

Using Group Work Effectively

- Faculty Workshop
- November 6, 2019
- Academic Outreach and Innovation



The Presenters



Jennifer Robinson

**Associate Dean for Professional Education
Clinical Associate Professor, Pharmacotherapy, WSU
Spokane, WSU Teaching Academy Member since 2014**

- 12 years teaching in the Doctor of Pharmacy (PharmD) program at WSU
- Immediate Teaching Contexts: Four required courses in the PharmD program, 140 students across two campuses, 38% first generation



Clif Stratton

**Director of University Common Requirements
(UCORE)**

**Clinical Associate Professor, History, WSU
Pullman, WSU Teaching Academy Member since
2014 (chair 2018-2020)**

- 10 years teaching World and US History, Honors at WSU
- Immediate Teaching Contexts: History 105, 75 students, >95% first-year, non-majors, 40% first generation

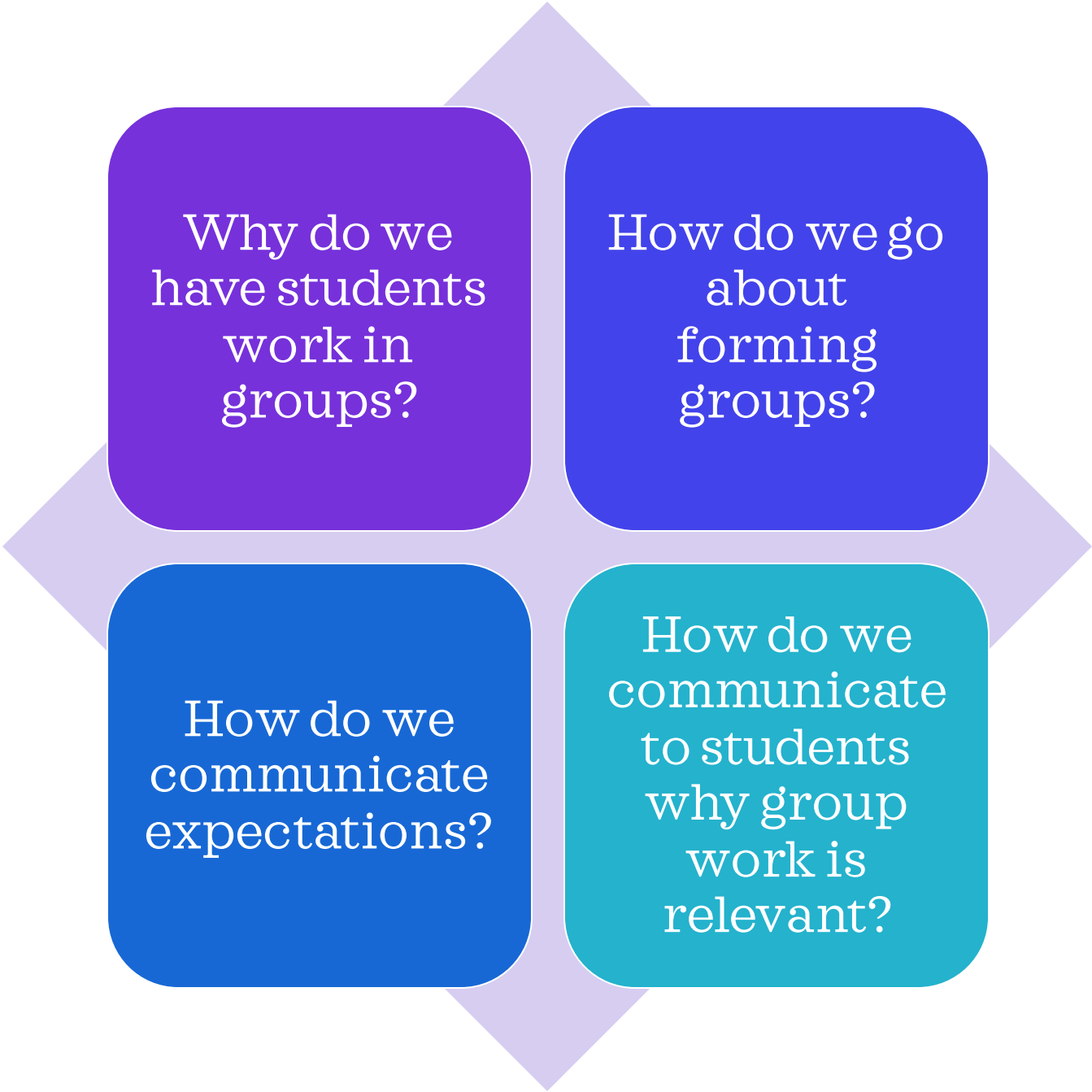
Framework for Group Work



Set up

Facilitation

Follow Up &
Assessment
of Learning



Why do we
have students
work in
groups?

