

theme

05

## Promoting Group Work

For the purpose of this next set of activities, we are defining group work as planned group activity where learners work collectively to achieve an agreed goal over a set period of time – usually weeks or months. This emphasis on the shared fixed term outcome is what distinguishes our definition of group work from collaborative learning. Of course, any collectively produced output involves a degree of collaboration (see 7 *Collaborative Learning*) but there are additional skills required for effective group work. These skills include taking the initiative, resolving conflict without having to appeal to the tutor, and mutual recognition of the diverse skills set within the group membership.

The ability to work in a team is a valued attribute for employers and for most professions, and educational programmes need to demonstrate that they are developing the group work skills of their students.

The advantage of effective groups, whether in an educational setting or in the workplace, is that individuals can work collectively on complex and large-scale activities that would be difficult or impossible alone. A successful group nurtures a sense of identity and belonging and encourages its members to share information and resources. From a pedagogical standpoint, effective group work can enable peer review and sharing of expertise – making it especially useful for adult learning. The downside to group work is that interpersonal conflict is common when there is pressure to achieve an outcome in a set period of time. Managing the tension between ‘task’ and ‘process’ is where the learning happens because successful groups attend to relationship-building and good communication as well as achieving outcomes.

Whilst a group task is easily presented at the end of a group project, monitoring and capturing individual contributions to the group task is notably difficult to do and even more difficult to assess. In particular, the contribution of those with strong interpersonal skills who are managing conflict, listening, questioning and supporting others can be overlooked in conventional outcome-focussed assessments. The risk of this approach is that learners who feel their contribution is not recognised or valued may be tempted to fall back into a more individualistic way of working, which defeats the intention of the activity.

The challenge for educators, then, has been to find ways to monitor and assess the process of the group task, as well as the outcome. Carefully designed assessment can give value to

the interpersonal and communication skills that learners demonstrate as they negotiate the task, as well as to the content and resources that they contribute. In this way, the learner is introduced to the different dimensions of performance that are being assessed, which includes transferable skills such as: communication; the ability to schedule and deliver on time; the ability to adapt and be flexible; and the willingness to participate in shaping goals and plans. These are the skills that potential employers are interested in, and it is important to demonstrate them as part of the assessment.

PebblePad supports the assessment of group work process – the interactions that happen between group members, the decisions that are made (and how they are made), the discussions that are held, the disputes that are managed, the plans that are agreed. All of these aspects of the group process can be captured using PebblePad assets such as the meeting and action plan wizards, the blogs and the webfolio. Tutors monitoring or assessing a group product through PebblePad have the tools to observe the extent to which a student has played a part in the task. The tracking of versions in a webfolio, or the original author's name on an asset, blog post or comment can offer reassurance that contributions won't go unnoticed. This level of scrutiny can be useful to shift the emphasis away from the end product and back to continuous evaluation and sense-making of the evolving process. The ease with which progress can be monitored by a tutor without undue interference can be adjusted to suit the maturity of the group. For groups that are struggling it is easier to offer support and guidance at an early stage to avoid problems later.

Whether campus-based or entirely online, it would be hard to imagine a group exercise that did not take advantage of affordances offered by the online environment since the ability to work as a group online as well as face-to-face is becoming increasingly important. Faced with a group task, most learners nowadays would employ some online means of communication to keep in touch with the group, whether this is email or some form of messaging. Some learners might also employ Web 2.0 tools for collaboration and storage. Using PebblePad, learners can keep all their group activity in one secure and reliable place, which has the added advantage of providing an audit trail of the whole group conversation, as well as a window into the group process as it unfolds.

The following activities address the challenges of monitoring process and motivating all students in the group to contribute. Not all the activities use PebblePad as the means for producing the group task, some use PebblePad to document process and as part of the planning needed to reach the group goal.

### **Looking for more ideas ?**

If you are interested in *Promoting Group Work*, you might find further useful activities in *Themes 7: Collaborative Learning*, *8: Self and Peer Review* and *10: Preparing for Employment*.







## activity

## 05.1

**Agreeing a Team Learning Contract**

This activity is an excellent precursor to a more complex group assessment activity. The instructions here include a face-to-face session, but it could be adapted for distance learning. A Team Learning Contract is created in PebblePad which allows easy access, exchange and modification of the contract. The PebblePad form and submission to the gateway allows the tutor to track where teams are up to in constructing their learning contract, and identify teams that might need more help.

