Supplemental Resource for *Making Group Work Work for You and Your Students*

Slides from workshop:

https://docs.google.com/presentation/d/1WWGh84QS5-5mEzqrfeo8tBt5rv1YC8tN/edit?usp=sharing&ouid=111300018082509150710&rtpof=true&sd=true

Compiled by Graciela Elizalde-Utnick

https://docs.google.com/document/d/1uxXkAgJjVahREtqgRmkdf2LMuJticjJ7/edit?usp=sharing&ouid=111300018082509150710&rtpof=true&sd=true

Topics in this document:

Group Formation Strategies:

- ● [Franz and Vicker (2021, pp. 6-7)](#) recommend that instructors should <u>avoid</u> self-selected groups because they tend to:
    - o leave out students
        - ▪ less popular students, English learners, those who don't know anyone in the class
    - o be homogeneous
        - ▪ there is greater opportunity to learn from different viewpoints if groups are heterogeneous
    - o lose their luster
        - ▪ friends don't necessarily challenge each other's viewpoints; might feel they can miss a meeting and friends won't mind; assume friends will help them out
- ● One option is to create random groups by counting off

- o For example, if you want four groups, then the students count off: 1, 2, 3, 4, 1, 2, 3, 4, etc. Then all 1's are one group, all the 2's are another group, etc.
- Another option is to form groups intentionally (instructor-selected groups)
  - o Divide students into groups depending on factors – e.g., languages spoken; major, etc.
- From Vanderbilt University (https://cft.vanderbilt.edu/guides-sub-pages/setting-up-and-facilitating-group-work-using-cooperative-learning-groups-effectively/#look):
  - ➢ In informal group learning, groups often form ad hoc from near neighbors in a class.
  - ➢ In formal group learning, it is helpful for the instructor to form groups that are heterogeneous with regard to particular skills or abilities relevant to group tasks. For example, groups may be heterogeneous with regard to academic skill in the discipline or with regard to other skills related to the group task (e.g., design capabilities, programming skills, writing skills, organizational skills) (Johnson et al, 2006).
  - ➢ Groups from 2-6 are generally recommended, with groups that consist of three members exhibiting the best performance in some problem-solving tasks (Johnson et al., 2006; Heller and Hollabaugh, 1992).
  - ➢ To avoid common problems in group work, such as dominance by a single student or conflict avoidance, it can be useful to assign roles to group members (e.g., manager, skeptic, educator, conciliator) and to rotate them on a regular basis (Heller and Hollabaugh, 1992). Assigning these roles is not necessary in well-functioning groups, but can be useful for students who are unfamiliar with or unskilled at group work.

Fostering Student Accountability:

- Establish group norms at the beginning of the course
  - o Example from Franz & Vicker (2021, p. 27)
    - ■ Vegas rules: What's said here stays here.
    - ■ Share leadership.
    - ■ Make sure you're on time for class sessions and meetings.
    - ■ Come prepared to class.
    - ■ When you have an idea, make sure to say it.
    - ■ Don't wait until a conflict boils over to solve it.
    - ■ Don't interrupt when someone else is talking; wait your turn.
    - ■ Have fun!
- Students need to be accountable to their teams by coming to class prepared and exhibiting positive group interdependence
  - o individual and group quizzes on assigned readings
  - o Midterm and final peer evaluations of group member contributions to the group
  - o Peer evaluation of group process and group member contributions to specific group assignments
  - o Individual participation self-assessment
- From Vanderbilt University: https://cft.vanderbilt.edu/guides-sub-pages/setting-up-and-facilitating-group-work-using-cooperative-learning-groups-effectively/#look
  - ➢ **Choose an assessment method that will promote positive group interdependence as well as individual accountability.**
    - o In team-based learning, two approaches promote positive interdependence and individual accountability. First, students take an individual readiness assessment test, and then immediately take the same test again as a group. Their grade is a composite of the two scores.

Second, students complete a group project together, and receive a group score on the project. They also, however, distribute points among their group partners, allowing student assessment of members' contributions to contribute to the final score.

- Heller and Hollabaugh (1992) describe an approach in which they incorporated group problem-solving into a class. Students regularly solved problems in small groups, turning in a single solution. In addition, tests were structured such that 25% of the points derived from a group problem, where only those individuals who attended the group problem-solving sessions could participate in the group test problem. This approach can help prevent the "free rider" problem that can plague group work.
- The University of New South Wales describes a variety of ways to [assess group work](#), ranging from shared group grades, to grades that are averages of individual grades, to strictly individual grades, to a combination of these. They also suggest ways to assess not only the product of the group work but also the process. Again, having a portion of a grade that derives from individual contribution helps combat the free rider problem.

