Appendix 1 Feedback from Peers

Presentation on TEL Project – Formative Assessment:

Presentation Q&A Transcript – 15th March 2017:

Tom (Presenter):

Given we are trying this, just with two people working together and you may try this as well writing a paper with someone in America, how do you think this would work on your programme? If you had a class of 60 people who all used Padlet to work together, do you think this would work? Do you already recommend any platforms at all? Or do you just say go and do group work or meet in the library? General feedback?

Colleague 1:

I was going to say I think there is an element of autonomy there about students having the choice to engage with a particular process, I won’t say software, because they may still choose to go to the library. But a particular process that they think will be best to work for their individual group. So, I think one of the things just highlight, which might be useful, is to highlight other ways of doing things. I think we may say, “you work in this group, this is your task for this week, and this is your assessment”, but we don’t necessarily say “this is how you might do that”. I think group work, as you said, is often associated with a lot of controversy and I think this is an area we could deliver more to support the processes involved with group work. By all means I would recommend this with other platforms, maybe something we could deliver more on.

My question for you would be, having done this project, would have just used GoogleDocs from the outset as opposed to Padlet?

Tom (Presenter):

Yes, so maybe that is something I could ask on one of my ending blogs. We are having a really efficient time using Google Docs now and I’m designing my questions over the next few days to ask in the interviews. Because I am tempted to ask a comparison because I would say when I was interviewed when the question is asked that; “you don’t get the visual aspect, you don’t get the pin board aspect, and it’s like having a virtual pin board, like being in an office with that person, and you have a mutual pin board on the wall to keep adding ideas to, and I don’t think Google Docs does that, in such a colourful way.”

Colleague 2:

I’m puzzled as to why you started with Padlet, because, I actually, I’ve only used it to get feedback from students in class, about and ask them questions, so, because it’s anonymous I get a good response, so it’s an on-going discussion. But I don’t see it as a place where, you know, it has it has limitations, so I was puzzled why you thought that right from the start that it would be a site where you could write, because it doesn’t have those facilities.

Tom (Presenter):
So, originally it was getting ideas together. So we had some conversations when we were designing our project and it was ideas all the time, so it was a way of...

Colleague 2:

...bombarding it...

Tom (Presenter):

Bombarding, just throwing ideas up, but it a mutual space, so if you remember something you can throw it up. And also, we went away and said “well I’ll do some reading about it and you’ll do some reading”. It allows us to share the reading and personally I was just so pro for it, being such a visual learner and I like to plan and have it all there. It did provide motivation as well. I didn’t actually realise, so I decided to do this, before seeing on the Padlet page, on the Padlet website, that it is actually one of their unique selling points as a forum of collaboration.

Colleague 1:

Certainly sold it to you Tom.

Tom (Presenter);

Sold it to me already.

Colleague 3:

Um, I did use it for group work last term. It’s the first time I had every used Padlet and I didn’t see it on the website either, I just suddenly thought “such a great idea” and the students didn’t use it, they refused to use it, um, they said we’d would rather use Facebook. Which I thought was weird because I deliberately encouraged to use it, I created them a page and said this is your page, this is the link, you can use it for whatever you want, I showed them how to use it, I was very encouraging. And there was one student in the group, they are all friends on Facebook apart form one student, I thought “this is great”, it makes it inclusive, that personal will feel like... and they just refused to use it. To the point where I started posting things anonymously so they think that people are posting so they might start post, and they didn’t. Any I said to them “there’s a really good post on the Padlet, who do that?” and then someone owned up to it and I was like “that was actually me”. (LAUGHING)

Tom (Presenter):

So the whole class were on that same page?

Colleague 3:

It was a very small class, but I told them to post anonymously but still no one did.

Tom (Presenter):

Because you could get some trends, maybe, some cohorts are quite competitive and say “why would I post my intellectual content on there”?
It was a group project so there was eight of them working on a group presentation, in the first term of the first year, so I thought Padlet would be the best way to do that. But yeah, they didn’t like it. Yeah both my groups, I did it with two groups and both of them didn’t like it. But I still think it’s a really good idea.

Chair:

One more comment from Louis.

Colleague 4:

Maybe we need to incorporate it with formative, or even, different types of assessment. We could kind of force it on them, to see progress, based on group work. But at the same time, we can’t really force, if kids are going to use Facebook anyway, we can’t really force it.

Colleague 1:

It goes back to my point about autonomy. So you can make them more aware of these things, so if they want to use Facebook, and it’s up to their individual preferences. You clearly have a preference to learn visually as you’ve commented, so Padlet may be really useful. So, it’s making them aware, making those options open to other visual learners you may be interacting with could be useful. But forcing it on people becomes problematic as a member of staff, it’s about making them aware of the options available to support group work could be useful.

Colleague 4:

My original point was about like, because I actually do agree with that. But if you needed to see their progress and how they are working together. For example, I did group projects in undergrad for whole research projects and we used Google Docs and different kind of things, however the lecturer wasn’t actually able to see “how we worked together” so as a part of assessment, not necessarily in this context, as part of an assessment you can see how they worked together, how they contributed, what their thought process was while contributing, and that’s how something like Padlet could work really well to be able to see how the students are thinking about working together, and that could be part of the assessment. However practically working together, they are going to grab whatever is easier right, so you can’t really force that.

Tom (Presenter):

Yeah. It’s really interesting because I like that this evaluation maybe will give a good answer to that question and I think the question is be adding to a choice and knowing that you cannot ‘write’ in it, but I think you can upload and download and upload again but it would be quite messy. I think Google Docs just wins there.