



Pedagogy for Online and Blended Teaching - Learning Process

FDP201x



FLIPPED CLASSROOM ACTIVITY – USING EXISTING CONTENT

by

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About Me



Dr.S.Karthikeyan

Educational Qualification

DEGREE	BRANCH	INSTITUTE	YEAR
B.E	Mechanical Engineering	Coimbatore Institute of Technology	1997
D.I.S	Industrial Safety	Annamalai University	2000
M.E	Industrial Engineering	Thiagarajar College of Engineering	2001
Ph.D	Quality Engineering and Management	Anna University, Chennai	2009

Topic: Formation of Group and Team in Organization



BASIC CONCEPTS OF GROUP AND TEAM

GROUP FORMATION – STEPS AND IMPORTANCE

MANAGEMENT THEORY AND PRACTICE

4th YEAR UG STUDENTS

THIAGARAJAR COLLEGE OF ENGINEERING, MADURAI, TAMIL NADU, INDIA



Out-of-class Activity Design -1

Learning Objective(s) of Out-of-Class Activity

At the end of watching the videos students should be able to

1. Explain how groups are formed for effective working environment in organization
2. Identify various stages of group formation to achieve the effectiveness of the firm
3. Understand the process involved in Group Support Systems for different types of Groups

Key Concept(s) to be covered

1. Group Dynamics and Group cohesiveness
2. Communication in group
3. Leadership Styles



Videos on group formation

- The basic concepts of group formation can be understood by the following videos which are available with Creative Commons license
 - <https://youtu.be/FjTkFJvYqE4>
 - <https://youtu.be/AKf51o8YxOs>
 - <https://youtu.be/blahniFW5AQ>
 - <https://youtu.be/EMNLN8eSi68>



Out-of-class Activity Design - 2

Main Video Source URL <https://youtu.be/cCqtzSNGkFo>

License of Video Creative Commons License

Mapping Concept to Video Source

CONCEPT	VIDEO SEGMENT	DURATION (in min)
Why People are join in group	V1 – 0.00-0.49	0.49
Five stages of group development	V2 – 0.50 -1.64	1.07
Group Formation Process	V3 – 1.65 – 4.23	2.58
Collaboration, Group Process, Social Skills	V4 – 4.24 -6.69	2.46

TOTAL DURATION

6.69 Minutes

Out-of-class Activity Design - 3



Aligning Assessment with Learning Objective

Learning Objective	Assessment Strategy	Expected duration (in min)	Additional Instructions (if any)
1. Explain how groups are formed for effective working environment in organization	Q1. Explain the expectation of employee from the company? Q2. List reasons for joining in a group in Organization.	10 Min.	Watch V1 and answer Q1 and Q2 2 Marks bonus for Submitting assignment on time
2. Identify various stages of group formation to achieve the effectiveness of the firm	Q1. List the various steps involved in Group Formation. Q2. Name the different types of groups are available in the organization.	10 Min.	Watch V2 and answer Q1 and Q2 Submit answers to these questions before coming to class.

Out-of-class Activity Design - 3



Aligning Assessment with Learning Objective

Learning Objective	Assessment Strategy	Expected duration (in min)	Additional Instructions (if any)
3. Understand the process involved in Group Support Systems for different types of Groups	Q1. Explain the basic concept of Group Support System? Q2. Explain the various barriers of taking decision making in GSS?	10 Min.	Watch V3 & V4 and answer Q1 and Q2 The assessment will be linked to your attendance

Expected activity duration 30 Min



In-class Activity Design -1

Learning Objective(s) of In - Class Activity

At the end of the class, students will be able to,

1. How to form the specialized group in their domain area to do the project. (Apply Level)
2. Implement group formation concept to Conduct the Management event or any event in an organization (Analyze Level)

Key Concept(s) to be covered

1. Group Dynamics and Group cohesiveness
2. Communication in group
3. Leadership Styles

In-class Activity Design -2



Active Learning activity(ies) that you plan to do

for form a specialized group in their domain area

- **Think-Pair-Share**

Concept Clarification to form the group

- **Peer Instruction**

Explain the strategy by giving details of

1. What the teacher will do?

- **Peer Instruction** - The teacher will ask multiple choice questions and ask the students to come out with answers
- **Think-Pair-Share** – The teacher will pose the premise and questions to the students and ask them to think on the video shared and make pairs to discuss about it and finally ask the students to share their results

2. What Student will do?

- **Peer Instruction** – The students will individually vote and then discussion with peers will take place and finally, the instructor will provide a summary to come to a final conclusion.
- **Think-Pair-Share** - Students will **think, pair and share** over the concept **to answer the question** posed by the teacher based on the video. During share session if a student could not apply the concept, **peer instruction** can be used for concept clarification. Also, teacher can finally provide a feedback to come to a conclusion.