Effective Groups and Problems that Arise in Groups:

- From: Harvard University (https://bokcenter.harvard.edu/group-work)
  - ➢ **Characteristics of a Group that is Performing Effectively**
    - All members have a chance to express themselves and to influence the group's decisions. All contributions are listened to carefully, and strong points acknowledged. Everyone realizes that the job could not be done without the cooperation and contribution of everyone else.
    - Differences are dealt with directly with the person or people involved. The group identifies all disagreements, hears everyone's views and tries to come to an agreement that makes sense to everyone. Even when a group decision is not liked by someone, that person will follow through on it with the group.
    - The group encourages everyone to take responsibility, and hard work is recognized. When things are not going well, everyone makes an effort to help each other. There is a shared sense of pride and accomplishment.
  - ➢ **How People Function in Groups**
    - If a group is functioning well, work is getting done and constructive group processes are creating a positive atmosphere. In good groups the individuals may contribute differently at different times. They cooperate and human relationships are respected. This may happen automatically or individuals, at different times, can make it their job to maintain the atmosphere and human aspects of the group.
  - ➢ **Roles That Contribute to the Work**
    - **Initiating**—taking the initiative, at any time; for example, convening the group, suggesting procedures, changing direction, providing new energy and ideas. (How about if we.... What would happen if... ?)
    - **Seeking information or opinions**—requesting facts, preferences, suggestions and ideas. (Could you say a little more about... Would you say this is a more workable idea than that?)
    - **Giving information or opinions**—providing facts, data, information from research or experience. (In my experience I have seen... May I tell you what I found out about...?)
    - **Questioning**—stepping back from what is happening and challenging the group or asking other specific questions about the task. (Are we assuming that... ? Would the consequence of this be… ?)
    - **Clarifying**—interpreting ideas or suggestions, clearing up confusions, defining terms or asking others to clarify. This role can relate different contributions from different people, and link up

ideas that seem unconnected. (It seems that you are saying... Doesn't this relate to what [name] was saying earlier?)

- ○ **Summarizing**—putting contributions into a pattern, while adding no new information. This role is important if a group gets stuck. Some groups officially appoint a summarizer for this potentially powerful and influential role. (If we take all these pieces and put them together... Here's what I think we have agreed upon so far... Here are our areas of disagreement...)

➢ **Roles That Contribute to the Atmosphere**
- ○ **Supporting**—remembering others' remarks, being encouraging and responsive to others. Creating a warm, encouraging atmosphere, and making people feel they belong helps the group handle stresses and strains. People can gesture, smile, and make eye-contact without saying a word. Some silence can be supportive for people who are not native speakers of English by allowing them a chance to get into discussion. (I understand what you are getting at...As [name] was just saying...)
- ○ **Observing**—noticing the dynamics of the group and commenting. Asking if others agree or if they see things differently can be an effective way to identify problems as they arise. (We seem to be stuck... Maybe we are done for now, we are all worn out... As I see it, what happened just a minute ago.. Do you agree?)
- ○ **Mediating**—recognizing disagreements and figuring out what is behind the differences. When people focus on real differences, that may lead to striking a balance or devising ways to accommodate different values, views, and approaches. (I think the two of you are coming at this from completely different points of view... Wait a minute. This is how [name/ sees the problem. Can you see why she may see it differently?)
- ○ **Reconciling**—reconciling disagreements. Emphasizing shared views among members can reduce tension. (The goal of these two strategies is the same, only the means are different… Is there anything that these positions have in common?)
- ○ **Compromising**—yielding a position or modifying opinions. This can help move the group forward. (Everyone else seems to agree on this, so I'll go along with... I think if I give in on this, we could reach a decision.)
- ○ **Making a personal comment**—occasional personal comments, especially as they relate to the work. Statements about one's life are often discouraged in professional settings; this may be a mistake since personal comments can strengthen a group by making people feel human with a lot in common.
- ○ **Humor**—funny remarks or good-natured comments. Humor, if it is genuinely good-natured and not cutting, can be very effective in relieving tension or dealing with participants who dominate or put down others. Humor can be used constructively to make the work more acceptable by providing a welcome break from concentration. It may also bring people closer together, and make the work more fun.

