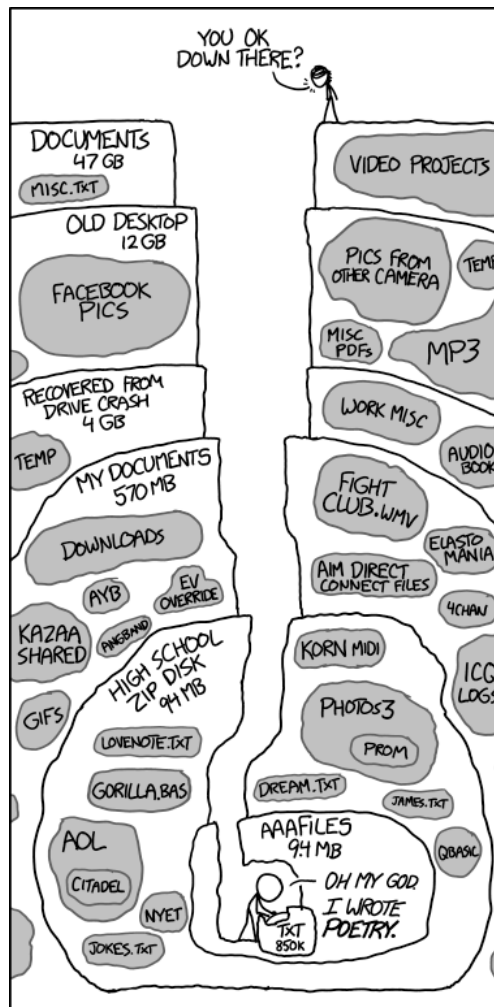


# The Creative Classroom: Group Work, Visual Texts, Technology



[HTTP://XKCD.COM/1360/](http://xkcd.com/1360/)

Writing Across the Curriculum (WAC) Program

New York City College of Technology

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### **Strategies for Effective Group Work:**

1. Be very detailed in your assignment/ give written assignment
2. Be transparent about the function of the activity
3. Assign a role to each student (Moderator, Documentation, Speaker...)
4. Make sure the group's size corresponds with the learning activity
5. Assign groups rather than self-selection
6. Give a clear time frame and check in with group regularly
7. Provide clear spaces in which to work

### **Sample Assignment:**

*Frankenstein* BINGO! (kindly provided by Rebecca Devers)

*Instructions:*

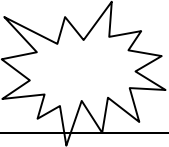
*Step One:* You've already produced the BINGO cards for the game. The moderator holds 60 quotations from Mary Shelley's *Frankenstein*.

*Step Two:* Assemble into teams. Make sure you all have the same BINGO cards. Name your team.

*Step Three:* When the moderator reads a quotation, work with your team to determine if you can use it to help you fill your bingo card. Determine if it represents a theme that appears across the top row of your card. If so, then determine which other element of fiction it represents. For example, a quotation that describes the appearance of M. Krempe and the ways in which that appearance led Victor to judge him would describe the theme of APPEARANCE and the element of CHARACTERIZATION. This constitutes a "match."

*Step Four:* If you have a "match," write the number of the quotation in the box where the appropriate column and row meet. Get all of one column, all of one row, or an entire diagonal in either direction, and YOU'VE GOT A BINGO! Call it out!

*Step Five:* Defend your readings of the quotations to the rest of the class. If they don't agree that quotation 11A falls into the categories you've assigned it, your team will have to start over from scratch. If they do agree with your readings, YOUR ENTIRE TEAM EARNS 10 EXTRA CREDIT POINTS.

Themes → <b>CARD A</b>	What it means to be human	Companionship	Storytelling	Technology, Science, and Responsibility	Appearance
Characterization					
Style					
POV			<p>BINGO!</p>		
Plot					
Setting					