Justify why the above is an active learning strategy

1. Information transfer happens outside the classroom
2. Assimilation takes place inside the classroom by active students involvement



In-class Activity Design -2

Peer Instruction Strategy – What Teacher Does

Pose the two PI questions at the start of the class and provide summary of various stages of group and their relationships

Q1. Which of the following is not a way that norms form?

1. A recent acceptable action
2. Explicit statements
3. Critical events
4. Objective behavior evaluation



In-class Activity Design -2

Peer Instruction Strategy – What Teacher Does

Q 2: Which of the following is NOT one of the task related functions within a team?

1. Resource acquisition and management
2. Work distribution
3. Participation
4. Commonly accepted mission



In-class Activity Design -2

Peer Instruction Strategy – What Student Does

- For each question they will first vote individually.
 - In the given question, the students are asked to vote using either their fingers or by means of papers folded with options written over them.
- Then they will discuss with peers and come to consensus.
 - Peer discussion will be done based on their answers
- Listen to instructors explanation.
 - Finally, feedback from instructor on the answers discussed and presented will be a clarification to the students on the topic.
 - **Summary**
 - **For Q1** – The answer is Option 4. Because, the behaviour of the human being is not measured in the Norming stage. It is a only rules and regulations are followed to form the group.
 - **For Q2** – The answer is Option 3. Because, participation is involvement and commitment in the team. It is not target oriented activity.

In-class Activity Design -2



TPS Strategy – What Instructor does

First provide a premise to form the group

The faculty should give idea of the formation of the special interest group. These groups are formed in such a way that they cover all the sub areas of the department. Each group will now concentrate only on one particular area, and the group tries developing itself as a specialist in that particular area. And this group will include both faculty and students. They may either be specialist in that area or might be interested in that particular area to join up with that special interest group. Identifying the theme area is common for any theme-based learning system. so that this group is called domain based Special Interest Group.



In-class Activity Design -2

TPS Strategy – What Instructor does

Think (~2 minutes)

Instruction: Assuming that we have a different classification or domain interest students for this requirement,

Think individually and identify the interested students to do the project in their domain area.



In-class Activity Design -2

TPS Strategy – What Instructor does

Pair (~5 minutes)

Instruction: Now pair up and compare your answers. Agree on one final answer.

While students are pairing and discussing, instructor goes to 2~3 sections to see what they are doing.

Now assuming that, the students were able to identify to form the group based on their interest of his/her domain / theme area of the department.

Then they should be able to find their uses of formation group to do the research project in focused or specific area.

Finally they will get more knowledge, skill and attitude on their focused or specific area by the formation of group.



In-class Activity Design -2

TPS Strategy – What Instructor does

Share (~8 minutes)

Instructor asks a group to share their answer with class and see whether there are different answers.

After sharing is done, instructor gives feedback on the correct solution and how classes and relationships among classes gives the complete solution in an Object Oriented manner.

•Summary by the Instructor

By the formation of Special Interest Group (SIG), the students will be able to get more knowledge and skill in specialized area. These groups are carried out various research works on the theme area of the group. The formation of special interest groups helps greatly in carrying out sponsored research. Research is usually sponsored based on the capability of the faculties and students in the institution. The quality and quantity of collaborative projects is also increased.



In-class Activity Design -2

Justify why the above is an active learning strategy

- In both the above strategies, students are required to go beyond mere listening and execution of prescribed steps.
- They are required to think deeply about the content they were familiarized in out-of-class and do higher order thinking.
- There is also feedback provided either through peer discussion or instructor summary at the end of each activity.



Thank You