The f2f masterclass: Teacher time 50 mins
Tutorial for 5 students
Questions and guidance help for 5 students
→ Each student receives some personal feedback, sees feedback for 4 others
→ Teacher provides personal feedback for 5 students

The vicarious online master class: T time 0 mins
Video of tutorial for 5 representative students
Questions and guidance help for 5 students
Run by VLE for any number of students
→ Each student watching receives no personal feedback, sees feedback for 5 others
→ Teacher provides personal feedback for 5 students
Peer review: f2f vs online

f2f peer review: Teacher time 50 mins
Each student
• creates first draft of a text using the rubric
• reviews and grades 2 student drafts against the rubric
• checks the 2 feedback reviews for their own answer
• revises and submits their own answer to the teacher

Online peer review run by VLE: Teacher time 0 mins
Each student
• creates first draft of a text using the rubric
• reviews and grades 2 student drafts against the rubric
• checks the 2 feedback reviews for their own answer
• revises and submits their own answer to the teacher

→ Each student produces answer, reviews and grades 2 others, revises own in light of their 2 reviews, submits improved draft for assignment.
→ Teacher provides the rubric
Collaborative learning: f2f vs online

Pyramid discussion groups, face-to-face: Teacher time 25 mins

- 90 students each produce 1 response to an open question
- 15 groups of 6 students discuss 6 and produce 15 joint responses
- 6 groups of 15 students vote 1 of 15 responses to produce 6 responses
  → Teacher receives 6 responses to comment on
  → Each student creates own response, and engages in 1 discussion and 1 vote

Pyramid discussion groups online, automated on VLE: Teacher time 10 mins

- 600 students each produce 1 response to an open question
- 60 groups of 10 students discuss 10 responses, vote to produce 60 responses
- 6 groups of 100 students vote 1 of 10 responses to produce 6 responses
  → Teacher receives 6 responses to comment on
  → Each student creates their own response, and engages in 1 discussion and 1 vote
Summary

Online adaptations of f2f pedagogies can

(a) create more active learning for students

(b) once created, support students without teacher presence

(c) scale up if they don’t need teacher support

→ Use the Course Resource Appraisal Modeller to think through these ideas at http://web.lkldev.ioe.ac.uk/cram/