

Design and strategies for collaboration in online scenarios

edu
lab

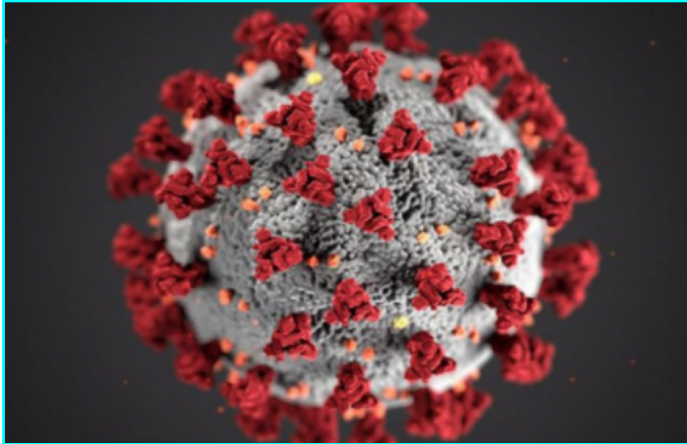
Prof. Montse Guitert

Interaction and collaboration: being social in
digital environments



1. Digital transformation

What did COVID show us?



- Digital divide
- Digital competences
- Importance of connectivity and interaction
- Difficulty in time management
- Obsession with synchrony
- Potential of online collaboration

