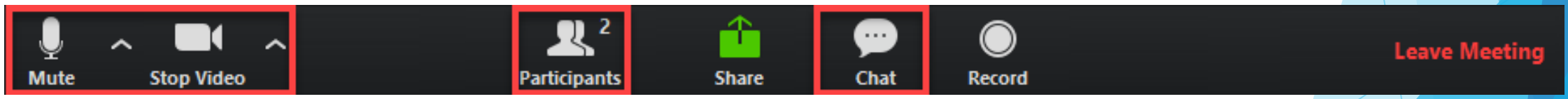
Community Building and Connection

- Please introduce yourself in the chat!
  Who are you and what are you looking forward to in today's session?

Zoom Housekeeping

- For questions: use Chat or unmute your Microphone.
- For nonverbal feedback: Select Participants and use the icons at the bottom of the window.
- Slides: Provided via a link in your follow-up email to this training.



Agenda

1. Define community-centered
2. Setting Norms
3. Types of Interactions
4. Considerations for Group Work
5. Cooperative Learning Strategies
6. Tips for Implementation
7. Resources

Community-Centered Environments

"Community-centered environments foster norms for people learning from one another, and continually attempting to improve. In such a community, students are encouraged to be active, constructive participants. Further, they are encouraged to make—and then learn from—mistakes. Intellectual camaraderie fosters support, challenge and collaboration."

- *How People Learn*

Challenging Norms

Community-Centered Approach	Non Community-Centered Approach
Student engagement with one another and with the instructor is central to the learning process.	Student engagement with one another does not play a role in the learning process.
"Intellectual camaraderie fosters support, challenge and collaboration."	Students record the instructor's performance.
Encourages seeking out and engaging differing perspectives.	Avoidance of multiple perspectives or challenging conversations, especially when there is disagreement.
Encourages taking risks; prioritizes exploration over being "right". Students are encouraged to make and learn from mistakes.	Instructor and students actively conceal lack of knowledge and mistakes. "Don't get caught not knowing something"
	Students are discouraged from asking for clarification, taking risks and exploring new hypotheses.
Emphasizes student-student interaction, peer-instruction, and exploration	Discourages peer-peer interaction; reinforces concept of instructor being the only source of knowledge.

What are some challenges to building a community in courses?

Setting Norms

First, an introduction!

Using a discussion board, or another collaborative environment, ask students to:

- Introduce themselves, their interests and to connect with others in the class
- Ask students to talk about their interest in the course: their goals, assumptions and expectations.

Setting Community Based Norms

Sample Norms

- Everyone has the right to be heard.
- Be respectful while still being critical.
- No name calling.
- One person speaks at a time.
- Maintain confidentiality.
- Hold yourself and each other to high standards of excellence at all times.
- Have the humility to recognize that you do not know everything and that everyone can stand to improve.
- Recognize that everyone will start from different bases of knowledge.

- Stone Norton (2008) cited in Salazar, et.al., 2009, pg. 214.

Implement norms

Create your own list of classroom norms and present them to the class.

Have students contribute additional items.

Have the class create their own items and decide on the list of norms as a group.

Include these norms in the course syllabus.

Present norms as a contract students must sign.

Have you and your students use norms as a tool throughout the semester. Revisit them periodically to reinforce.