All the positive roles turn the group into an energetic, productive enterprise. People who have not reflected on these roles may misunderstand the motives and actions of people working in a group. If someone other than the leader initiates ideas, some may view it as an attempt to take power from the leader. Asking questions may similarly be seen as defying authority or slowing down the work of the group. Personal anecdotes may be thought of as trivializing the discussion. Leaders who understand the importance of these many roles can allow and encourage them as positive contributions to group dynamics. Roles that contribute to the work give the group a sense of direction and achievement. Roles contributing to the human atmosphere give the group a sense of cooperation and goodwill.

➢ **Some Common Problems (and Some Solutions)**

- **Floundering**—While people are still figuring out the work and their role in the group, the group may experience false starts and circular discussions, and decisions may be postponed. Examples of what to say:
  - Here's my understanding of what we are trying to accomplish... Do we all agree?
  - What would help us move forward: data? resources?
  - Let's take a few minutes to hear everyone's suggestions about how this process might work better and what we should do next.
- **Dominating or reluctant participants**—Some people might take more than their share of the discussion by talking too often, asserting superiority, telling lengthy stories, or not letting others finish. Sometimes humor can be used to discourage people from dominating. Others may rarely speak because they have difficulty getting in the conversation. Sometimes looking at people who don't speak can be a non-verbal way to include them. Asking quiet participants for their thoughts outside the group may lead to their participation within the group. Examples of what to say:
  - How would we state the general problem? Could we leave out the details for a moment? Could we structure this part of the discussion by taking turns and hearing what everyone has to say?
  - Let's check in with each other about how the process is working: Is everyone contributing to discussions? Can discussions be managed differently so we can all participate? Are we all listening to each other?
- **Digressions and tangents**—Too many interesting side stories can be obstacles to group progress. It may be time to take another look at the agenda and assign time estimates to items. Try to summarize where the discussion was before the digression. Or, consider whether there is something making the topic easy to avoid. Examples of what to say:
  - Can we go back to where we were a few minutes ago and see what we were trying to do?
  - Is there something about the topic itself that makes it difficult to stick to?
- **Getting Stuck**—Too little progress can get a group down. It may be time for a short break or a change in focus. However, occasionally when a group feels that it is not making progress, a solution emerges if people simply stay with the issue. Examples of what to say:
  - What are the things that are helping us solve this problem? What's preventing us from solving this problem?
  - Let's take a few minutes to hear everyone's suggestions about how this process might work better and what we should do next.
  - I understand that some of you doubt whether anything new will happen if we work on this problem. Are we willing to give it a try for the next fifteen minutes?
- **Rush to work**—Usually one person in the group is less patient and more action-oriented than the others. This person may reach a decision more quickly than the others and then pressure the group to move on before others are ready. Examples of what to say:
  - Are we all ready-to make a decision on this?
  - What needs to be done before we can move ahead?
  - Let's go around and see where everyone stands on this.
- **Feuds**—Occasionally a conflict (having nothing to do with the subject of the group) carries over into the group and impedes its work. It may be that feuding parties will not be able to focus until the viewpoint of each is heard. Then they must be encouraged to lay the issue aside. Examples of what to say:
  - So, what you are saying is... And what you are saying is... How is that related to the work here?

■ If we continue too long on this, we won't be able to get our work done. Can we agree on a time limit and then go on?

