

Feedback:

The group feedback shows some positive comments:

- Felt like we worked well and bounced off of each other quite well
- it was like we were really a team
- Encouragement of independence is nice
- we think of the answers ourselves rather than being told
- i enjoyed talking to other people and working alongside them

And some constructive comments for improvement:

- A little extra time for research would have been nice
- Maybe have smaller groups - get the scenario given in main group then break off into smaller groups and discuss what each role would do then compare with other group
- I would say it is (an effective method of learning) but my role was not mentioned so much so possibly would be most beneficial for the most central roles like web manager

Peer observation of session by Lecturer Muawya Eldaw

The activity design and implementation were excellent. I have a couple of suggestions to make:

- (a) It is important that the students develop an understanding of what is expected from them before the activity runs – perhaps the students can be shown model answers/solutions from a previous run of the activity.
- (b) In future runs of the activity I suggest that the class is split into small groups, and the allocation of the roles is made on the basis of the groups as opposed to individual students, e.g. the Web Manager role can be allocated to a group as opposed to one individual student. This has two benefits:
 1. Allocating one role to a group of students allows for the same activity to be performed in classes with larger sizes.
 2. It provides an opportunity for each small focused group to discuss the different aspects of the role allocated – while an individual student may not have good understanding of the allocated role or unable to articulate their views/solutions to the problems encountered, allocating the role to a group of students allows for collaboration, which is more likely to result in better answers from the group and subsequently a better outcome from the activity overall.

Self Reflection:

The first fifteen minutes were difficult to facilitate as the students struggled to understand the task, however once group roles were allocated the task became much easier and the students were able to work together to identify which role was responsible for responding to problems and talk about how they could resolve the issues presented.

Mostly I facilitated the discussion, however having identified a 'Company director' I was able to delegate this to them and the student became more student led.

On reflection as suggested by Muawya Eldaw who peer assessed the session, it would have been better to introduce this activity by first modelling a completed Padlet timeline, to show what the result of the activity would look like.

Also, the group size in this activity meant that some students had a greater opportunity to engage in answering the questions than others. As suggested by one of the students and Muawya Eldaw if introducing the task again I would consider splitting the groups into threes or fours, and asking them discuss the problems before coming back to the larger group to devise group solutions.

I think the activity was successful and more engaging than a lecture. The student feedback was useful and illustrated to me the importance of providing good quality guidance and modelling at the beginning of an activity and designing an activity in which all students can engage equally.