**Activity Overview**

	Low	Assets
	Beginner	
	Low	
	Session	
	Groups of 4-5	

**What challenges might this address?**

Effective teamwork requires the team members to agree on workload, timeframes, and decision-making processes. Students are not always experienced in effective teamwork and may need initial support and instruction to manage the challenges. A learning contract is a strategy that can help students to consider in advance how they will manage the team dynamics and agree on what action should be taken if a team member does not comply with the agreed plan. A paper-based version could be used, but the disadvantage is that it will not be readily available and it is likely that it will not be referred to after it has been created. Using a form in PebblePad prompts students to consider and discuss the terms of the contract. The form can be completed, shared and modified until a specified date in the PebblePad environment.

**Learning design**

Students are introduced to the skills necessary for effective team working in a face-to-face session. They are then divided into small groups of 4-5. As a group, they have to create a Team Learning Contract in PebblePad, using a form template created by the tutor.

At first, the students have a print-out of the form, which they fill in together. One member of the group is responsible for logging onto PebblePad and completing the Team Learning Contract online and then sharing this with the other team members and their tutor, via a gateway. Members of the group have collaborate permissions so the Team Learning Contract can be modified and negotiated for a limited length of time, before the gateway is locked. Team members can use the comment box to query one another and clarify meaning before reaching a consensus. These Team Learning Contracts are then used as the basis for further group work.

## Tutor actions

*What you need to do in PebblePad to set up the activity*



Prior to the activity:

- Create a **gateway**. Set the **gateway** to lock on the date that the Team Learning Contracts have to be complete.
- Add students to the **user group**. The default settings for the users do not need to be changed.
- In **form builder**, create a template for the Team Learning Contract. Ensure that you use the subheadings to prompt the students to think about a range of skills needed for effective teams.
- Publish** the **form** through the **gateway**.

During the activity:

- Print out the Team Learning Contract template and give one copy to each team.
- Visit the **gateway** to check on the progress of the teams. You can give feedback, but this activity requires a light steer from the tutor to check if the groups are successfully completing the Team Learning Contract.
- Continue to check the **gateway** for teams who have not submitted to identify which teams might be having problems.
- After the deadline for completion of the Team Learning Contracts, remind the students that these contracts form the basis of the next group activity.

## Instructions to the learner

*You can adapt these instructions to your learners and to your context*



- In your team, discuss the paper copy of the Team Learning Contract that your tutor has given you. In a face-to-face setting, negotiate the various aspects of the contract, and reach agreement on how the team will fill in the fields when they logon to PebblePad.
- Agree which member of the team is responsible for logging onto PebblePad and completing the contract (a PebblePad form) on the team's behalf.

If you are the person responsible for completing the Team Learning Contract in PebblePad:

- Log onto PebblePad.
- Go to **create new** and **more** and select **form**. You will see a form entitled 'Team Learning Contract'.
- Complete this **form** and **send to** your team, with **collaborate permissions**.
- Send to the **gateway**. Your tutor will now be able to see the Team Learning Contract.

All team members:

- When your colleague has shared the PebblePad Team Learning Contract with you, you will receive an email notification.
- Log onto PebblePad and click on **view** and **received**.
- Click on 'Team Learning Contract' and then select **collaborate on this asset**. It will then be stored in **my assets** and you have permission to edit. You can now modify the Team Learning Contract so that, by the deadline, you have a contract that you can all adhere to. All team members will be able to view the additions you have made to the 'Team Learning Contract'.
- Use the **comments** to discuss the issues you are being asked to agree upon as a team.
- Your tutor can see how your team is developing the contract by looking in the **gateway**.
- You will not be able to modify or edit this Team Learning Contract once the deadline for completed contracts has passed.
- You will be using this Team Learning Contract for future group work.

---

### **The activity in context**

---

This activity is based on work at LaTrobe University with second year undergraduates.

---

# activity

## 05.2

# Creating a design proposal for assessment

In this activity, students are required to develop a proposal which has financial value for a client; which is assessed both by their tutor and by an external client.

Working in small groups, students collaborate on the development of the proposal. The success of the group task is evaluated against criteria related to the assignment brief, the way in which the group worked together and the individual contribution of each group member.

The group produces a video presentation in which they articulate how they have met the various elements of the design brief. The effectiveness of the group processes is demonstrated through records the group maintains of its meetings and decisions. Students keep a journal in which critical incidents, personal contributions and reflections on the process are recorded.

