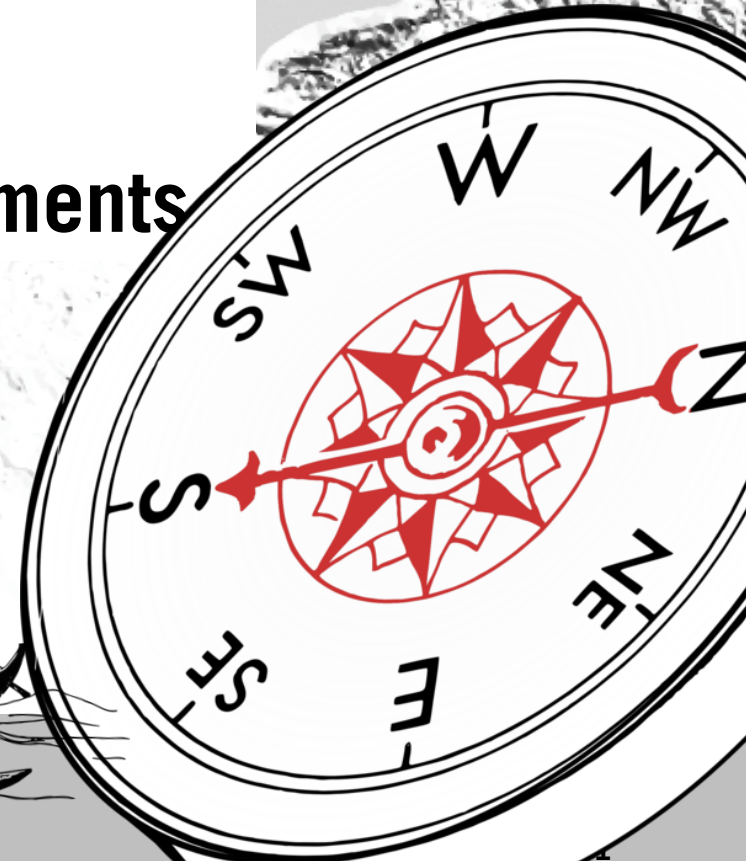# Navigator
Collaborative Learning & Working in Online Environments

About the Navigator

- The interactive Navigator for Collaborative Working and Learning in Online Environments offers **guidance on which tools are suitable for which collaborative and cooperative learning activities**.

- The **starting point** is **didactic questions and objectives** with a focus on activities that can be used in individual learning units and that do not require the entire seminar concept to be tailored to them.

- In each case, it is indicated whether the tools are more suitable for simultaneous (=**synchronous**) or delayed (=**asynchronous**) working or equally well for both (a/synchronous), although this should only be understood as a recommendation. Generally, the Navigator aims at orientation and not at completeness.

- The digital tools focus on the **on-board tools of Moodle** - supplemented by additional Leuphana tools. .

- The **Navigator** is set up **interactively**. From the **overview map**, you can navigate to the **topic pages** by clicking on the titles. In some cases, you can call up additional information by clicking on the corresponding buttons. The **compass button** at the bottom right will always take you back to the overview map. You can also navigate using the arrow keys on the keyboard. At the very end you will find a list of related links.

> Introduce students to new tools whenever you are planning on using them, and take into account the amount of time it will take to become familiar with them.

