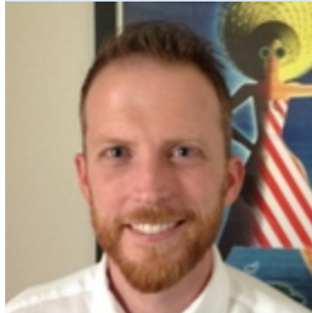


# High-Impact Teaching in the Ignatian Tradition: Collaborative Learning at a Distance



# High-Impact Practices Faculty Fellows 2019-2021



**Stephen Park**



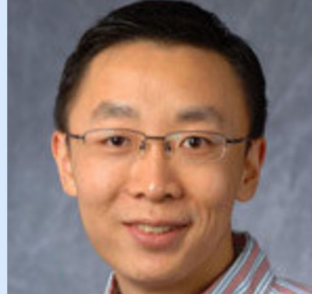
**Brianne Roos**



**Amy McGinn**



**Patricia Kanashiro**



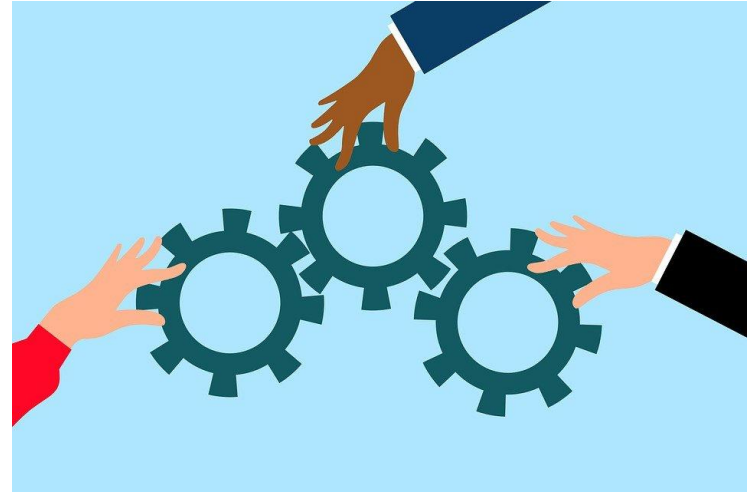
**Jason Zhang**



**Rebekah Eklund**

# Today's Agenda

- Defining Collaboration
- Asynchronous Ideas
- Synchronous Ideas
- Breakout Room Discussions
- Whole Group Debrief





Collaborative learning combines two key goals: **learning to work and solve problems in the company of others**, and sharpening one's own understanding by **listening seriously to the insights of others**, especially those with different backgrounds and life experiences. Approaches range from study groups within a course, to team-based assignments and writing, to cooperative projects and research.

- Association of American Colleges and Universities

# Asynchronous Collaboration

# Reflection

Defining “reflection” in the classroom:

- ▷ Rooted in the Ignatian spiritual tradition of the **Examen**
- ▷ Adapted for **Ignatian Pedagogy**, reflection is:

“a thoughtful reconsideration of some subject matter, experience, idea, purpose or spontaneous reaction, in order to grasp its significance more fully” (St. Louis University)



# Collaborative Reflection

Moving from individual reflection to **collaborative reflection**:

- ▷ Often, reflection assignments focus on the experiences of individual students.
- ▷ This is great place to start, but there are often missed opportunities to learn from one another.



# Collaborative Reflection

**Possible applications of collaborative reflection:**

- ▷ Service-Learning
- ▷ Experiential Learning
- ▷ Processing Content (e.g., alternative midterm)

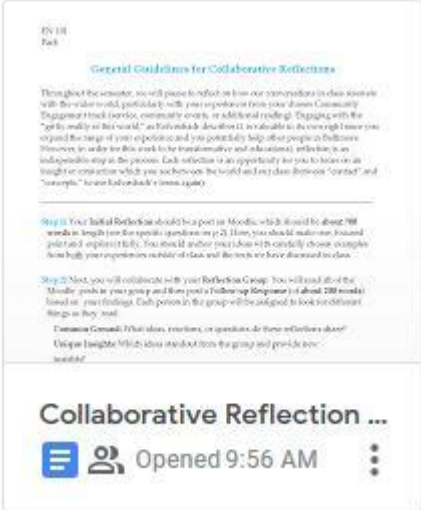




# Collaborative Reflection

## Running reflection through Moodle & Zoom

- 1) Individual Reflection
- 2) Small Group Reflection
  - a) Read and Respond to one another
  - b) Assigned Tasks (e.g., Common Ground, Unique Insights, Gaps, Continuing Questions)
- 3) Full Class Reflection (“Reflection Day”)  
Sample Prompt [Here](#)



