Use Cases: How can the Collaborative Classroom be used?

1. **Group Work Collaboration*** – Dual screens at each commons-style table make it easy for students to share ideas and content among small groups or with the entire class. Networked AV lets them annotate, highlight, peer-edit and present with ease.
>   Examples:
>   a) Blend of lecture / classroom breakout space
>   b) Case study collaboration
>   c) Flipped learning
>   d) Non-lab teaching or group work

2. **Student Bookings** – For group projects, students can book a table to work outside of class time and have all the benefits of a fully connected lab.

3. **Digital Assessment** – Use the space for all your testing and assessment needs – from delivering quizzes and collecting feedback to marking, grading and archiving results.

4. **Computer Lab** ¬– Instructors and students alike can access, collaborate on, and share digital information of all types from any source – including wireless BYODs like personal smartphones and laptops.

*SPOTLIGHT ON GROUP WORK COLLABORATION

a) Blend of Lecture / Classroom Breakout Space

Dynamism and flexibility are defining features of the Collaborative Classroom. The physical space is conducive to collaborative group work and active learning, and both peer and faculty/student interaction. It can also be used as a traditional lecture theater, with the added benefit of features like: 1) tabletop screencasts to give everyone a "front-row seat" view of the podium and 2) built-in "pods" that eliminated the need for separate student breakout spaces.

More modes of teaching and learning
The new space is designed to accommodate — and enhance — a range of pedagogical styles. You can create your own mix of didactic and active-learning elements and make use of AV technology to a greater or lesser degree. (On-site engineers are available for assistance if you need a hand.) You can flip between modes as you choose — from traditional lecture to flipped (or partially flipped) classroom and back again. The choice is yours.

- OLD SPACE: More time-wasting / Less visibility

In order to break out into small groups, students leave to roughly 16 different rooms. Then TAs need to go around to each of those rooms to check in on students and answer questions (many of which are asked and answered repeatedly in different rooms).

Faculty and teaching assistants spread themselves thin, traveling from group to group to observe student work. As a result, there are fewer face-to-face touchpoints and opportunities to correct miscomprehension or steer students in the right direction.

- NEW SPACE: Less time-wasting / More visibility

Students can stay in their same small groups or can re-group by switching tables. They have everything they need in the classroom. Instructors and TAs can stay put as well. There's no need to say the same thing 6 or 16 different times.

Instructors and TAs can walk around, observing and interacting with students as they show work on their screens and share it with others. Faculty have greater engagement with students and can do more useful, corrective teaching as they monitor work in real time. In small-group or whole-class discussions, they can correct miscomprehension to ensure students don't get stuck on tangents or go down the wrong path.

b) Case Study or Simulation Collaboration

Case studies are primarily used as individual-study exercises. Students review the assigned case in advance and come to class prepared to discuss it. The instructor sets the scene, describing the problem and context, and leads the Q&A discussion. Students are given supporting data upfront to support the facts and subsequent work.

But what if you could turn this into a more collaborative problem-solving exercise? And how could the new classroom facilitate this?

Individual vs collaborative learning
In small-group pods, students could engage in collaborative learning to do all the analysis, number-crunching and note-taking they might otherwise do as an individual exercise. Plus they have the benefit of peer interaction to bounce ideas back and forth and reach a common goal or understanding. And faculty have the benefit of AV resources to make the learning process more active and thought-provoking in different ways.

Staged vs non-staged release of data
Let's say you want to do a staged release of data. You could present part upfront, and then push out the remaining parts to the small-group screens as the case study/simulation unfolds, following the flow of the discussion and taking cues from students.

Supporting data can be delivered to students on the fly in a range of formats — files, URLs, presentations, screencasts, images, video or audio. With each new data drop you can prompt students to collaborate, share and present at different points along the way.

In real-life business situations, you could explain, one rarely has all the data upfront and must make decisions with the best available resources.

Curveballs and challenges
Say you want to chuck a curveball to see how the class responds. Something that might be thrown at a market to set it off course, or the dismissal of a key executive, for instance. After saying or posting the challenge, students could quickly discuss it in their small groups, using screens and devices to capture their key points, and then present their thoughts/ideas/conclusions to other peer groups.