## What challenges might this address?

The focus of group work is often on the product and the final presentation, rather than the process, as this is easier to assess. Furthermore, without a properly scaffolded process linked to assessment, some students do not feel confident enough to assert themselves fully within a group whilst others may feel their contribution is undervalued by the assessment that focuses only on the final outcome. Using PebblePad, it becomes possible to monitor and measure individual contributions to group projects which helps students to become more engaged in the process and helps tutors to keep track of what is happening in the group.

Employers value experience of group work and collaboration and will want to see evidence of how a student has contributed to successful group projects (or learnt from less successful ones). The role of an external stakeholder in this activity provides an authentic voice to

---

### Activity Overview

---



Medium

Assets



High



Medium



Semester



Groups of 4+

---

the assessment. In particular the 'client' can relate how real world teams and real world processes mirror (or otherwise) the activities experienced by the group.

## Learning design

In the early stages of the course the tutor explains:

- the significance of working in teams
- the value that employers place on group working skills
- the necessity for all group members to contribute to the overall success of the team.

This learning design is written to capture evidence of these three dimensions.

An assignment brief is developed by the tutor, providing direction for the group project.

Students work in small groups with the aim of developing a proposal to match the assignment brief. The group is required to:

- create an action plan outlining how they will work together to complete the task
- hold and record a minimum of three 'project' meetings
- write a précis of the proposal
- record a short 'elevator pitch' style video of their proposal.

All of these assets are to be presented in a collaborative webfolio. The group sends the webfolio to the course gateway as soon as the first action plan is completed. The webfolio will then be edited and developed over time allowing timely and iterative feedback to be provided by the tutor (and/or external client).

In order to capture their individual contributions, critical incidents and reflections on the group process, each student makes regular posts to their personal project blog. These blogs are submitted to another course gateway according to the deadline set by the tutor. The tutor visits each student's blog at timely intervals to ensure they are making regular posts. This enables the tutor to identify possible difficulties early in the course and to provide formative feedback.

The tutor and/or the external client visit each group's webfolio during the development process to evaluate progress, provide expert commentary, and, in the case of the tutor, intervene in the event of any group discord.

At the end of the process, feedback and a group grade are provided through the webfolio. Individual feedback and the individual component of the overall grade can be provided on the student's blog.

## Tutor actions

*What you need to do in PebblePad to set up the activity*



Prior to the activity:

- Create a **gateway**. Add students to the **user group**.
- Set the **gateway** to lock on the assignment due date.
- Add the external client to the **gateway** (probably in the **tutor group** as an **external user**) with **view** and **feedback permissions**.
- **Upload** the assignment brief to the **gateway resources**. Both the students and the external client will be able to see these in the **gateway**.
- Create a sub gateway, for the personal **blogs**, by **duplicating** the **gateway** you have created. The students will also be users in this **gateway**. If you do not want the external client to view the personal **blogs**, remove the client from the sub **gateway** by going to **users and permissions** and **add/edit** for the **tutor group**.

During the activity:

- Monitor both **gateways** and give **feedback** on the **webfolios** and the personal **blogs**.
- When the assignment due date has passed, **grade** the **webfolios** and give **feedback**. **Grade** the students' individual contributions via the **blogs** on the sub gateway.
- Remember to **release** the **grades** and **feedback** when all marking has been completed.

## Instructions to the learner

*You can adapt these instructions to your learners and to your context*



- Log onto PebblePad. Click on **view** and **gateways**. In the **gateway** designated for your assignment you will be able to access the assignment brief from the **resources** section. Read it carefully.
- One student in your group needs to create a **webfolio** for the assignment. The person responsible selects **create new, more** and create a **webfolio**. Once created, send to the other members of the group with **collaborate permissions**.
- Decide who will record the **action plan**. This person needs to go to **create new** and select **action plan**. Once the **action plan** is created, edit the **webfolio** and link the **action plan** as the group's first piece of 'evidence'. Then send the **webfolio** to the assignment **gateway**. Your tutor and the external client can now view the **webfolio**.
- In turns, record each meeting using the **meeting** record wizard. Add these to the **webfolio** (which automatically updates the **webfolio** on the **gateway**).
- Meanwhile create a **blog** and post your first **thought** according to the deadlines set. The **blog** should be sent to the sub **gateway**.
- Each subsequent post automatically updates the **blog** on the **gateway**. Only your tutor can see this **blog**.
- How and when you respond to feedback on your **blog** (or on the group **webfolio**) will be communicated by your tutor.
- You will receive an email notification when the final **feedback** and **grades** have been released by the tutor. These are automatically added to your assessed **assets** and can be viewed from your **asset store**.

