**Individual Peer Contribution Sheet – Mark Keyes**

**Preparation:**

Engagement with the group project was slow in the first week, possibly as a result of the demands of the debate activity which was running concurrently and individual issues with orientation on Webcourses. As a starting point, I posted to the dedicated group discussion forum with an introduction and greetings for the other participants. I made a point here of welcoming Shauna as the other group members were familiar as participants on the MSc programme. This introduction also outlined my expectations for the group learning agreement and included a suggestion for using a Doodle Poll or similar to agree times for synchronous communications.

**Concept:**

The group Wiki was used for posting initial ideas for the activity. While Jon suggested learning theories as a topic, I proposed a focus on PowerPoint and alternative technologies for teaching by means of a debate activity. This was seconded by Eve, who was eager to develop an activity with a technology application focus, and adopted by group consensus. The Collaboration Model was chosen to inform the design. I put forward the SVC project of past MSc student Niamh O’ Mahony, which also adopted the Collaboration Model, as a good practice example of an activity brief and e-moderator guide that might inform our initial approach to the project work. This was useful for providing a context for our first synchronous meeting, allowing us to make quick decisions on the scope of the work to be completed and assign roles accordingly.

**Objectives:**

The objective was to design an activity that would enable the target learner, teachers and industry trainers, to explore best practice in the use of one of the most commonly available tools for teaching (PowerPoint) and look beyond this to alternative technologies that may enhance their practice. I proposed a debate format and the use of technology demonstrations on the basis that it would provide an insight into published research on the effectiveness of presentation technologies in teaching and also opportunities for the learners to experiment with or observe a variety of applications. By employing a debate format, it would be possible to motivate significant critical thinking on both sides of the motion and leverage the experience and expertise of all participants, maximising the potential for peer-to-peer learning.

**Communications:**

The Slack App was adopted for asynchronous communication and Adobe Connect was used to facilitate weekly meetings. I actively engaged with the other group members through both mediums to agree initial role and task allocation and provide regular updates on progress.

**Roles:**

Seven headings were identified for the activity brief and twelve for the e-moderator guide. I accepted responsibility for drafting content for headings 4 – 7 of the brief and 6 – 9 of the guide. These drafts were posted to the relevant group Wiki pages for review. I also provided review and feedback on the contributions of other group members. My contributions were implementation focussed, with Eve and Jon taking on the project/Wiki management responsibilities

**Outcomes:**

I believe that early engagement with the task and clearly defining the objectives and individual roles helped the group to meet all deadlines efficiently. I posted my contributions to the Wiki for both the brief and guide in a timely fashion, allowing for feedback from other team members. This facilitated the group to meet deadlines and the efficient completion of the project.