Forming groups

Jointly working on tasks

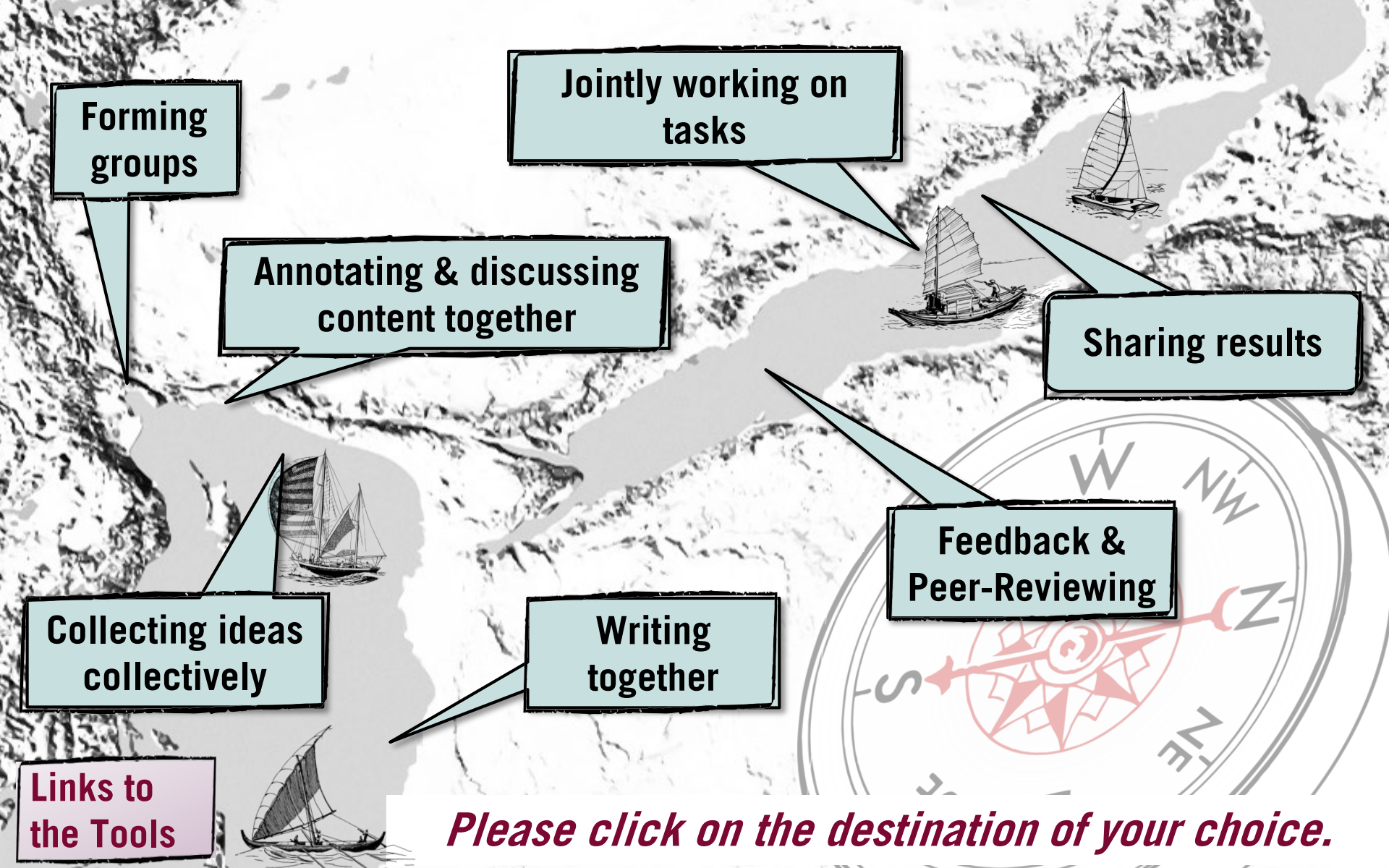Annotating & discussing content together

Sharing results

Feedback & Peer-Reviewing

Collecting ideas collectively

Writing together

Links to the Tools

Please click on the destination of your choice.

Forming groups

A   Students are asked to assign themselves to groups.

B   Groups are to be formed by the teacher or by the students; they are assigned work, material and their own Moodle activities.

Moodle Poll/Cryptpad

- Use Moodle voting. You can set a maximum number of students per group.

- Alternatively, you can use Cryptpad. However, students could delete other students' names and ignore the maximum number of participants per group.

NOTE: The group function in Moodle is complex and requires some familiarization. It is therefore especially worthwhile for group work that lasts longer than one session.

