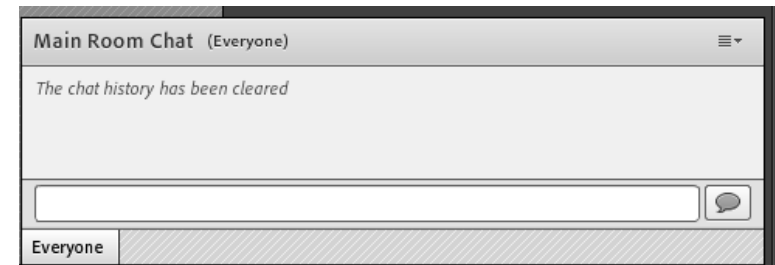
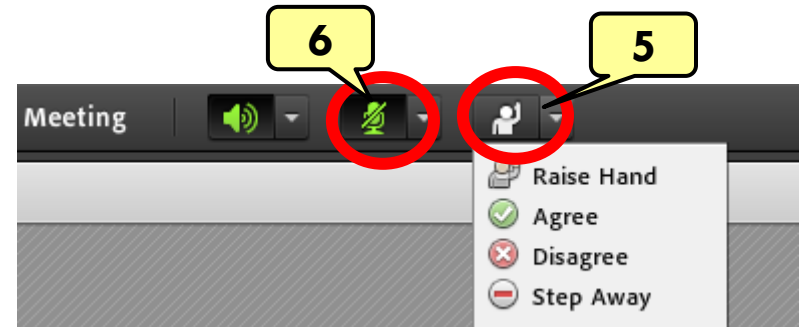
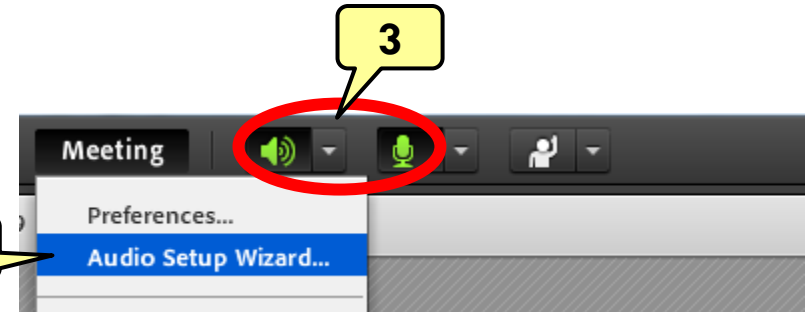


Welcome! As you enter the room, please...

- ❑ Plug in your headset (if available).
- ❑ Enable your speakers and mic (the icons on the top bar should be green).
- ❑ Run the audio setup wizard (see the “Meeting” menu on the left of the screen).
- ❑ “Raise your hand” by clicking the icon to let the hosts know you are ready to test your mic.
- ❑ After testing your mic, mute yourself by clicking the mic icon (to avoid background noise).

Feel free to use the chat at any time!





Start Recording!

Leadership Virtual Community of Practice (LVCP)

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Session 5: Pedagogies of Engagement – Part 3

September 30, 2013

Session 5. September 30, 2013

- Mid-course review, complete by **noon on Sept 29**
 - Complete the *LVCP-2 Mid-Course Review* via SurveyMonkey at www.surveymonkey.com/s/3SN65MX
 - With your LVCP partner, create your own *Mid-Course Review*, post it to the portal, and be prepared to discuss
- Pedagogies of Engagement – Part 3: Using student teams
 - Watch the following two videos
 - <http://web.mit.edu/edtech/casestudies/teal.html#video>
 - http://youtu.be/lfT_hoiuY8w
 - Read the UM-CRLT paper on student teams and the “Key Elements of Cooperative Learning” handout posted at the portal

Tentative Agenda

- Welcome and learning objectives ~ 5 minutes
- Report on mid-course reviews: LVCP results and VCP plans ~30 minutes
- Discussion of student teams ~20 minutes
- Wrap up and plans for Session 6 ~ 5 minutes

