaborate: task distribution or roles, turn taking rules, work phases, deliverables, etc. This contract may be conveyed through initial instructions or encompassed in the learning environment."

(Dillenbourg and Jermann, 2007)

4. Form teams that match project

- Homogenous or heterogeneous members
- Members per team
- Who picks the teams?

5. Provide training

- Students don’t know how to work collaboratively.
- Not all students are digital natives
- Screencasts can help them understand the technology
- May want to pre-populate initial web structure to help initial organization
- Share example projects

6. Team charter

"We are grateful the first part of the group project was to create a team charter. Without this document we probably would have had a difficult time getting organized since the entire assignment was done through online communication. The charter helped contribute to the success of our group in many ways. First, we had clear expectations for everyone in the group. Since we had clear expectations, we were never left wondering what was going to happen next. Second, we were each held accountable for the project. From the beginning, there was not ever a question as to what was expected of each of us. Third, the charter kept us organized. We made deadlines for our individual pieces of the project which allowed us to plan ahead in case of personal conflicts. Lastly, because we created the charter together, we were all committed to what it stated and personally invested in following the documents."

7. Incorporate multiple deadlines (phases)

- Phase 1: Team charter
- Phase 2: Why teach? What are qualities of a good teacher?
- Phase 3: What do students really need? What does a good classroom look and feel like?
- Phase 4: What is truly meaningful in student learning? How does a classroom become a place of reflective practice?
- Phase 5: Final Product and team reflection

8. Require evidence of both individual & group work

Thoughts on Phase 1

1. Group Name: Teachers in Training!
2. I would like for us to use the group discussion board posted in the "Group Area" on Blackboard. We should be checking that location daily to make sure that no questions have been posed to any other members. I think it would also be a good idea to exchange phone numbers, since we will be working together all quarter.
3. We should have our initial posts on blackboard by Wednesday of the week.
4. Since I mentioned that we should be checking blackboard daily, responses should be made to group member's posts and for collaborations of phases that day.
5. I am very easy going, and I have no strong preference for what role I will play. I do have a marketing background, so I will pay attention to spacing and the look of our Wiki. I will make changes when needed. If I change something that you don't like, feel free to change it back. Just let me know, so that I don't change it back. (Possible roles include: initiator, secretary, liaison to the instructor, motivator, and organizer)

9. Ask for individual reflections after each phase

Phase 2 journal questions:

1. What worked well?
   We were all efficient in following our team charter by meeting project deadlines and maintaining frequent communication with each other. Our group collaborated to divide up the sections after sharing individual responses, and then helped to review and edit each part before putting the final product together.
2. What were the challenges?
   Since each person naturally has a different writing style, it was sometimes difficult to construct a paper that is consistent yet also incorporating everyone's contributions. We found that we had different ways of citing sources and had to check up with each other in order to make sure we were consistent with our APA format.
3. Are you satisfied with the quality of the charter, essay or presentation (whichever is appropriate for the phase you are on)?
   I am satisfied with the final product. I think we were effective in answering each question in depth as well as submitting a product that reflected all three of our views. Our group has worked well together so far, and is good about checking up to make sure everyone is satisfied with the final product before submitting it.
4. Are you satisfied with the individual and collaborative work of your team?
   Yes. I thought we were effective members in both our individual work and our collaborative contributions.
5. Describe how you personally did, in terms of following the charter?
   I met all deadlines, completed my share of the work that was decided upon by the group, and sought advice from my group members in terms of editing my piece and offering feedback.
6. How did the team do?
   We worked well together and our individual strengths were able to be combined in order to create a product that we were all satisfied with.
7. Were there technical challenges?
   I had some difficultly with my posts on the discussion board not being complete, and showing only half of my post. However we were able to work around that so that we made sure to share the information with each other.