### Key points

- Only work published to the **gateway** can be seen by the tutor/external client (they cannot see any of your other work in PebblePad).
- Only you can see your work, or work you have collaborated on, on the **gateway**.
- Once the assignment is completed you can use any of the work you created or collaborated on as evidence of your learning or experience.

---

## The activity in context

---

This activity is a composite of common learning designs that are used widely by PebblePad practitioners.

---

---

## Practitioner tips

---

- ! Use *Activity 5.1: Agreeing a Team Learning Contract* as a way of introducing your groups of students to thinking about how they will work together and reach agreement and consensus.
-

activity

05.3

## Assessing individual and collective contributions to a group project










The purpose of this activity is to encourage students to use the online tools in PebblePad to manage a group project outside the classroom. Each small group is given a question to research, in this example it is an 'evidence-based practice' question. The group collects and critically analyses articles that will contribute to a final written paper created in a webfolio. PebblePad action plan and meeting tools are used to support

the group process. Students include a self assessment of their contribution to the written paper (the webfolio) and they record their activity in a blog, which can be used as further evidence of how and when they contributed to the group work.

---

### Activity Overview

---

	Medium	Assets
	Beginner	   
	Low	
	Semester	
	Groups 4+	

---

### What challenges might this address?

Group work can be challenging for students; sometimes there are difficulties with communication and differing expectations around individual contributions. Students may not be on campus meaning face-to-face communication and collaboration is difficult to arrange. Another challenge for students is evaluating peer contributions, or grading members of the group. The tools available in PebblePad can assist students with these challenges:

- individual contributions to the group project are recorded in a personal blog which is useful for the tutor and for student peer assessment;
- time management tools such as the meeting wizard help to highlight when the project is on track;
- online collaboration enables revision at draft writing stage which allows for revision and improvement of the final manuscript;
- share permissions and improved communication enhance group work.

## Learning design

The students in this activity undertake an evidence-based practice project that involves them working in a group to answer an evidence-based question. Their main task is to identify, read and critically analyse articles that research the question. They summarise their collective reading in a written assignment that is submitted as a webfolio. In the introduction to the assignment students are asked to sit in their groups around a PC or laptop. The tutor explains how PebblePad will document the progress of the group, enhance communication between group members, and show the extent to which an individual has contributed to the final written paper. It is stressed that the self assessment part of the assignment will need to be demonstrated by PebblePad assets created throughout the process (and not just near the assignment deadline).

Students are then encouraged to start planning and recording their first action plans in PebblePad whilst at the PC. One member of the group logs onto PebblePad and creates the first action plan and shares it with the rest of the group giving them collaborate permissions.

In the action plan, the group identifies when and where the group will meet next. When these meetings take place, they are recorded using the meeting wizard. The reflections in the meeting prompt the students to consider the group's progress.

Students create their own personal blogs which they use to capture their individual progress, and to collect resources that will potentially be used in the final written paper. These blogs are shared among group members.

Drafts of the final written paper are created using a webfolio. All members of the group have collaborate permissions for this webfolio. The group has to decide when the webfolio is ready to be submitted, and when they agree the webfolio is complete, they send it to the gateway to be assessed. Students also compile and send a 'self assessment webfolio', which summarises their individual contribution to the group task and their further reflections. They have to draw upon a range of evidence that spans the duration of the project. Tutors mark and give feedback on both the final written paper and the student self assessments.

## Tutor actions

*What you need to do in PebblePad to set up the activity*



Prior to the activity:

- Create a **gateway**. Add students to the **user group**. The default settings do not have to be changed.
- Set the **gateway** to lock on the assignment due date.

During the activity:

- In the face-to-face introductory session, demonstrate how relevant tools – such as **action plan** or **meeting** wizards – can support the group work. Recommend that assets are tagged to enable searching at a later date.
- When the assignment deadline has passed, **grade** and **feedback** on both the group written paper and the individual student **webfolios**.
- Remember to **release** the **grades** and **feedback** when all marking has been completed.

## Instructions to the learner

*You can adapt these instructions to your learners and to your context*



- In the introductory face-to-face session, one member of your group logs onto PebblePad and goes to **create new** and **action plan**.
- As a group, decide on the steps you need to take in order to complete the assignment. Complete the **action plan** wizard.
- **Send this action plan** to all members of the group, giving them **collaborate permissions**. **Collaborate permissions** allow all members of the group to edit the asset.
- After every group meeting, one person is responsible for recording the meeting in the **meeting** wizard and sending this to the members of the group with **collaborate permissions**.