Additional notes on group coordination

Moodle Group Function

Use the Moodle Group Function.
- You can set a maximum number of people per group and assign specific activities/materials to the groups.
- There are two options when assigning activities:

  – Everyone can view the other groups' spaces, but only edit the space of their own group.
  Setting *Group mode visible groups*

  – Material and activities of a group can be viewed and edited only by group members (+ teacher).
  Setting *Group mode separate groups*
  or restriction of access to one group
  via Setting *Requirements*

Notes on the Formation & Coordination of Groups

Formation

Think about how the grouping will occur beforehand.

- Do students choose a topic themselves or do you assign it to students?
- It is helpful if it is clear to everyone who is in which group.

Time

The creation of joint texts may require various coordination processes in which dependencies exist (person B may not be able to write until person A has finished).

- Allow sufficient time. One week can be too little, work periods of two weeks (or more) can be more reasonable.

Coordination of the Cooperation

When group work is more extensive and does not take place synchronously in a web conference, it often requires the coordination of collaboration.

- Assign group roles with responsibilities for facilitation, time management, and documentation of results.
- The best way is to document the responsibilities for all to see (if necessary, scheduled with deadlines).

Sharing Results

Students are expected to share work results.

Only the teacher should be able to see the results.

All students and the teacher should be able to see the results.

Moodle-(Submission)Task

- Students can enter texts directly or upload files as attachments.
- Teachers automatically have an overview, they can comment and/or rate the contributions as desired.

Moodle Forum, Academic Cloud, Cryptpad, Collaboard

- **Moodle Forum:** Contributions can be posted as text, audio, video, image or file attachment. Optional commenting or peer feedback possible via the reply option.
- **Moodle Database:** Upload files of any format. The creation of the database requires some effort.
- **Academic Cloud:** Upload files directly or via Only Office in shared documents (docx, xslx, pptx).
- **Cryptpad:** Suitable for output with text, images, tables, etc.
- **Collaboard:** Ideal for creative projects like mind maps. Shareable via link or as a file. Comment function for feedback.

Jointly Working on Tasks

A Students are asked to exchange ideas in groups during a videoconference.

B Students are expected to complete an assignment together in writing and document it.

Breakout Rooms

With the help of the breakout rooms of the video conferencing tools, students can exchange ideas in small groups. Notes can be recorded on the whiteboards of the video conferencing tools. The teacher can join the groups.

Synchronous Work

- **Academic Cloud**

  directly in the web browser via Only Office option *(Documents in docx, xslx, pptx format)*

- **Cryptpad**

- **Whiteboards of the video conferencing tools**

- **Collaboard**

Asynchronous Work

- **Academic Cloud**

- **Cryptpad**

- **Moodle-Forum**

- **Moodle-Wiki**
  (for more complex contributions)

Annotating & Discussing Material (Social Reading)

Students are supposed to annotate, comment and discuss study materials (text, mind map, graphic, etc.) or questions about this asynchronously or together.

HINT: Support students by formulating questions, for example as a work assignment in the forum description or by including questions directly in the text as comments in the PDF annotation.

Work should be done directly in the document.

The interaction can take place separately from the document.

Moodle PDF Annotation

Allows for annotations as well as posting and answering questions in the document. This enables discussion directly on the text. External material can be linked.

OnlyOffice

For collaborative editing of different document types. Comment and chat function available.

Moodle Forum

Suitable for both comprehension and discussion questions as well as individual thought processes regarding the material; images/videos can also be included.

Writing Together

Students are expected to write a text or create a collection of texts together (wiki, glossary, …).

Each person creates their **own** contribution.

The contributions are created jointly.

Writing synchronously

Writing asynchronously

Moodle Wiki

- Enables the compilation of multiple texts with mutual linking and central navigation.
- Text sections are individually editable.
- Dedicated page for discussion and exact tracking of changes.
- Well suited for text production using a role system, e.g. first author, reviewer, editor.