- From University of New South Wales (https://www.teaching.unsw.edu.au/dealing-with-group-work-issues)
  - ➢ **Dealing with Group Work Issues**
    - ○ **Issue 1: Students feel that group members are not pulling their weight and are concerned that individual contributions will not be recognised and assessed fairly**
      - ■ Avoid this issue by asking students to set clear expectations at the beginning of the task or project. Make sure they include guidelines regarding individual contributions to the group. For example:
        - Everyone will come to meetings prepared.
        - We will encourage everyone to contribute to discussion and the generation of ideas.
        - We will review levels of contribution four weeks into the project.
      - ■ Ask students to complete the exercise Reviewing the contribution of group members.
      - ■ Address the issue of contributions with the whole class, when first you introduce the idea of group work. For example, ask the class to come up with a range of strategies that might be useful for dealing with situations where students are not pulling their weight in groups. Perhaps they could put a list of ideas on a whiteboard, and you could add a few suggestions of your own. This type of brainstorming gets the issue out in the open and can also be used to help students deal with dominant group members or other common group issues.
      - ■ A major concern students have about group work is that group assessment may not fairly assess individual contributions. For ideas on how assessment can be structured to address student concerns see the page Assessing Group Work.
    - ○ **Issue 2: Students don't see the relevance of group work and feel that the objectives aren't clear**
      - ■ Spend some time in class setting up a context for group work. Students may not have a clear understanding of how the skills of group work are relevant to, and valued in, their chosen discipline area. You might like the whole group to brainstorm why group work is important in the field of study, or ask students to discuss ideas in small groups and report back to the whole class for further discussion. Consult this checklist for setting a context for group work.
      - ■ Clarify the specific learning outcomes for group work—what will students be able to do after they have completed the group task or project? This gives them clear direction and can motivate their learning. Similarly, tell them what criteria will be used to judge the process and products of group work. This can help them stay focused on their skills development, monitor their progress and identify areas for improvement.
      - ■ Make sure students are adequately prepared for group work (see the page Preparing students for group work). Student reactions to group work are often negative at first. Their previous experiences of group work may not have been positive, or they may prefer working on their own, or they may be intimidated by the task. With adequate preparation and support, students often change their view as their group task or project progresses, and develop an appreciation of the process and products of group work.
    - ○ **Issue 3: Groups don't get on and aren't listening to each other**
      - ■ Remind students that in their professional careers they may find themselves having to work in groups where they don't get on well with group members, or find it difficult to

work with some people in group situations. Suggest to them that now is a good time to start learning how to deal with differences of opinion, ways of working, ideas and philosophies and so on.

■ Take students through exercises and handouts to help them put aside their differences, improve their ways of working together, and encourage them to raise, address and resolve particularly emotional issues in a systematic and constructive manner. In particular, you might like to consider supporting students in reflective listening and providing constructive feedback.

○ **Issue 4: Students are concerned about their group members' English language abilities**

■ If a group report is part of the group project, perhaps the more confident writers in the group can pair up with the less confident ones to help them plan a draft and revise their section of the report.

■ Students may not understand why they should devote extra time to students with lower levels of English proficiency. Explain to them that people often learn best when explaining things to others, clarifying and refining their ideas as they speak. And remind students that if they don't support group members with lower English proficiency skills in articulating their ideas, they might significantly compromise the quality of ideas and arguments in the report.

■ Suggest to students that they give students with lower English proficiency skills the opportunity to practise their part of a group presentation and receive constructive feedback. You might consider providing students with some guidelines on constructive feedback.

■ Make sure students are aware of the UNSW Learning Centre and the support they provide for developing students' academic writing and presentation skills. While the Learning Centre does not teach English, many of their workshops and online resources can help students improve their writing and presentation skills.

○ **Issue 5: One or more members of the group leave and a group has to reform**

■ If a group has to reform, or there is late integration of group members, groups may need support to readjust. For example you might suggest that groups repeat an initial ice breaker or team building exercise, and review their job lists, action plans, meeting roles and timelines. Groups might also benefit from reviewing their progress a few weeks after their reformation to identify and address any issues they may be facing.

○ **Issue 6: Students are finding it difficult to schedule meetings outside class**

■ Allow some time in class for groups to conduct meetings and plan their work. This will also allow you to monitor group processes, suggest ways of working to groups who are experiencing difficulties and encourage students to reflect on their progress and identify any problems and successes.

■ If scheduling class time for meetings is difficult, you might be able to avoid difficulties by forming groups based on factors like geographical location, comparable work schedules and so on.

● Also from University of New South Wales:
   ○ Student handout

Checklist for identifying issues in groups

Fill out the following checklist individually, and then compare the checklists of all the group members to identify commonly perceived problems and to reinforce what your group is doing well. Use the results as a basis for discussion with your group about how to alleviate the issues you have identified. Write down in the space at the bottom of the handout what the group intends to do in order to resolve these issues.

- We don't listen to each other.
- We keep repeating arguments instead of moving on.
- We constantly interrupt each other.
- We just push our own views instead of developing and encouraging other's ideas.
- We allow dominant members to dominate.
- Some of us don't contribute.
- We don't compromise enough.
- We concentrate on making impressions rather than getting the job done.
- We don't have clear tasks or objectives.
- We are not clear about what has been decided.
- We don't make it clear who is to take action on decisions.
- We put each other down.
- We don't recognise that others have feelings about what is happening in the team.

What else is going wrong?

What are we going to do to resolve some of these issues? (List strategies, tasks, actions, etc.)

Adapted from G. Gibbs (1994), *Learning in Teams: A Student Manual,* Oxford, Oxford Brookes University, Oxford Centre for Staff, p. 42.