Session 5: Learning Objectives

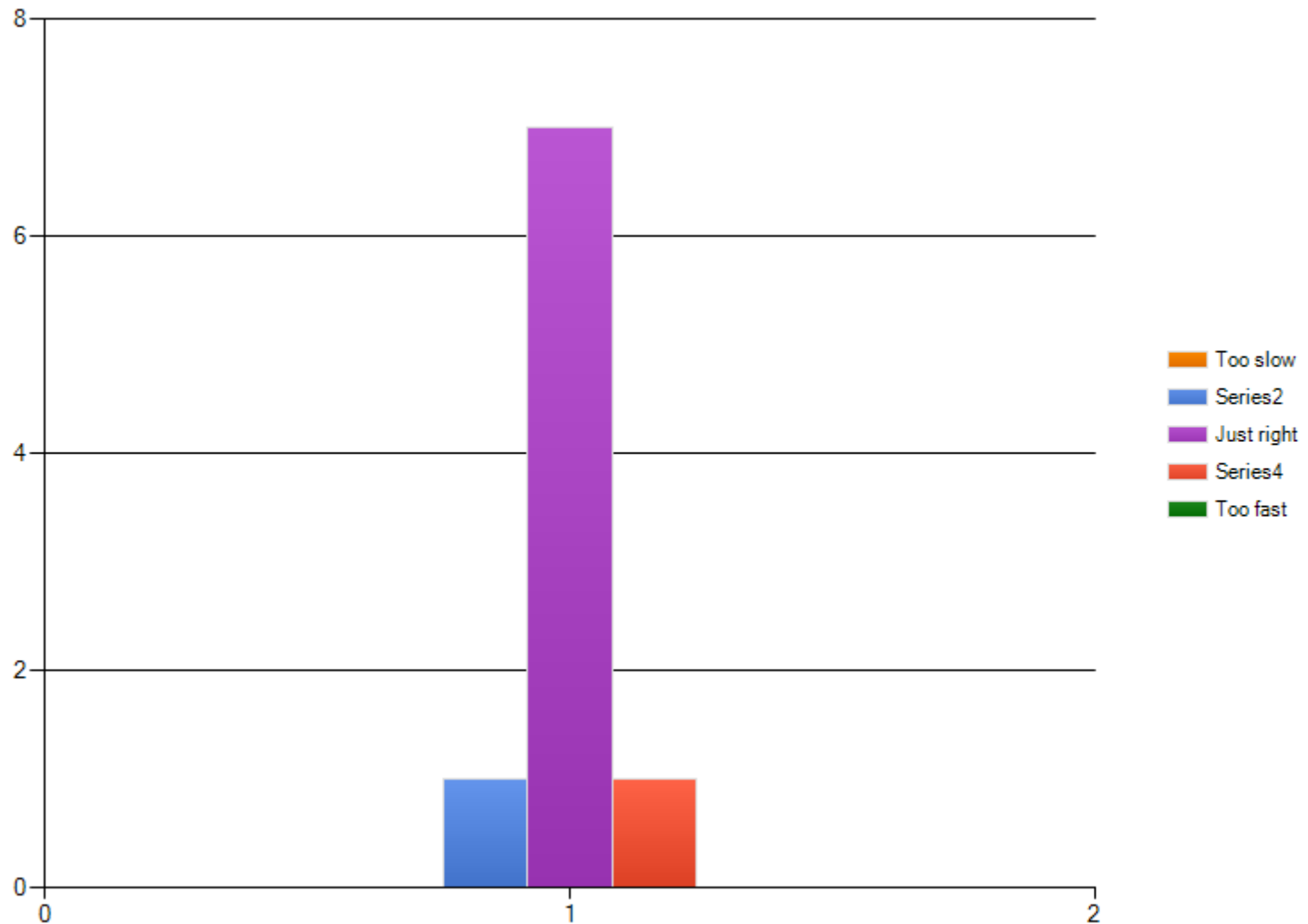
- Describe formats and explain rationale for mid-course reviews
- Develop a plan to conduct a mid-course review in your VCP
- Explain instructor's role in formal cooperative learning groups (formal teams)
- Articulate potential VCP applications of formal teams