Academic Cloud

- When working in the web browser changes are immediately visible to all.
- Access restriction to group members possible.
- Keep track of chat messages, comments & changes.
- Formats: docx, xslx, pptx
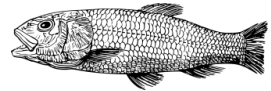
Cryptpad

- For writing and designing texts.
- Changes are immediately visible to all.
- Chat function available.

OnlyOffice (AC)

- Various document types.
- Changes immediately visible to all.

Moodle Glossary/Wiki

The posts can be created individually and connected by a joint navigation and structure.
- Glossary: Suitable mainly for creating a simple collection of knowledge, e.g. definitions of terms.
- **Wiki: Works well for longer articles, each presented on its own page**.

Both tools support commenting/discussion of the contributions.

An alternative to the Moodle Wiki is **LehrWiki(Confluence)**.
- **Advantage:** The wiki can be made publicly accessible.
- **Disadvantage:** Requires its own user administration.

additional notes

Writing Together

Notes

- Working with wikis requires an introduction to the wiki principle.

- The use of asynchronous wikis or glossaries is particularly suitable if collaborative writing is an integral part of the seminar concept. The effort required for one-time use for short texts is relatively high.

- Collaborative writing is generally more suitable in an asynchronous format. Formulating texts in a group is often difficult.

- When working together on a text, a clear task formulation is important:
  – Who is going to do what?
  – For comments/review: What criteria is to be used as a basis?

back

Feedback & Peer-Review

Students are expected to provide feedback on peer work, for example, review and/or comment on a project outline, text summary, or term paper synopsis.

- Students are to provide feedback on the contributions of others.
- The feedback is visible to everyone in the course.
- Students can post their contributions independently, the contribution is visible to all and can be commented on immediately.

- Students give each other feedback in a time-structured framework: first everyone writes, then the feedback phase ensues.
- The criteria for the feedback is clearly defined.
- The feedback is only visible to the author, reviewer and teacher.

### Moodle Forum
Click for more info.

Mutual assessment
Click for more info.

Feedback per Moodle Forum

- Students post their contribution via forum post.
- The other students use the reply function to comment/evaluate the contribution.
- It is possible to post a file, download it to comment directly, and then upload it back to the forum.
- It is possible to post a file, download it to comment directly, and then upload it back to the forum.
- When using the forum, the work being commented on can be posted in a staggered manner, e.g. four people post their work per week. (Posting of new papers and feedback on existing papers are possible simultaneously.)
- Due to the (course-)public accessibility of the feedback, everyone can learn from the feedback contributions; the quality of the feedback can optionally be discussed together.
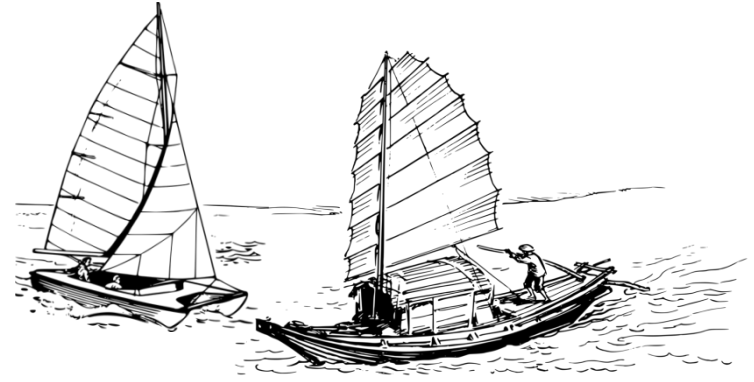
Alternatively:

The teacher can also use the forum to give (course-) public feedback, for example on synopses for theses. This way, all students can benefit from the teacher's feedback and understand which requirements the teacher has for the respective texts.

