

GROUP WORK

INTRODUCTION

The phrase “group work” can immediately elicit a less-than-positive response from students for a variety of reasons. Working on a project with classmates can be frustrating if there are not clear guidelines and support built into the assignment. If a group project is designed thoughtfully, it can be a meaningful and effective learning experience. Let’s explore some of the ways we can set students up for success with group work.

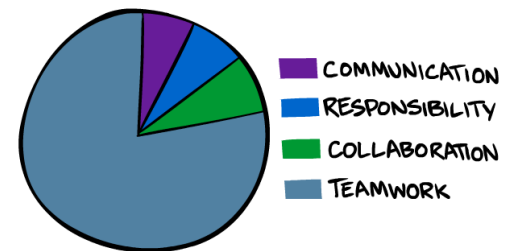
A CLOSER LOOK

Consider the following three tips to help promote successful group work.

Tip 1: Provide Purpose

- Establish the value of group work in real-world situations. For example, you could share a tip that teamwork is a common job interview topic and that this experience is something that students can draw from, or that employers are reporting new graduates lack experience in team leadership and this is a way to improve these skills.
- Another rationale might be that the project is too large to accomplish by students working individually in the time given.

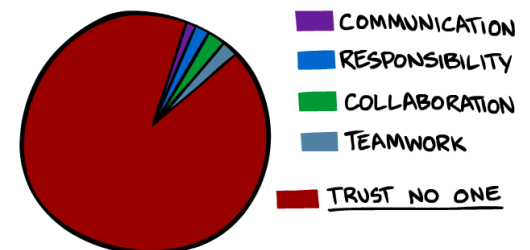
WHAT GROUP PROJECTS ARE SUPPOSED TO TEACH YOU



Tip 2: Provide Support

- Provide students practical support for working in teams. Give students resources. For example, provide an article about working in teams or tips on how to work collaboratively online to help students get started.
- Provide students social support. For example, provide student teams a place to begin (like a group discussion forum) and give them guiding questions to answer about themselves, their roles in the project, and how they will communicate. In the online environment, encourage them to post photos or bios of themselves.
- Provide technological support, such as using Skype for synchronous communication or Google Docs for document co-creation. There are many more tools available (too many to mention here!). Students can still have the autonomy to find a way to communicate that works for them, but giving them some suggestions will be helpful.

WHAT GROUP PROJECTS TAUGHT ME



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Tip 3: Provide Opportunities for Peer and Self-Evaluation

- Include peer and self-evaluation as an accountability measure, especially if group work is part of a larger project in your course. Frustrations with accountability are common in group projects, so it helps to include these evaluations.
- If group work is part of a longer project that takes up more than half of the semester, consider requiring students to submit evaluations midway through the project and again at the end. This way, students get formative feedback from group members and learn the value of working on a team.

GROUP WORK

Additional Best Practices

- Provide detailed information about group work as soon as possible. For example, you might include information about a group project in your course syllabus and provide a time frame for when the group work will take place (e.g., weeks 3-6 or the entire semester), and if the work is to be submitted in stages, indicate at what points in the course those submissions should occur.
- Provide information about how assigned groups will be decided. If you are assigning groups, let students know how they will be notified about who is in their group.
- Remind students that you are available to offer support and answer questions that the group may have regarding the project.
- Develop strategies to monitor participation. If students are having trouble with group members who aren't participating, it can be helpful if the team can produce artifacts that show group members are not participating (such as discussion forums in Canvas, chat records, Google Doc participation, phone meeting notes, and so forth).

Is group work the right fit?

If you are considering assigning group work, first determine whether it's the right fit. Is the project truly of a collaborative nature? Can students still accomplish the same task on their own?

EXAMPLE

Here is how one project from a real course followed the three tips above to design a group project that worked.

| Assignment | Tip 1: Provide Purpose | Tip 2: Provide Support | Tip 3: Evaluation |
|---|---|---|--|
| Learners in a health promotion program planning course are divided into teams and given a case study based on a real-life company. Each group creates a strategic plan for their proposed wellness program to present to the CEO. | Page in the syllabus called "Group Project Information" includes a statement of purpose (to provide students experience working with a team in a situation that simulates an experience they may encounter in their future career). | Info page includes tips on working in groups, suggestions for collaborative tools, and Frequently Asked Questions (FAQ). Each group is given a forum on the Discussion board to begin connecting. | Students are provided with a team assessment rubric at the beginning of the semester, which they will use at the end of the semester to rate themselves and their peers. |

ADDITIONAL RESOURCES

- [How to Design Effective Online Group Work Activities](#) by Faculty Focus
- [Promoting a Positive Environment for Online Group Work](#) by Grand Canyon University
- [10 Strategies to Build on Student Collaboration in the Classroom](#) by George Washington University
- [Group Work and Participation](#) by the University of California, Davis
- [Roadmap to Group Project Success in Online Classes](#) by University of Illinois