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LVCP Mid-Course Review

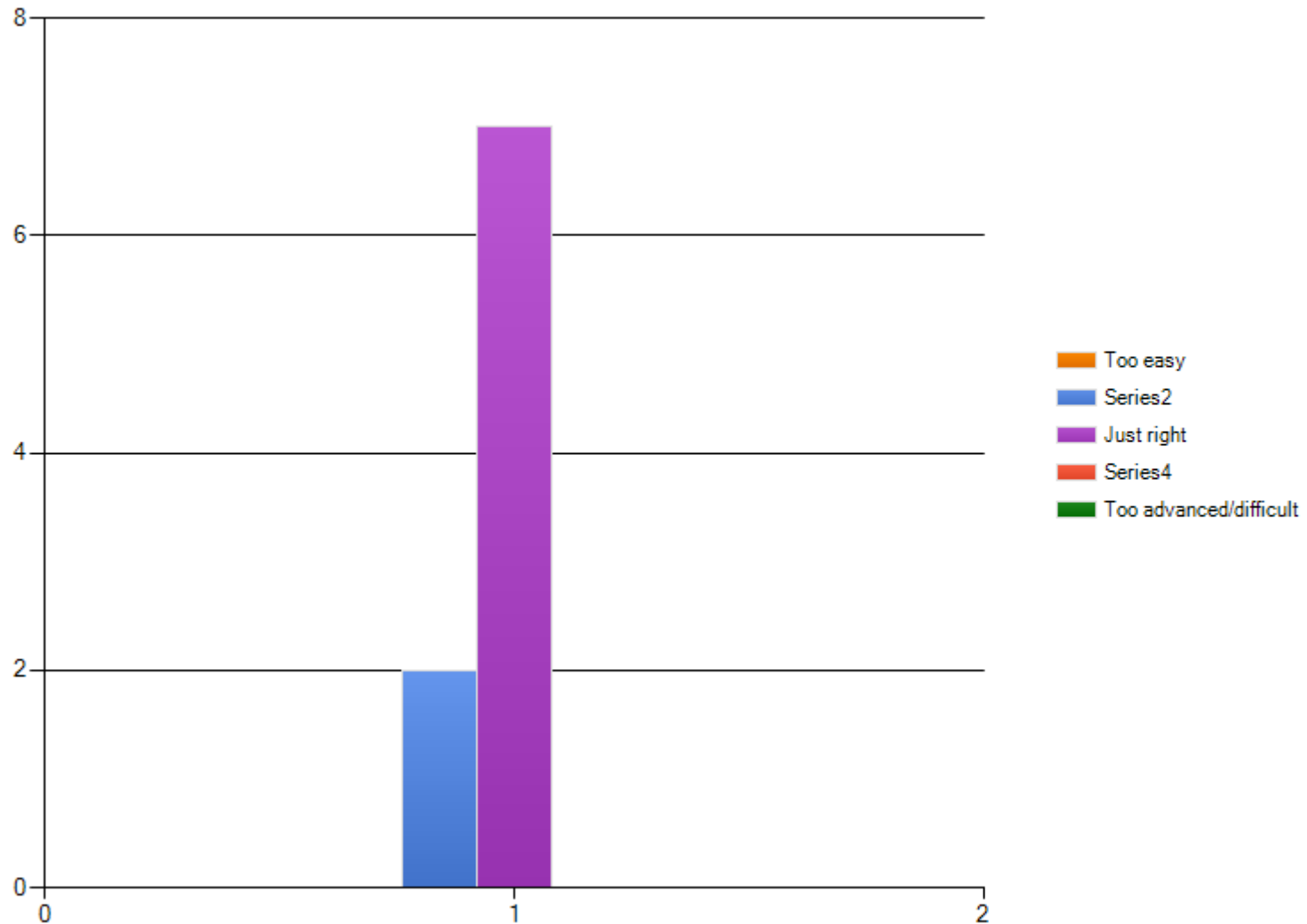
LVCP Mid-Course Review. Pace

How has the pace been during these online LVCP sessions?