From the faculty podium, you could push out the same question or challenge to all students, or different ones to each group. This allows them to interact with each other and among other groups. You could also:
- Present more than one case and challenge students to identify similarities and differences between them.
- Prompt students to consider several alternative courses of actions to a problem
- Challenge students to apply their solutions from one case to another situation or context

Benefits:
- Students spend less time listening and more time engaged in quantitative or qualitative analysis, problem-solving, decision-making, and exchanging ideas with peers
- The instructor has more time, tools and resources to explain more complex cases
- The students have more resources and more collective ideas through group dynamics to develop multiple potential solutions to problems

c) Flipped Learning

In this mode, the class is set up as a flipped learning model. Students arrive with prior basic knowledge, having already studied the assigned material, which leaves more time for faculty to facilitate active in-class learning — including discussion, analysis, application and practice.

Already seated in small-group pods, students are perfectly positioned to discuss and disseminate the topic at hand. They use the digital resources at their fingertips to illustrate their brainstorming notes, concepts and theories, and can present their ideas and solutions to the instructor, to another group, or to the entire class.

Throughout the process, faculty can ask questions and draw the thread of the topic together, highlighting the contributions from individuals or groups. This enables rich reflective learning, higher-level thinking and deeper understanding of complex material. Instructors are freed up during class time to provide more productive feedback in real time, reducing the need for extensive written feedback later on.

Example:

An instructor gives his marketing class the Boston Consulting Matrix as an independent study assignment. The students are expected to come to class prepared to explain what it is and how it can be used.

Having done their homework, they understand the basic difference between Poor Dogs and Cash Cows, Question Marks and Stars. They know the tool is used to assess the strength of products or product lines within a portfolio. They may also understand it can be used to analyze brands, products or a firm itself. At the start of class, they are called upon to show their knowledge through questions and answers.

After that they get right down to the business of active learning. Working in their pods, they can apply their prior knowledge to a variety of challenging scenarios provided by the instructor (either planned in advance or on the fly). They could work collaboratively to define their markets and to calculate relative market share. Using wireless devices they could research market growth rates and product positioning. At the end they could plot their brands on the matrix — and then share their screens with the entire class to prompt side-by-side comparisons and lively discussion.

Multiple screens provide multiple possibilities: Different pods could plot different products in a company's product range. Or they could plot the products of competitors.

The flipped model also provides more time for more complex analysis. In addition to determining which brands or products they should invest in vs. divest, they have time to examine different contexts and curveballs, e.g.:

- How might external factors like X, Y or Z affect the market situation?
- Do all units fall neatly into these four quadrants? What happens when lines are blurred?

Benefits:

- Working at their pods, students have all the tools and resources at their fingertips to work as a group and deliver the answers the faculty is looking for.
- Spontaneous presentations, role-play and demonstrations can be done on the fly – this can't happen if students are scattered in breakout rooms.
- Instructors have more in-class time to coach, correct and engage students in higher-level thinking and analysis.

d) Non-Lab Teaching Project or Group Work

This space is ideal for teaching projects that incorporate elements like soft skills, role play, practice and play back. While you could do many of these things in a flat floor space, the experience is enhanced in the Collaborative Classroom with the help of AV and flexible physical configurations.

Possible uses include:

Best Practices: Use quick capture (iPhone record) to film examples of good practice and then share them with the wider group. This is valuable for faculty and observers alike.

Role Play: Teach skills by recording role-playing exercises such as negotiation and bargaining; how to give feedback; or reflective and active learning.

Record the Process: The process can be just as important as the outcome, but how to drive home this point? Consider using students to role-play a negotiation and bargaining exercise while other students observe. Record each step, so that others can see not just the end result, but the skills used to get there.

Group Work: Record a group work session to capture authentic interactions. You'll have the ability to stop them in the moment yet still have the benefit of fluidity in the lessons and interpersonal dynamics.

Whatever tech you put in the classroom, it's a sandpit for trying out some new ways of teaching. These are merely some examples to get you thinking – we'd love to hear your ideas as well!

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Changing the way faculty and students interact with Collaborative Classrooms

24/01/2019

New state-of-the-art Collaborative Classrooms have been set up on the ground floor of the Plowden Building.

This flexible workspace, which is set up in different pods rather than rows, can accommodate up to 96 students and is designed to change the way students and faculty interact during lectures.

Each pod is equipped with two 32-inch monitors, which allow either a close-up view of the main lecture material being displayed at the front of the room or bespoke slides and information for individual groups. This function allows both lecturers and students to make annotations to individual screens, and students can also connect their laptops or personal devices to display on pod screens and the wider class.

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