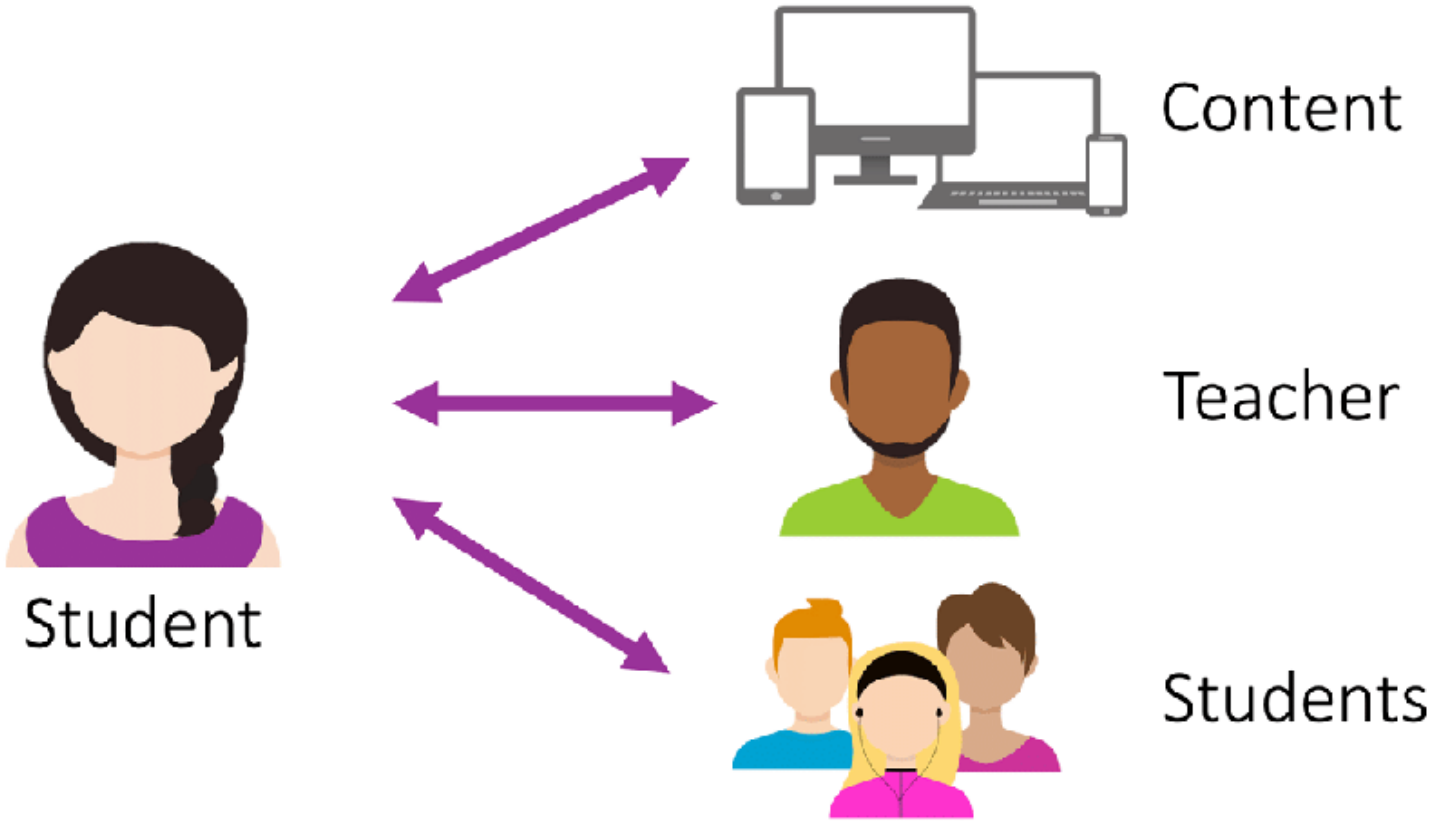
In the event of conflict, use classroom norms to dictate how to address difficult situations.

Tips for Community Building

- Establish presence in the course immediately.
- Model the behaviors that you value and set the standards for the community.
- Put yourself out there. Introduce yourself, upload a photo and provide and introductory activity where students can do the same.
- Ensure frequent contact and prompt responses.
- Communicate in consistent and predictable ways.
- Use the Announcement Tool to communicate consistently and frequently to the class as a whole
- Set up a Q&A discussion board forum to respond to student questions. This makes question answering more scalable. Also shows students that everyone has questions.

Types of Interactions

Three Types of Interactions



Student ←→ Content

Student ←→ Content

- Lecture
- Readings
- Videos
- Case Studies
- Open Educational Resources (OERs)
  - Textbooks
  - Videos
  - Interactions
- Peer teaching
- Self-check quizzes (with purposeful feedback)
- Simulations

Student ←→ Instructor

Student ←→ Teacher

- Class sessions
- Office hours
- Announcements
- Discussion board
- Assignment and assessment feedback
- Q&A forum
- Chat
- Small groups

The instructor is the touchstone of the community

Express high expectations.

Foster Intellectual camaraderie among students. Show what it looks like and encourage them to practice. This can be reinforced with rubrics.

Model and promote a growth mindset for students.

Identify questions and uncertainties that you have. Show what you do when you have questions and uncertainties.

Student ←→ Student

Student ←→ Students

- **Group work**
- Peer assessment/peer review
- **Peer teaching/peer instruction**
- Videos
- Case studies
- Wiki
- Blogs
- Chat
- Debates
- Think-Pair-Share

Other Interactions

With Community

With Self

Considerations for Group Work

Why are we using groups?

Clear Expectations

Assign Group Members

Evaluation

Critical Engagement Criteria

Criteria	Novice	Proficient
Listens	Pronounces answers right or wrong. Overuse of authoritative responses.	Demonstrates a willingness to listen to and consider other viewpoints. Willing to question assumptions and change perspective when presented with solid evidence.
Questions	Does not probe, question, or encourage interaction	Prompts further explanation of core concepts and issues; points to current "real world" examples. Identifies authorities in the context of controversies, debates, or pressing questions.
Synthesizes	Does not engage other students in analysis and synthesis. Does not acknowledge different perspectives	Engages other students the analysis and synthesis of concepts and issues. Encourages integration of different perspectives.
Provides Supportive Feedback on the Quality of Critical Thinking	Does not provide feedback to peers in terms of the quality of their critical thinking.	Actively helps peers to improve the quality of their critical thinking. Refers to the criteria in the critical thinking rubric appropriately to provide useful feedback to peers.