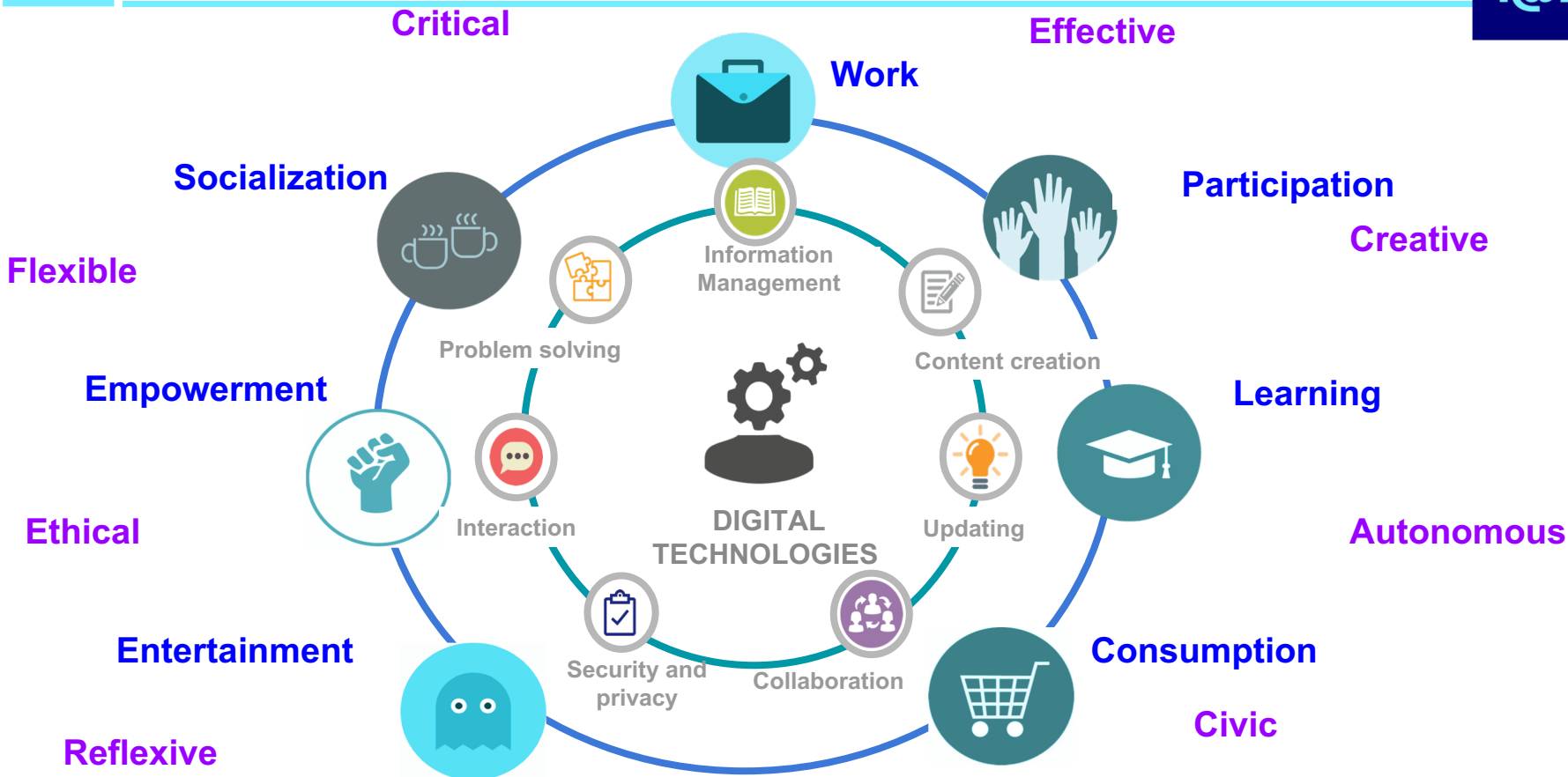


- **Access** (Internet access, devices, access quality, autonomy, etc.)
- **Use** (intensity of use, digital training and digital skills, etc.)
- **Quality of use** (professional, social, economic etc.)



Need for digital competences

Digital competence



New forms of relationship, work and lean on digital scenarios



- **Connect and interact:**
 - Anytime
 - Anyone and anywhere
 - People from all over the world



- **Time management is "different"**
 - Measure workloads
 - Leave spaces to breathe
 - Establish flexible routines



● Potential of asynchrony

- Expands and makes time more flexible
- Synchrony can be combined with asynchrony
- Reinforce synchrony for those situations that add value

● Online collaboration

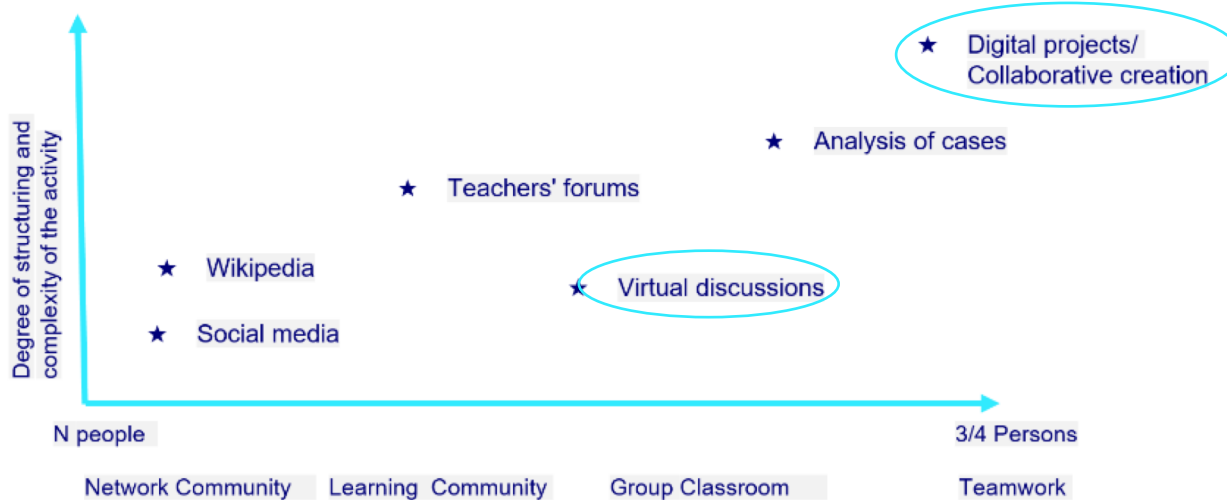
- Organization and planning strategies
- Communication strategies
- Culture of collaboration

2. Online collaboration: design and strategies



- A process of activity, interaction and reciprocity among a group of people,
- Facilitating the joint construction of a common goal based on individual works.
- Which people work using online collaborative tools

Levels of collaboration





1. Creation of a collaborative culture

- Common goal
- Each member as a key piece
- Individual and group work
- Attitudes (trust, respect, tolerance...)