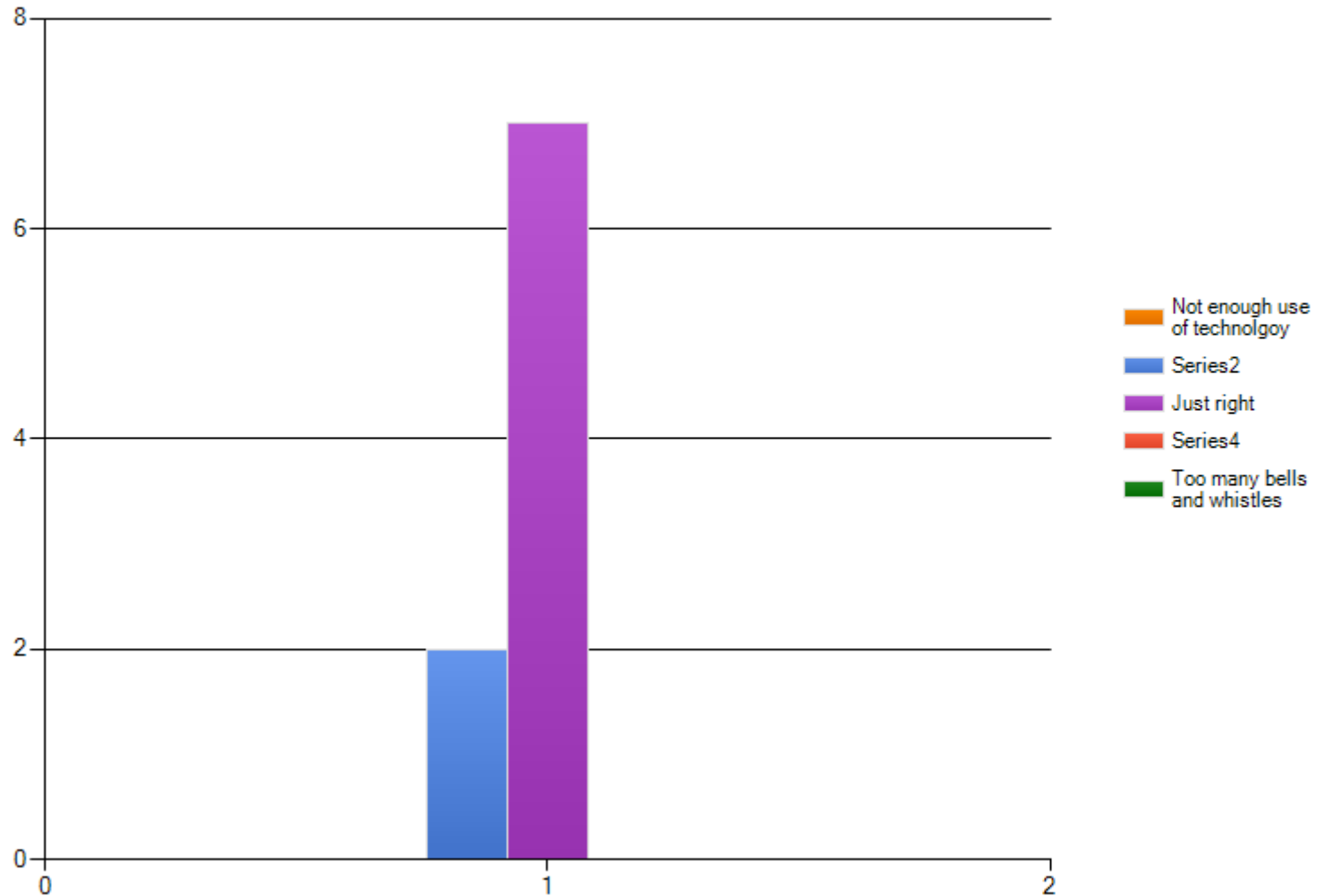
LVCP Mid-Course Review. Level

How has the "level" of the content been for the LVCP?



LVCP Mid-Course Review. Technology

How effective has the use of technology features (e.g., breakout sessions, whiteboard, polling) for the LVCP been?



What's been most interesting/useful/valuable?

- Pragmatic resources to use with FVCP
 - ▣ HLW, Idea paper, materials about student teams
- Research evidence about effective practices to use with FVCP (and to confirm efficacy of my own teaching)
- Learning about the technology (surveys, polls, etc)
- Experiencing the virtual environment
- Getting to know my partner

What has helped you learn?

- Reading the materials
- Engaging in the discussion
- Hearing others and getting new ideas
- Experiencing the *virtual* model
- Being held accountable to post materials and be prepared for discussion
- Working with my partner

What has been most challenging?

- Generally none, but...
- **Making time** to do the pre-work and participate fully
 - ▣ Especially for people who cannot participate in the full call
- Feeling engaged in the virtual environment
- Planning for meaningful activities for FVCP
- Dealing with the minor time challenges during discussions

Thinking ahead about how these same challenges might be manifest in the FVCPs

Mid-Course Review for your VCPs

- Report on mid-course reviews (~20 minutes)
 - ▣ ME, EE, CSE, ChE, Civile
(~3 minutes/pair)

Mid-course survey

How well-prepared do you feel to make your course more active?

Not at all Somewhat Very well prepared

Comment:

How much is the VCP assisting you to make your course more active?

Not at all Somewhat A lot

Comment:

How many new ideas for making your course more active have you received from the VCP?