Cooperative Learning Strategies

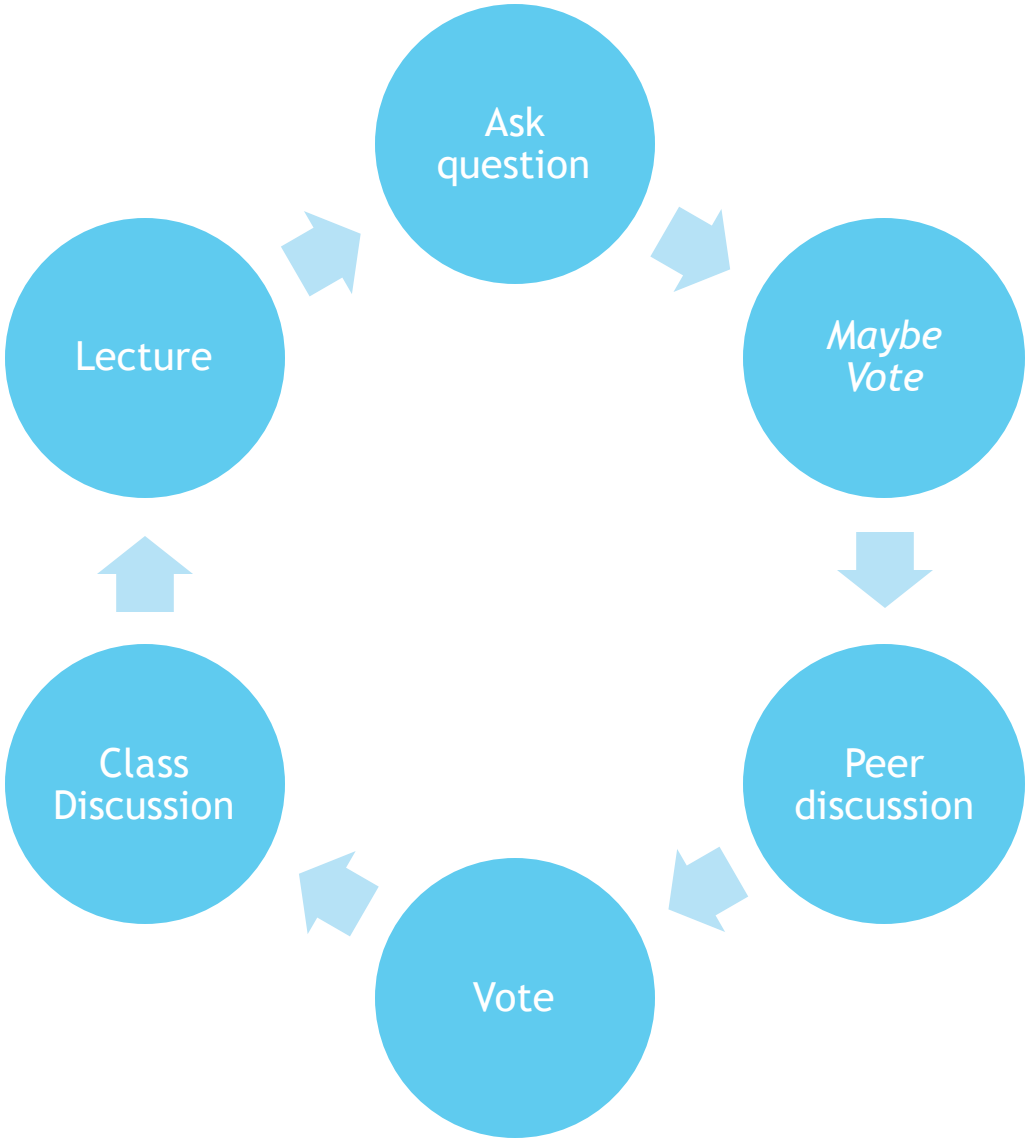
Think Pair Share

Think-Pair-Share Resources

- https://li.wsu.edu/documents/2018/01/student-engagement-strategies-think-pair-share.pdf/
- https://tophat.com/blog/think-pair-share/

Peer Instruction

Peer Instruction (example)



Peer Instruction Helps Students Learn

Research shows that:

- Peer instruction outperforms traditional lectures on a common test and drop withdrawal and failure rates are lower.
- Students can better answer a similar question after talking to their peers.
- Peer discussion + instructor explanation works better than either one alone.