10. Assess and provide feedback after each phase

- Individual assessment and feedback
- Group assessment and feedback

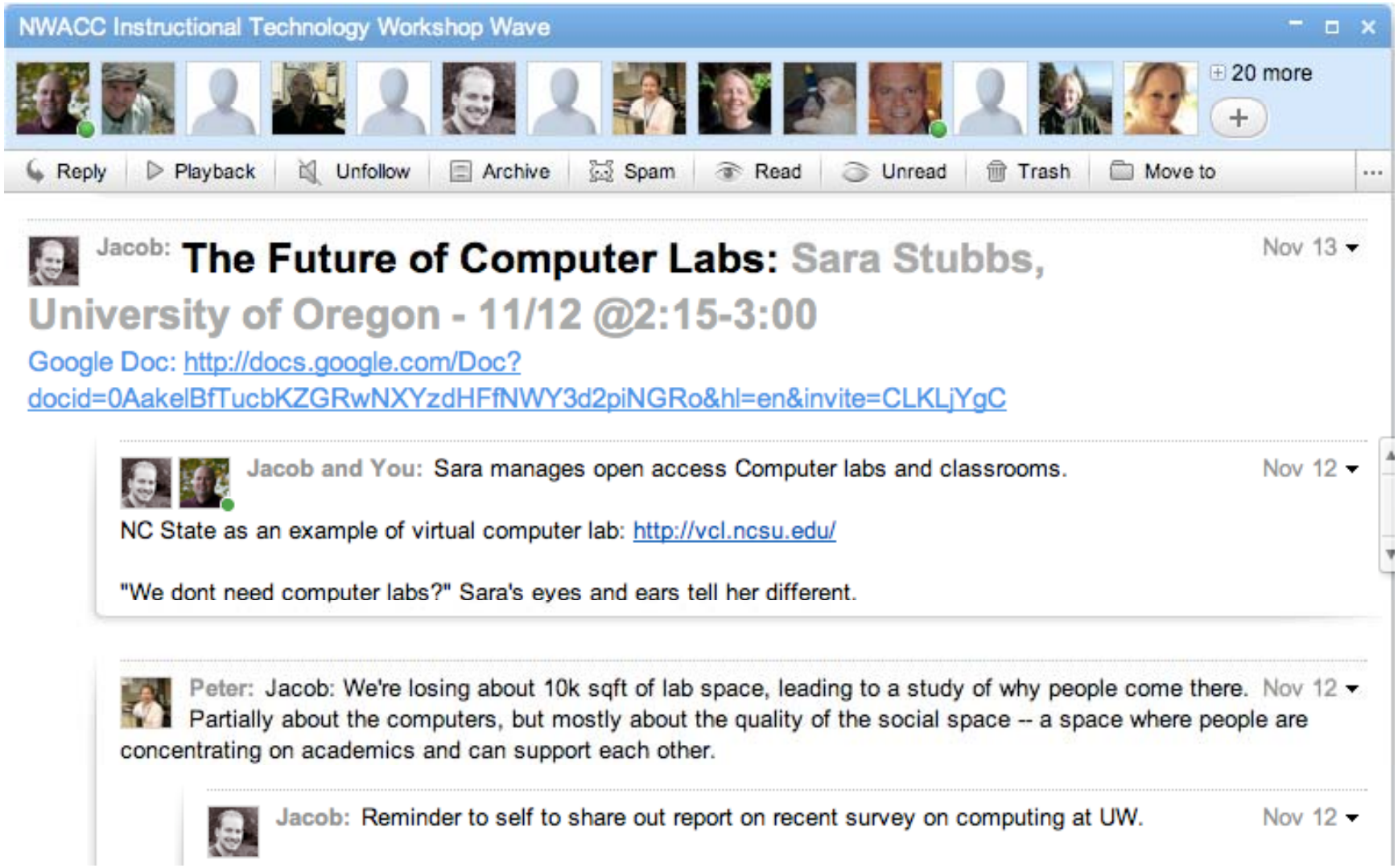
Using Learning Objects Wiki Tool within Blackboard

“Living” outside the LMS

- Student effort may improve when they know “the world” is watching
- Use of real-world tools to interact with real-world experts
- Learning can be extended beyond the finite time allowed for a course in Blackboard

What’s new in collaboration?

Google wave


NWACC Instructional Technology Workshop Wave
20 more
Reply
Playback
Unfollow
Archive
Spam
Read
Unread
Trash
Move to
Jacob: The Future of Computer Labs: Sara Stubbs, University of Oregon - 11/12 @2:15-3:00
Nov 13
Google Doc: http://docs.google.com/Doc?docid=0AakelBfTucbKZGRwNXYzdHFfNWY3d2piNGRo&hl=en&invite=CLKLjYgC
Jacob and You: Sara manages open access Computer labs and classrooms.
Nov 12
NC State as an example of virtual computer lab: http://vcl.ncsu.edu/
"We dont need computer labs?" Sara's eyes and ears tell her different.
Peter: Jacob: We're losing about 10k sqft of lab space, leading to a study of why people come there. Nov 12
Partially about the computers, but mostly about the quality of the social space -- a space where people are concentrating on academics and can support each other.
Jacob: Reminder to self to share out report on recent survey on computing at UW.
Nov 12

EtherPad or WriteWith.Me

Comments or Questions?

David Wicks
Director, Instructional Technology
Seattle Pacific University
dwicks@spu.edu
206.281.2290