None 1-4 5-8 8-12 13+

Comment:

The VCP has been a good use of my time:

Strongly disagree disagree agree strongly agree

Comment:

How has the pace been during the online VCP sessions?

Too slow Just right Too fast

Comment:

How has the "level" of the content been for the LVCP?

Too easy Just right Too advanced/difficult

Comment:

What are the most effective aspects of the VCP?

What would make the VCP more valuable to you?

What should be improved on the VCP?

VCP Mid-Course Review
Electrical Engineering

5-point Likert Scale questions:

The VCP experience has my expectations so far.

I am learning new things from the readings.

I am learning new things by doing the assignments.

I am learning new things from the presentations in the VCP sessions.

I am learning new things from the small group discussions in the VCP sessions.

I am pleased with the technology used for VCP sessions.

Open-ended questions:

If you could change one thing about the VCP, what would it be?

Name one thing you would not change about the VCP.

What are one or two topics you would like to cover that have not been covered so far?

What improvements could we make to the VCP to further support you in implementing research-proven strategies in your classes?

CSE



CS & CE VCP Midpoint Survey

Reflect on our first five sessions.

What should we **STOP** doing that may be hindering your interest or progress?

What should we **CONTINUE** doing that you find helpful and supports our goals?

What should we **START** doing to make this experience more valuable for you?

Chemical / Materials EVCP Midterm Survey

1. Have the topics covered been useful/relevant to your teaching?

Not useful		Somewhat useful		Very useful

2. Have the reading assignments helped enhance your understanding of the topics?

Not helpful		Somewhat helpful		Very helpful

3. Has the amount of outside reading been appropriate?

Too light		Just right		Too heavy

4. Have the virtual workshop sessions been useful/relevant?

Not useful		Somewhat useful		Very useful

5. Has the pace of the virtual workshops been appropriate?

Too slow		Just right		Too fast

6. Has the technology (Adobe Connect) been easy to use?

Very difficult		A few challenges		Easy to use

7. What is the most useful thing you have learned?

8. What activities/ideas/strategies will you use in your own class?

9. What concerns do you have about implementing these specific strategies in your classes?

10. If you listed concerns/barriers in #9, what strategies will you use to overcome them?

We will also administer the "active learning pre-conception survey questions again at this point in the project to see if their thinking has changed. The questions are below:

Active Learning Pre-Conceptions

On a scale of 1-5, please rate your agreement with the following statements. 5=disagree, 3=neutral and 1=agree

Question	5	4	3	2	1
Calling on volunteers to answer a question in class is an effective active learning technique					
Lecture is not an effective teaching method					
Breaking up a lecture with active learning structure requires sacrificing a lot of lecture time					
To introduce active learning in my class, I will have to spend a lot of time planning					
If I have a student who does not engage in an active learning activity, I have failed					
It is difficult to introduce active learning into a large class					
If I use active learning strategies for in-class problem solving, I will lose lecture time because some students work very slowly.					

Mid- FVCP(CE) Evaluation

Participant ID (optional, but consider using last four digits of cell phone): _____

Please rate each of the following based on the content to-date (put an X in column):	Excellent	Very Good	Fair	Poor	Additional Feedback? (X to indicate comment below)
FVCP content					
FVCP pace					
Relevance of content					
Usefulness of content and activities conducted during the FVCP					
Usefulness of reference materials					
How interactive the FVCP has been					
Networking opportunities with fellow participants					
Overall experience in FVCP					

Overall, what aspects (sessions, discussions, materials, etc.) of the FVCP have been the MOST relevant and valuable to you?

Overall, what aspects (sessions, discussions, materials, etc.) of the FVCP have been the LEAST relevant and valuable to you?

Do you feel the FVCP has increased your knowledge about learning and the existing pedagogical methods to combat the contradictions existing with traditional teaching methods?

Beyond your prior knowledge base, what have you learned about active teaching and learner-centered teaching that you could use in your courses?

What recommendations do you have to improve the remainder of the FVCP meetings or a future FVCP effort?

Formal Cooperative Learning



Instructor's Role in Formal C.L.

- Specify objectives
- Make pre-instructional decisions
- Explain task and cooperative structure (positive interdependence and individual accountability)
- Monitor and intervene to teach teamwork skills
- Evaluate students' achievement and group effectiveness

- See the LVCP portal for elaboration on Instructor's Role and a planning template

Decisions, Decisions...