Peer Instruction Resources

- Eric Mazur shows interactive teaching https://www.youtube.com/watch?v=wont2v_LZ1E&t=216s
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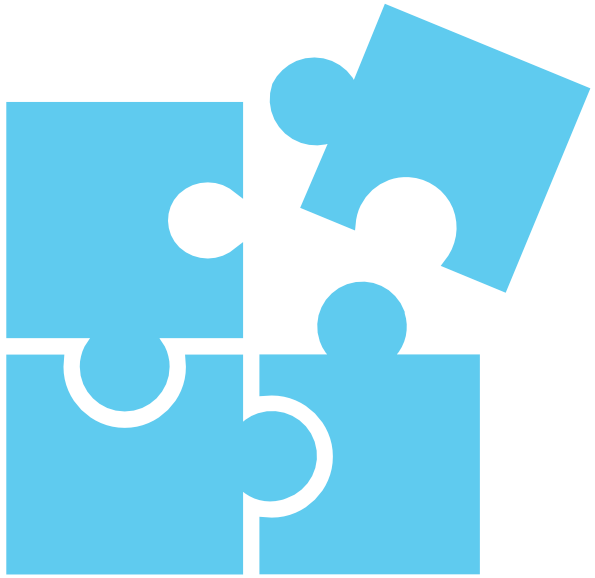
Team-Based Learning

Team-Based Learning

- https://li.wsu.edu/2018/11/09/structured-team-collaboration-strategies/
- Team-Based Learning video https://vimeo.com/51713733
- Team-Based Learning peer feedback: https://cdn.vanderbilt.edu/vu-wp0/wp-content/uploads/sites/59/2013/05/09094204/TBL-Peer-Feedback-form-Koles-Aug-Dec-2011.doc



Jigsaw

Jigsaw Resources

- The Jigsaw Classroom: https://www.jigsaw.org/

POGIL

POGIL Resources

- https://pogil.org/
- https://li.wsu.edu/2018/11/09/structured-team-collaboration-strategies/
- Implementation Guide: https://pogil.org/uploads/attachments/cjay281cc08qzw0x4ha9nt7wd-implementationguide.pdf
- POGIL in Computer Science: https://cspogil.org/What%2Bis%2BPOGIL

Tips for Implementation

Tips

- Introduce group or peer work early in the semester to set clear student expectations.
- Establish ground rules for participation and contributions.
- Plan for each stage of group work.
- Carefully explain to your students how groups or peer discussion will operate and how students will be graded.

More Tips!

- Help students develop the skills they need to succeed, such as using team-building exercises or introducing self-reflection techniques.
- Consider using written contracts.
- Incorporate self -assessment and peer assessment for group members to evaluate their own and others' contributions.

From the Cornell Center for Teaching Innovation

https://teaching.cornell.edu/teaching-resources/engaging-students/collaborative-learning

More: https://teaching.cornell.edu/resource/examples-collaborative-learning-or-group-work-activities

Tips for Team Projects in Online Courses

- Intentionally create teams
- Keep groups small and odd
- Set clear expectations for individual contributions
- Create a virtual group space
- Monitor online group space
- Develop a peer feedback system
- Assign individual and team grades
- https://www.facultyfocus.com/articles/online-education/designing-effective-team-projects-in-online-courses-2/

Collaborative tools that encourage community

- Perusall (collaborative reading and annotation)
  - Scalable feedback to student questions
- Zoom (synchronous online meeting)
  - Active learning online
  - Breakout Rooms
- Voicethread (asynchronous collaboration around multi-media)
  - Precise annotation and threaded discussion on a variety of media
- Discussion Forums (Asynchronous threaded discussion)
  - Time for criteria based discussion and peer interaction

Other Resources

- Group Work Tip: https://li.wsu.edu/2020/01/31/group-work-revisited/
- Creating a Supportive Climate for Engagement: https://li.wsu.edu/2019/01/11/creating-a-supportive-climate-for-engagement/ (challenging lecture focus)
- Structured Team Collaboration: https://li.wsu.edu/2018/11/09/structured-team-collaboration-strategies/
- Activities to Promote Student Engagement: https://li.wsu.edu/teaching-tool-boxes/student-engagement-strategies/

Additional Resources

- Active and Collaborative Learning: https://tltc.umd.edu/active-and-collaborative-learning
- Collaborative Learning Techniques: https://www.bates.edu/faculty-commons/files/2016/08/Collaborative-Learning-Techniques.pdf
- Examples of Collaborative Learning or Group Work Activities: https://teaching.cornell.edu/resource/examples-collaborative-learning-or-group-work-activities

Questions?

Thanks for attending!

Taking this training is one step towards your Mastery Certificate!

Let's explore the possibilities together!

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How did we do?

https://tinyurl.com/WSU-AOI-EventSurvey

Academic Outreach & Innovation