All members of the group:

- Log onto PebblePad. Select **create new, more** and then **blog**. Create a **blog** and **post** to it, with your first thoughts about the group assignment. This **blog** is your individual record of the group's progress and a place for you to share resources for the written paper with the rest of the group. This **blog** will form evidence of your engagement with the group assignment so update it regularly.
- Send this **blog** to members of your group with **comment permissions**. **Comment permissions** allow all members of the group to comment on your **blog** (but not edit it).
- When a member of your group has shared a new **asset** with you, you will receive an email notifying you that there is a new **asset** to **view** when you next log onto PebblePad. When an **asset** has been updated, there will be a reminder that there is a **new/updated asset** when you log onto PebblePad.

For the final written paper

- One member of the group needs to create a **webfolio** and **send** it to all members of the group with **collaborate permissions**. This **webfolio** is used to create the final written paper.
- As members of the group add to the **webfolio**, the history of the **webfolio** is updated, showing who has contributed and when.
- Agree who is responsible for sending the final written paper (**webfolio**) to the gateway.

For your self assessment

- Create a new **webfolio**, giving it the title of your name and 'self assessment'. Following the assessment criteria closely, identify evidence of your engagement with, and contribution to, the group's final written paper. It is anticipated that you will use your individual **blog** for some of the evidence, and the **action plans** and **meetings assets** for the rest. Link this evidence to this 'self assessment' **webfolio**, and add an assessment of your performance. Send this **webfolio** to the **gateway**.

Your tutor will **grade** and **feedback** on both the group final written paper and your self assessment. You will receive an email notifying you when grades and feedback are available.

## **The activity in context**

This activity is based on work with students studying Radiation Therapy in Medical Radiations at RMIT University, Australia. Students conduct an 'Evidence-Based Practice' project in their second year of studies. This project requires students to work in small groups to develop and research an evidence-based practice question. Each member of the group participates in the collection and critical analysis of articles to contribute to a final written paper that answers the evidence-based practice question. The project runs over the semester, with weekly one hour tutorials to support student learning. This activity takes place in the second week of semester and is designed to assist the students with their project by introducing them to the tools in PebblePad that may be useful for group work. At this stage, groups are finalised and the development of a research question is well underway.

## activity

## 05.4

## Working together in online sketchbooks

The purpose of this activity is to engage a group of performing arts students in a variety of tasks that they would encounter as a member of a team in the world of work. Each group has to produce a single, coherent website that will appeal to a specific audience as part of their final assessment. Students use the webfolios like online sketchbooks to explore ideas about colour, design and use of space and multimedia.

---

### Activity Overview

---



Low

## Assets



Medium



Low



Course



10+

### What challenges might this address?

Working with others is a key employability skill needed in any performing arts workplace. No matter how promising students are, many find it a challenge to work in a group on a joint project. In the future, this can be potentially problematic for these students who are expected to be able to work effectively with others upon graduation.

By moving the delivery *and the discussion* of group work learning into webfolios, students are able to express and explore the fraught dynamics of working in a group to produce a single output – in this case, a webfolio that is a website for a dance company. The webfolio is an important part of their final assessment and can act as a catalyst to ensure the students demonstrate their professionalism and consider the audience in their work, which are essential considerations for their discipline.

### Learning design

Each group is required to design and make a 'website' using PebblePad's webfolio tool. This website should present the group as a dance company. The company then uses the webfolio as a tool through which they articulate ideas and working processes in relation to developing their final performance project. Students need to show evidence that they have

been thinking about how they address an audience for their performance, as they would in a real life situation, and consider presentation and design such as use of images, colour, layout etc, as they would in employment.

This work is associated with a taught module which explores the relationship between live and filmed performance, and students learn camerawork and editing alongside choreographic and performance skills. Assessment for this course is 80% for a group performance, which is filmed by the students, and 20% for a supporting webfolio with evidence of individual engagement. The students have to capture the group performance, upload the video to YouTube and link to this from the webfolio 'dance company'.

Students are divided into groups and given the assignment brief. As part of the preparation for the group performance, they have to collaborate on an action plan wizard and record meetings using the meeting wizard. They are required to create and submit the webfolio as a group, and submit an individual blog which records the process of planning the performance and creating the webfolio. They link the action plans or other assets used to their blogs, and are therefore able to reflect on the process in a private and secure space. Although the webfolio does not need to be submitted before the assignment deadline, the blogs are submitted at the start of the activity so that the tutors can monitor progress and identify problems with group dynamics early in the process.