EN 101  
Fall

### General Guidelines for Collaborative Reflections

Throughout the semester, we will pause to reflect on how our conversations in class translate with the wider world, particularly with your experience from your James Community Engagement track courses, community events, or additional reading. Engaging with the “go to reality in the world” as Kiyomasa describes it is valuable in the enough time you expand the range of your experience and you potentially help other people in reflective processes in order to be able to be transformative and relational. Reflection is an independent step in the process. Each reflection is an opportunity for you to listen in, as though for comparison which you see between the world and our class. Reflection “oriented” and “unoriented” to our Kiyomasa’s ideas again.

**Step 1:** Your Initial Reflection should be part in Moodle, which should be about 700 words in length for the specific questions on p.21. Here, you should make sure, instead just and explore fully. You should make your ideas with carefully chosen examples from both your experience outside of class and the texts we have discussed in class.

**Step 2:** Next, you will collaborate with your Reflection Group. You will read all of the Moodle posts in your group and then post a following Response (of about 200 words) based on your findings. Each person in the group will be assigned to look for different things as they read.

**Common Ground:** What ideas, reactions, or questions do these reflections share?  
**Unique Insights:** Which ideas stand out from the group and provide new insights?

**Collaborative Reflection ...**  
Opened 9:56 AM

# Collaborative Reflection

## Excerpt from Sample Prompt

**Step 2)** Next, you will collaborate with your **Reflection Group**. You will read all of the Moodle posts in your group and then post a **Follow-up Response** (of about 200 words) based on your findings. Each person in the group will be assigned to look for different things as they read:

**Common Ground:** What ideas, reactions, or questions do these reflections share?

**Unique Insights:** Which ideas stand out from the group and provide new insights?

**Gaps:** What have you, as a group, still not considered?

**Continuing Questions:** What are the takeaways from this set of reflections? What unanswered questions should we, as a class, take with us as we continue the semester?

# Synchronous Collaboration

# Breakout Rooms: Student Feedback

## “What do you want faculty to know?”

### What works best in breakout rooms?

When we have set questions to answer or a **clear activity** to do

When people are **unmuted and have cameras on**, the conversation flows better

When there is a **set time**, because then there is a push for everyone to work and participate.

When there's an **accountable exercise for participation**

Better for **discussion**, rather than assignments

People can ask for **clarification** from peers

### When are breakout rooms less effective?

Sometimes **peers don't participate** at all, then the breakout group is useless.

When **students don't have enough guidance**- room can be silent then

Some people only share when the professor is present and **leave the work to a few people**- this is usually the case for core classes

**Less effective in early classes** because no one participates

**Only thing done in class**, no discussion with professor

**Too much time** allotted; gets awkward

# Breakout Rooms: Pre-work

First, the big question: why break out?

- ▷ Identify the **purpose**
- ▷ Consider **group size & composition** (i.e., random, faculty selected, students self-select)
- ▷ What is the **goal** of the time together?
- ▷ How will students **reach the goal** (i.e., process to follow)
- ▷ **Accountability**: how will students share?