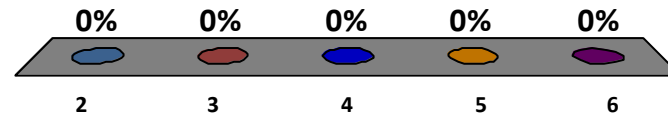
- Task group size?
- Group selection?
- Group member roles?
- How long to leave groups together?
- Type of task?
- Arranging the room?
- Providing materials?
- Time allocation?

Optimum Group Size

- Task group size?
- Group selection?
- Group member roles?
- How long to leave groups together?
- Type of task?
- Arranging the room?
- Providing materials?
- Time allocation?

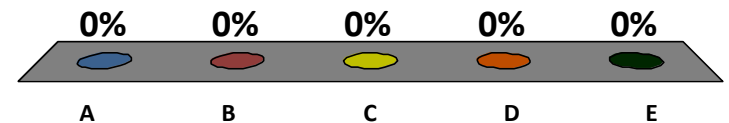
Optimal Group Size?

- 2
- 3
- 4
- 5
- 6

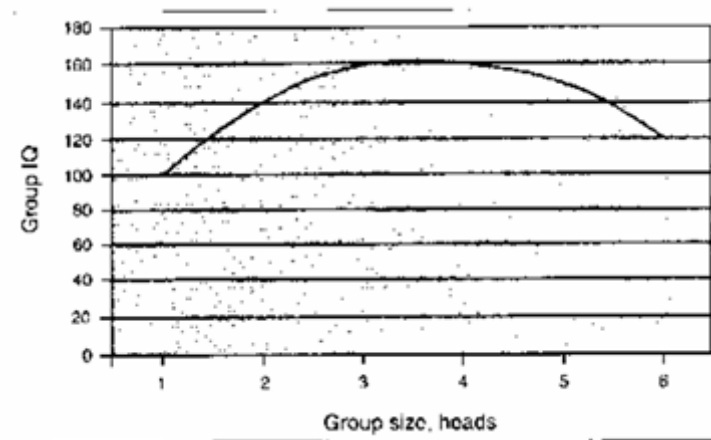


Group Selection?

- Self selection
- Random selection
- Stratified random
- Instructor assign
- Interest



Formal C.L. Task Group Size



- Perkins, D. 2003. *King Arthur's Round Table: How collaborative conversations create smart organizations*. New York: Wiley.
- Hackman, J.R. 2002. *Leading Teams: Setting the stage for great performances*. Boston: Harvard Business School Press.
- Smith, K.A. 2014. *Teamwork and project management, 4th Ed.* New York: McGraw-Hill.

Types of Formal C.L. Tasks

- Jigsaw – Learning new conceptual/procedural material
- Peer composition or editing
- Reading comprehension/interpretation
- Problem solving, project, or presentation
- Review/correct homework
- Constructive academic controversy
- Group tests

Typical Engineering Examples

- 1. Problem solving, project, or presentation** (goal, role and task interdependence)
- 2. Jigsaw** – Learning new conceptual/procedural material (goal and task interdependence)
- 3. Group Tests** – Individual exam followed by a cooperative exam (learning goal and single product interdependence)

Framing Problem-Based C.L. for Students

- Task
- Expectations for individuals
- Strategies for cooperation
- Criteria for success
- Evaluation methods
- Individual accountability
- Expected behaviors
- Intergroup cooperation

Application to Your Own VCP

- To what extent and in what ways do you want to engage your VCP participants in formal cooperative learning, especially knowing:
 - ▣ the critical importance of teams in the engineering profession,
 - ▣ the increasing use of student teams in the classroom, and
 - ▣ the complexities involved with effectively implementing formal cooperative learning?

- Paired breakouts

Team Processing

- What have you used to monitor group effectiveness?
 - ▣ Plus/delta format
 - ▣ CATME
 - ▣ Team charter or group ground rules contract form
 - ▣ Code of cooperation

- Examples are posted at the portal, please post more

Session 6. October 7, 2013

- **Post** additional resources related to student teams to the portal
- With your VCP partner, **develop a lesson plan** for your session on student teams, **post** it to the portal, and be prepared to discuss it
- **Read** the Blanchard & Cook article on virtual learning communities posted at the portal; then **post** at least one question about the reading and **answer** a posted question using *Forum* on the ASEE LVCP2 Portal (<https://aseevcp.asee.org/?q=lvcp2/dashboard>)