Peer Review with Mutual Evaluation in Moodle

Phases of Mutual Evaluation

(used to be called Moodle Workshop)

The entire process is divided into the following phases:

- **Preparation** of the assignment and definition of the assessment criteria.
- **Submission** of a text (= assignment) by the students.
- **Assignment** of texts (solutions) and **assessment** of them by other students. *In addition to assessment comments directly in Moodle, commented files can be uploaded.*
- **Insight** of the student into the **feedback received** (only possible after completion of all phases).
- *Optionally, the instructor can evaluate all submissions and assessments in the so-called "evaluation phase". This phase can be skipped.*

Advantages

- The feedback process is divided into clearly defined phases and the review criteria are predefined.
- Submissions can be assigned manually or automatically by Moodle, which saves time, especially for larger groups. It is possible to define how many people can comment on a submission.
- The feedback is only visible to the author, reviewer and teacher.

Disadvantages

- The implementation is more complex and requires good basic knowledge of Moodle.
- The process is rigidly structured and does not permit any deviations. Once the next phase has begun, subsequent submissions or assessments are no longer possible.

Advantages of & Tips for Using Peer Feedback

Advantages

- Peer feedback is a good way for students to engage with the contributions of others in asynchronous settings.
- Receiving feedback provides clarity about one's learning and can boost motivation.
- Giving feedback requires a complex learning process due to the assessment activity and thus supports the learning flow.
- Feedback generally generates exchange and promotes a sense of social presence in online learning.
- Peer feedback takes pressure off of the teacher.
- If peer feedback is scheduled, this can increase the binding nature of the work assignment (the binding nature of ungraded performance is sometimes higher vis-à-vis peers than vis-à-vis teachers).

Tips

- In general, clear coordination of the feedback process is important:
  - Who gives feedback to whom?
  - When must the work result to which feedback is given be available?
  - By when will feedback be given?
  - Are there criteria according to which feedback should be given?
- Before implementing peer feedback, the ground rules of giving and receiving feedback should be discussed.
- It is helpful to provide feedback criteria.

Tools for Collecting Ideas Together (Selection)

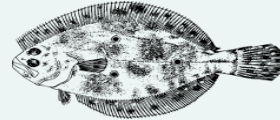**Whiteboard** of the video conference tool Zoom *(synchronous)*

Collaboard *(a/synchronous)*

Academic Cloud *(a/synchronous)*

OnlyOffice *(a/synchronous)*

Cryptpad *(a/synchronous)*

Moodle-Forum *(asynchronous)*

Participify (*synchronous*)

Links to the Tools & Further Information

- You can use all Moodle activities as part of your own Moodle course at http://moodle.leuphana.de.Initial info on Moodle: https://www.leuphana.de/en/teaching/digital-tools/from-a-to-z/moodle.html

- Academic Cloud: access via https://academiccloud.de. Info & handout at https://www.leuphana.de/en/teaching/digital-tools/from-a-to-z/academic-cloud.html . Access to OnlyOffice is via the Academic Cloud.

- You can create a Cryptpad under CryptPad: Collaboration suite. More info at https://www.leuphana.de/en/teaching/digital-tools/from-a-to-z/cryptpad.html

- You can create a Collaboard at https://whiteboard.academiccloud.de/. Info and tutorials at https://www.leuphana.de/en/teaching/digital-tools/from-a-to-z/collaboard.html

- You can create polls with Particify here https://particify.leuphana.de/. More info can be found at: https://www.leuphana.de/en/teaching/digital-tools/from-a-to-z/particify.html

- Information about LehrWiki: https://www.leuphana.de/en/teaching/digital-tools/from-a-to-z/teachingwiki.html

- General info on Leuphana digital tools including video conferencing systems (with whiteboards & breakout rooms) like Zoom: https://www.leuphana.de/en/teaching/digital-tools/from-a-to-z.html

- Answers to frequently asked questions about online teaching in the FAQ at https://digitaler-support.leuphana.de/doku.php?id=start (in German)

For questions and advice on collaborative learning in online settings or individual tools, please contact the Teaching Service via digi-support@leuphana.de.