2. Communication

- Participatory and periodic
- Respectful and positive
- Concise and clear
- Netiquette
- Take advantage of asynchrony (space / time)



3. Organization and planning

- Rules of operation
- Distribution of roles
- Planning and re-planning
- Organization of information

4. Assessment / evaluation

- Analyze personal work
- Appreciate the work of classmates
- Evidence the process and the result
- Reflect on what has been learned

Design decisions

- Nature of the activity
- Competence/methodology
- Level of collaboration
- Grouping of students
- Duration of the collaboration
- Assessments
- Tools and resources

Implementation strategies

Encourage personal
and group autonomy

Reinforce attitudes

Motivate collaboration

Follow-up of the
collaboration

Manage conflicts

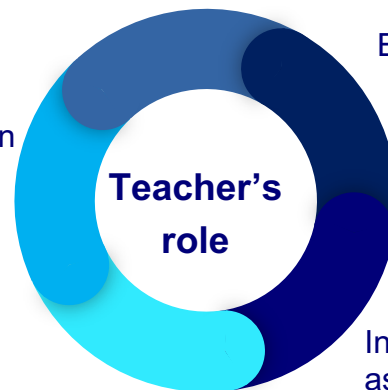
Individual versus teamwork

Empower digital competence

Evaluation and closing


Individual and team
assessment and andmarking

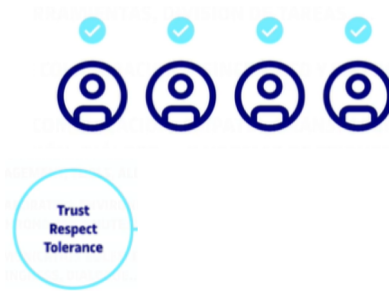
Individual and group feedback
(feedback)



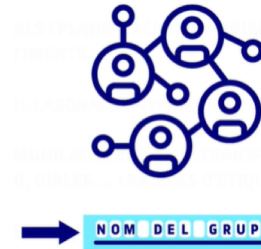
1. Creation of a collaborative culture: social dimension

Virtual discussion: about an online collaboration case that explains::

- Common goal 
- Each member is a key piece
- Individual and teamwork
- Attitudes
- Take advantage of asynchrony

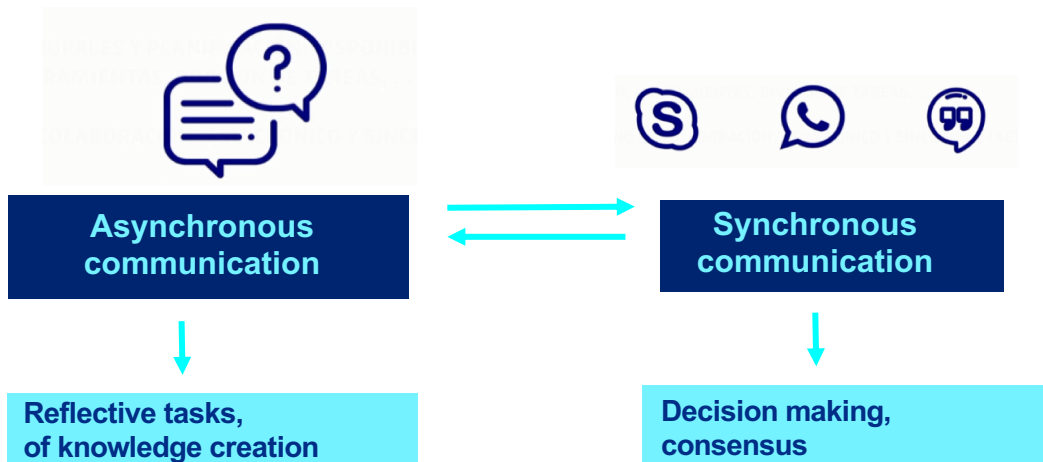
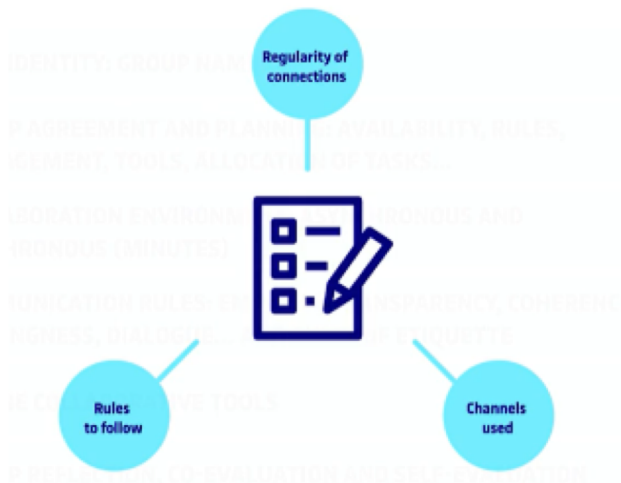