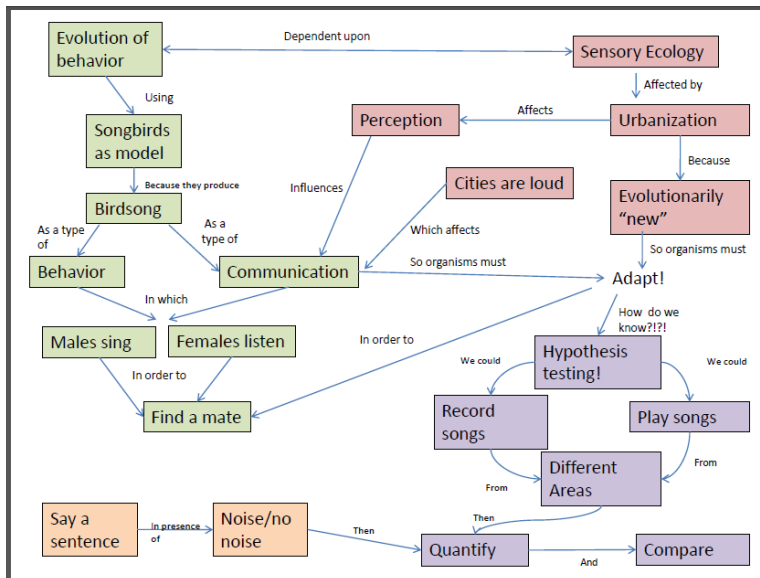
## No- to Low-Tech Strategies

### *Group Activities:*

To Help Students Learn to Evaluate the Relative Strength of Competing Arguments/Ideas

- “We have read about four different approaches to the design of a digital data-recording device for Company X’s portable heart defibrillator. As a group, discuss each one, then decide which is best and why? Present argument to class.”

### *Concept Maps:*



### *Group Assignment Ideas for Paper-Writing:*

To develop skills in an area of focus needed for a formal paper, even before students begin work on it...

- **Thesis Development:** as a group, generate a thesis, critique theses provided by instructor, revise theses provided by instructor, evaluate relative strength of theses provided by instructor
- **Locating and Using Evidence to Support a Thesis:** “Our design team recommends conventional steel bearings over air bearings for this application because the steel bearings will give comparable performance at lower cost. As a group, find as much evidence as possible to make this claim persuasive to engineers and managers. Present three strongest pieces of evidence to class.”

- Overall Essay Structure: as a group, identify and outline the structure of an article/essay provided by the instructor, revise an outline of course material

To Help Familiarize Students with Instructor Expectations for Written Assignment

- “Using my grading rubric, work in groups to discuss and grade each of these three student papers from last year. Present to the class your grade and justification for one paper.”

### **Useful Links and References for High-Tech Multimedia:**

Concept Maps: <https://www.mindomo.com/>

Sample Blogs: <https://blsciblogs.baruch.cuny.edu/msc1003cohen/elements-entries/> (Slide 12)

<http://blsciblogs.baruch.cuny.edu/msc1003cohen/2012/11/18/nationalism/>

<http://openlab.citytech.cuny.edu/beinginbrooklynf2013/> (Slide 10)

Video Tutorials and Screen-share software:

[http://library.hunter.cuny.edu/tutorials/mla/mla\\_tutorial.html](http://library.hunter.cuny.edu/tutorials/mla/mla_tutorial.html) (Slide 11)

<https://voicethread.com>

<http://www.screencast-o-matic.com/>

Jeopardy templates:

Basic: <http://www.edtechnetwork.com/powerpoint.html>

For science/math: [http://www.acrotex.net/games\\_index.php?lang=en](http://www.acrotex.net/games_index.php?lang=en)

Pre-recorded videos:

<https://www.youtube.com/watch?v=Q6JEA2oINts> (Slide 10)

**Any questions? Feel free to contact:**

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**Works Cited**

Emerson, Tisha L. N., and Beck A. Taylor. 2004. "Comparing Student Achievement Across Experimental and Lecture-Oriented Sections of a Principles of Microeconomics Course." *Southern Economic Journal* 70: 672–93.

Garner, R. L. 2006. "Humor in Pedagogy: How Ha-ha Can Lead to Aha!" *College Teaching* 54(1): 177-80.

Knight, Jennifer K., and William B. Wood. 2005. "Teaching More by Lecturing Less." *Cell Biology Education* 4: 298–310.

Prince, Michael. 2004. "Does Active Learning Work? A Review of the Research." *Journal of Engineering Education* 93: 223–31.

Robinson, Carole F., and Peter J. Kakela. 2006. "Creating a Space to Learn: A Classroom of Fun, Interaction, and Trust." *College Teaching* 54: 202–06.

Snowball – Activity

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**Identify one question you have about student engagement in the classroom:**

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**Based on your own experience with group work, respond to the question above.**

.....

**Based on the things we've covered in this workshop, respond to the question raised in the first section.**