# Breakout Rooms: Sharing Ideas

Assign roles ahead of time:

- ▷ **Synthesizer** - summarize reading and connect to class content/real world
- ▷ **Discussion director** - prepare 3-5 questions to guide discussion
- ▷ **Investigator** - look up something from the reading and share
- ▷ **Moral compass** - consider reading from moral or ethical perspective

2-minute check-in:

- ▷ Most clear
- ▷ Least clear
- ▷ Big question

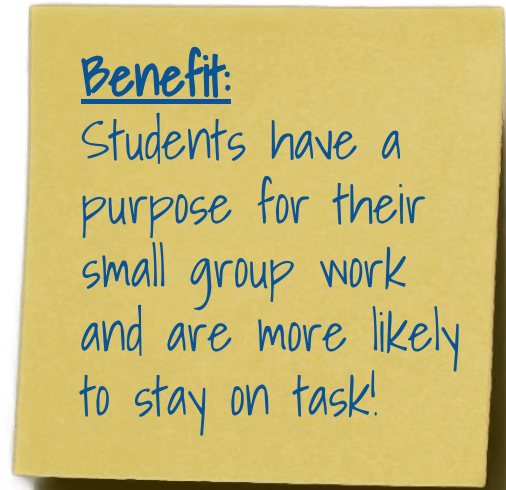


# Collaborating with Google Slides

## - The Basic Idea



- ▷ Students interact with course content and work together in Breakout Rooms to produce something tangible:
  - Responses to questions
  - Thoughts, questions, epiphanies
  - Concept maps
  - Charts or graphs
  - Graphic organizers
  - Sketchnotes



# Collaborating with Google Slides

## - The Nuts and Bolts

- ▶ Each Breakout Room is assigned a slide in the Google Slideshow.
- ▶ Each group records their response to the discussion prompt on their slide.
- ▶ The slides are used to guide a whole class discussion after Breakout Rooms are closed.
- ▶ Students retain access to the slides for future reference.

### Benefit:

The instructor can monitor the groups' progress in real time while students are editing the slides.



Share your experiences

# Breakout Room Discussion

**Purpose:** In the Ignatian tradition of action & reflection, collaborate with peers to reflect on the first half of Fall 2020

**Process:** Join your breakout room to share your successes and challenges engaging students in **collaborative activities** in your courses.

- First, take a minute to **jot down some notes** to share with your group
- Be sure to **unmute** before going to your breakout room
- Record the **key takeaways from your breakout group discussion in the following slides**, numbered by group
- Think about what you'd like to **share aloud with the large group** when we reconvene
- Breakout groups will last about **15 minutes**

# Breakout Room One

## Successes w/ Collaboration

- Asynchronous collaboration has advantage of not being capped by time. Has the potential to reduce all the usual roles students play in classroom (know it all, social loafer, etc.)
- Specify what outcome of content
- Specify what you want in how students collaborate with each other.
- View collaboration as shared text not just a series of responses to each other.
- Students do a five minute summary on Flipgrid of what they got out of the collaboration. Prof reacted to summaries but didn't grade it. Then many students wanted to respond to prof reaction.
- Explicit contracts with students as part of a

## Challenges w/ Collaboration

- That they do the task to the minimal level and don't go deeper with their learning.
- Some may dominate and others check out (social loafing)
-

# Breakout Room Two

## Successes w/ Collaboration

- Deliverables can be high quality when expectations are clear.
- 

## Challenges w/ Collaboration

- Disconnect with student expectations and instructor intent.
- Course content not amenable to breakout room structure.
- Difficult to identify misunderstanding in expectations.

# Breakout Room Three

## Successes w/ Collaboration

- “Forced” talking with peers
- Works best with smaller groups
- Like being able to interact individually with students in synchronous breakouts
- Setting up and sharing expectations so students know how to prepare

## Challenges w/ Collaboration

- Difficulty with transitioning F2F activities into online classroom
- How to handle students who don't fully participate (or don't want to turn on audio/video)
- Creating community within larger classes

# Breakout Room Four

## Successes w/ Collaboration

- Google slides
- Some students really like it
- When cameras on they do better
- Use of specific goals
- 8 minutes ideal, more not productive
- Use cameras in breakout rooms evennot in whole class
- Give each group a different task so then they share with the rest

## Challenges w/ Collaboration

- Some students really don't like it
- Not as good if cameras off
- Split in terms of what people like
- Longer tasks like peer review of drafts is difficult to review
-

# Reconvene

Reflection in Ignatian tradition:

- ▷ Shared best practices & successes
- ▷ Shared challenges
- ▷ **Consider next steps**





# Thank you!