How do we go
about
forming
groups?

How do we
communicate
expectations?

How do we
communicate
to students
why group
work is
relevant?

Set Up

Questions to ask yourself
before implementing
group work in your class

Team Contract

Work Quality

Project standards (What is a realistic level of quality for team presentations, collaborative writing, preparation of drafts, etc.?)

Strategies to fulfill these standards:

Team Participation

Strategies to ensure cooperation and equal distribution of tasks:

Strategies for encouraging/including ideas from all team members (team maintenance):

Strategies for keeping on task (task maintenance):

Personal Accountability

Expected level of communication with other team members.

Expected level of commitment to team decisions and tasks:

How to navigate Disagreements

What will be your team's first course of action to resolve the conflict?

Describe what your team will do **if the infractions continue**:

Monitor and Facilitate

What task types do you employ during group work?

- Sorting
- Sourcing
- Analysis
- Application
- Conceptual Design

How do you monitor the groups to assure that they are staying on task?

How do you give clear instructions so groups know what is expected?

What is the physical outcome of what they are trying to do? Are they producing something (e.g. writing, presentation)?

How do you create an environment where students are willing to engage?

Development of a Culture of Thinking – Teacher Self-Assessment

For each statement, assign a rating between 5 and 1 using the following scale:

5 - Hard to miss it

4 - Highly likely to notice

3 - Hit or miss depending on the circumstances

2 - Not very likely to notice

1 - I doubt anyone would notice

Interactions

I ensure that all students respect each other's thinking in my classroom. Ideas may be critiqued or challenged, but people are not.

I make it clear that mistakes are acceptable and encouraged in my classroom.

Student are pushed to elaborate their responses, to reason and to think beyond a simple answer or statement for example, by _____ using the statement, "What makes you say that?"

I listen to students and show a genuine curiosity and interest in students' thinking.

I listen in on groups and allow them to act independently, rather than always inserting myself into the process.

*Expectations, Language, Time, Modeling, Opportunities, Routines and Environment self-assessment items are available in *Creating Cultures of Thinking (2015)*- Ron Ritchhart Appendix H.

How did the group activity contribute to larger course outcomes and/or assignments?

How do students assess peer-to-peer learning?

How do students learn about themselves and what they are capable of?

How do students give feedback about the learning environment and the instructor?

Follow Up and
Assessment of
Student
Learning

Creating Cultures of Thinking - Student Reflections of Teaching

Rank your choices; #1 is what the class spent the most time doing, #2 the next most, and then #3.

In this class period we spent **MOST** of our time.....

- Looking closely at things, describing them, noticing details, or detecting patterns.
- Building our own explanations, theories, hypotheses or interpretations.
- Wondering, raising issues, and showing curiosity about what we are studying.
- Making connections between different things, to the world or to our own lives.
- Looking at things from different perspectives and points of view to see things in new ways.
- Reviewing and going over information from the readings or previous class work.
- Reading, listening or getting new information about the topic we are studying.

In this class, I was really pushed to think (circle one) Not at All, A Little, Some, A Lot

As a learner it would have helped if I had.....

As a learner it would have helped if the teacher had.....

Full assessment can be found here - Creating Cultures of Thinking (2015) - Ron Ritchhart Appendix A

Resources – Recommended Readings

- *Creating Cultures of Thinking (2015)*– Ron Ritchhart
- *Collaborative Learning Techniques (2005)* – Elizabeth Barkley et. al.
- *The Missing Course (2019)* – David Gloorbar (esp. pgs. 27-31)
- *Engaging Ideas (2001)* – John Bean (esp. pgs. 149-168)