Definition of a group name: to create their own identity



2. Participatory, civic and efficient communication

Communication rules



"Collaborative work doesn't mean to be constantly connected to each other"

Student

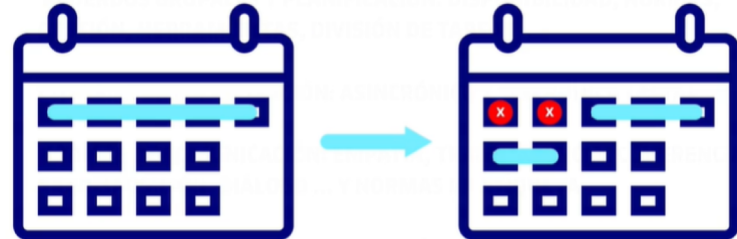
3. Organization and planning

Agreements / Rules



- Availability
- Role of each participant
- Conflict management
- Available tools
- Allocation of tasks
- Information management

Group planning and (re) planning



4. Continuous assessment

Active students' role

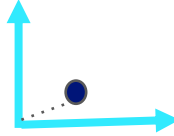
- Self assessment
- Co-eassessment
- Group reflection on the collaborative process
- Assessment of other groups / pairs

"Assessing my peers helps me value my own learning process" Student

Accompanying teacher

- Continuous evaluation: process and result (evidence of the system)
- Individual and group feedback
- Individual qualification

"The teacher's assessment guided the following activities and enriched our learning" Student



Teacher's role : designer, moderator and evaluator

1) Preparation: design

- Objectives of the activity
- Resources and / or guide
- Timing
- Requirements for interventions
- Discussion threads
- Folder organization
- Define your role as a teacher
- Define assessment criteria

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Introduction

1. What is a virtual debate? A space of participation in the classroom
 - 1.1. Definition
 - 1.2. Objectives
2. The virtual debate: argumentation, rules, and attitudes
 - 2.1. The argumentative texts. Argumentative techniques
 - 2.2. Formal rules of participation
 - 2.3. Debate etiquette
3. Stages of a virtual debate
 - 3.1. Preparation
 - 3.2. Development
 - 3.3. Conclusions and closing
4. The evaluation of the debate

Bibliography

Gil, E, Guiter, M. Romeu, T, (2019)

Espai Debat de l'aula

- Rebutis
- Discussio
 - 01_Actituds_positives
 - 02_Tasques_obligacions
 - 03_Equip_equilibrat
 - 04_Estrategies_comunicacio
- Conclusions