## Tutor actions

*What you need to do in PebblePad to set up the activity*



Prior to the activity:

- Create a **gateway**. Add students to the **user group**. The default permissions do not need to be changed.
- Set the **gateway** to lock on the assignment due date.

During the activity:

- At regular intervals go to the **gateway** and read the **blogs**. Remind students if they have failed to submit their **blog**. Give feedback to the students via their **blogs**.
- Once the assignment due date has passed, **grade** and give feedback to the **webfolios** and the **blogs**.

- Remember to release the **grades** and **feedback** when all marking has been completed.

## Instructions to the learner

*You can adapt these instructions to your learners and to your context*



Once you have been given the assignment brief, arrange to meet with members of your group. You will be using a number of assets in PebblePad. If you need help creating any of them, click on the **question mark icon** which will take you to the help section in PebblePad.

For the group performance

- As a group, agree an action plan. One member of the group logs onto PebblePad and goes to **create new**. Complete the **action plan** and **send** it to all the members of the group with **collaborate permissions**.
- After every meeting, one member of the group records the discussions in a **meeting** asset and **sends** this to the group, with **collaborate permissions**.
- When a member of your group has shared a new **asset** with you, you will receive an email notifying you that there is a new **asset** to **view** when you next log onto PebblePad. When an **asset** has been updated, there will be a reminder that there is a **new/updated asset** when you log onto PebblePad.
- The recording of the performance is uploaded to YouTube.

For the group website

- One member of the group logs onto PebblePad and goes to **create new** and **more**. Select **webfolio**.
- As a group, decide on how the **webfolio** should look and feel. You need to consider your audience and the style that would suit them. You can create your own banner if you want, or choose one of the standard **webfolio** banners.
- In the **webfolio editor**, create a link to your YouTube performance.
- Add appropriate text as detailed in the assignment brief.
- Add a **webfolio** page for credits, giving details about which jobs the crew have been responsible for.
- One member of the group is responsible for sending the **webfolio** to the **gateway** by the assignment due date.

For your individual blogs:

- In **create new** and **more**, select **blog**. Save it.
- Choose a banner.
- Select **view** and **post to blog**.
- A new window opens, and, in the top right hand corner, select **post new**. Write about the group project, reflecting on your contribution to date. **Post** to the **blog** once a week for the duration of the group project. To return to the **blog** select **view** and **my assets** and click on the **blog**.
- After your group has created an **action plan** and once it has been sent to you, link the **action plans** as evidence to your **blog**. Repeat this for any other group **assets** shared or created by you.
- Send your **blog** to the **gateway**. Only your tutor will be able to read your **blog**. Members of your group will not be able to see it, even though you have linked other **assets** to it.
- Your tutor will **grade** and **feedback** on both the group **webfolio** and your **blog**. You will receive an email notifying you when grades and feedback are available.

## The activity in context

This activity is inspired by work with performing arts students at the University of Wolverhampton, UK who are completing a BA Honours degree in dance. It has featured in the JISC publication, *Effective Assessment in a Digital Age* (JISC, 2010), where Dennie Wilson, senior lecturer in Dance, explains:

*Despite careful teaching, we were finding that promising students were not fully achieving their potential in group work. We needed to build their conceptual understanding and enable transfer of that understanding into their assessed work. Video was a natural medium to use: the module explores the relationship between live and filmed performance, and students learn camerawork and editing alongside choreographic and performance skills. So, in 2008, we produced a sequence of video podcasts that are fully integrated into learning and teaching on the module.*

*Combined with the e-portfolio system, PebblePad, the video podcasts have transformed the way students respond to group work. All work associated with the module is located on PebblePad, and can be downloaded onto iPods, and students have both individual pages and a group webfolio on PebblePad. Students access their learning resources via PebblePad, build up a dynamic account of their development as a group and as individuals in their webfolio, and use the system's blog to reflect on elements of dance choreography included in the podcasts. Tutors can track individuals' contributions to group work and intervene when necessary.*

*The impact of the two technologies has been considerable. Students' choreographic achievement has been enhanced by anytime, anywhere access to the podcasts, and the single, integrated environment provided by PebblePad has produced more agile and creative responses. The webfolios, rather like online sketchbooks, enable students to explore ideas about colour, design and use of space and multimedia, making the task a pleasure rather than work. Most importantly, students engage more deeply with their learning, develop greater conceptual understanding through peer and self-review and, as a consequence, achieve more.*