Estructura de carpetes de l'espai Debat

2) Development: moderation

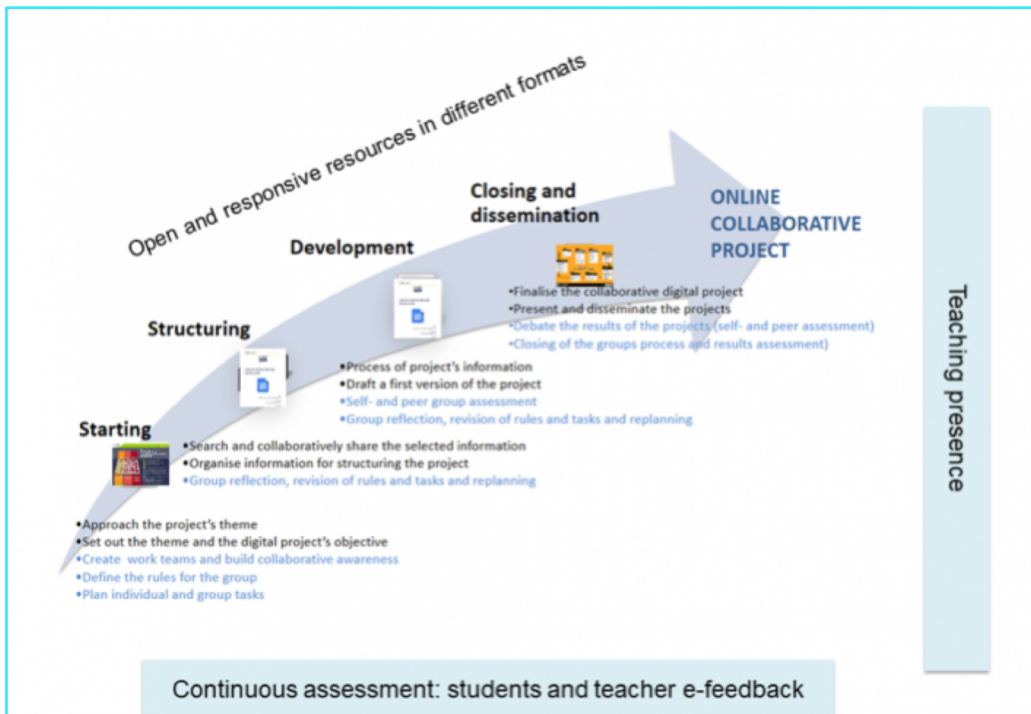
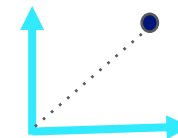
3) Closing: Conclusions Assessment

Indicadors i mètriques globals

Següentment, es mostren alguns dels indicadors globals i les seves respectives mètriques:

Learning analytics

UOC's course "ICT competences"



Grupo de trabajo *

Tu respuesta

¿Qué aspectos reforzarías y cuáles mejorarías sobre la dinámica de tu grupo hasta el momento? *

Tu respuesta

Evaluación del compañero@ 1

Nombre y apellidos (opcional)

Tu respuesta

Valora la aportación de este compañero al grupo *

Tu respuesta

Evalúa la participación del compañero@ en cuanto a: *

	A	B	C+	C-	D
Interacción con el resto del grupo	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Comunicación	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Organización	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Eficiencia, forma de desarrollo...	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Co-assessment

UOC - Cuestionario de autoevaluación - PEC3 - CTIC ADE y Economía -

Este cuestionario está concebido como una herramienta para valorar individualmente el trabajo realizado hasta el momento, valorar la actitud cívica entre los componentes del grupo, el seguimiento de la planificación y vuestra comunicación en un entorno virtual

*Obligatorio

Nombre *

Tu respuesta

1er Apellido *

Tu respuesta

2n Apellido *

Tu respuesta

Self-assesment

Students active role

3. Conclusions

1. **Awareness** of collaboration: common goal and attitudes
2. Explain **processes** and register **evidence**
3. Importance of **individual work** for group work
4. Collaboration takes time
5. Define **agreements** / rules of operation (roles)
6. Develop a **plan** and review it (re) planning
7. **Participatory, civic** and **efficient communication** (asynchrony)
8. **Agile management** and good **organization of information**
9. **Use the most appropriate tools** in each situation
10. Participate in the **assessment / evaluation processes**

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