- Also from University of New South Wales:
  - Student exercise

Reviewing the contributions of group members

Step 1

As a group, spend 10 minutes discussing the following questions:

1. Do all of the members of our group contribute equally and appropriately?
2. How do current levels of contribution help our group reach its goals?
3. How do current levels of contribution make it difficult for our group to reach its goals?

Step 2

Based on the discussion, try to answer the following questions individually, then share your answers with the group:

1. What can I do to make my level of contribution more appropriate?
2. What can others do to help me make my level of contribution more appropriate? (e.g. "Please let me know when I start to dominate the discussion. I often don't realise that I'm doing it." Or, "Can we please use the technique of speaking in rounds more often? I feel more comfortable contributing that way.")

You can also ask students to fill out a form that requires them to give each member of their group a mark for participation and list the key areas of contribution and areas for improvement. This can also motivate students to contribute equally within their group.

Constructive Feedback

Dealing with problems in groups involves more than just recognising a problem. Students need to feel comfortable discussing problems publicly and deciding on what they will do to resolve them.

Offering constructive feedback may come naturally to some students, but many have had no experience in this area. Provide some simple tips or a checklist on constructive feedback. This can help to avoid emotionally driven conflicts that can lead to significant problems. It can also improve students' ability to deal with issues in groups.

Use the following handout as a set of guidelines for students to refer to, or as a checklist when they review their group's ability to use constructive feedback.

Student handout

Giving and receiving constructive feedback in groups

Guidelines for GIVING feedback

- Be descriptive rather than evaluative. For example, "You didn't bring the notes to the team, which we agreed you would," rather than "You are lazy and unreliable." If you describe what you actually see and hear, this reduces the other person's inclination to react defensively.
- Reveal your own position or feelings. For example, "I felt intimidated when you argued your point," rather than "You were very aggressive." Describing your own reaction leaves the other person free to use this feedback or not, as they see fit.
- Be specific rather than general. For example, "When you spent 10 minutes trying to find your data I lost interest," rather than "You are disorganised."
- Feedback is more effective when it is requested rather than offered unsolicited. You can ask someone, "Would you like some feedback?" But if they say "No", don't impose it.
- Check the accuracy of your feedback with others in the team to see if they noticed and felt the same things.
- In general, feedback is most useful at the earliest opportunity following the given behaviour.

- Check that you have communicated your feedback clearly. Ask the person to rephrase your feedback in order to see if it corresponds closely to what you intended.

Guidelines for RECEIVING feedback

- Listen to the feedback. Try to understand the other person's feelings.
- Give the feedback serious consideration and weigh up the consequences of changing or not changing. Don't reject it immediately.
- Express your thoughts and feelings about the feedback and about possible changes in your behaviour: for example, "What you say feels about right, but if I tried what you are suggesting then I would probably feel…"
- Tell the person whether you intend to try to change, and in what ways.
- Tell the person what they could do to help you change, for example: "If you notice me getting like that again, can you give me a quiet nudge?"
- Express appreciation of their concern; say, "Thank you for the feedback."

Adapted from G. Gibbs (1994), *Learning in Teams: A Student Manual,* Oxford, Oxford Brookes University, Oxford Centre for Staff, p. 47.

Video for Students on Giving Constructive Feedback: https://youtu.be/GP1ww_1AJzI

## Long-term fixed groups: e.g., team-based learning

The rhythm of TBL

TBL courses have a recurring pattern of instruction that is typical of many flipped classrooms. Students prepare before class and then spend the bulk of class time solving problems together. Each session has a similar rhythm, opening with the Readiness Assurance Process that prepares the students for the activities that follow, and then moving to Application Activities that explore real-life case scenarios and apply concepts described in the readings.

Phase 1 - Pre-Class Preparation: Students are assigned preparatory materials to review before the start of each module. The preparatory materials can be articles, videos, blogs, podcasts, or PowerPoint slides. The preparatory materials highlight foundational vocabulary and the most important concepts the students need to begin problem solving, but not everything they need to know by module end.

Phase 2 - Readiness Assurance Test (RAT): Each session will begin with a five-question, multiple-choice quiz (RAT) taken at the beginning of class. The RATs hold students accountable for acquiring important foundational knowledge from the assigned readings that will prepare them to begin problem-solving during the class sessions. Students first complete the quiz individually (iRAT), and then repeat the same exact quiz with their team (tRAT).
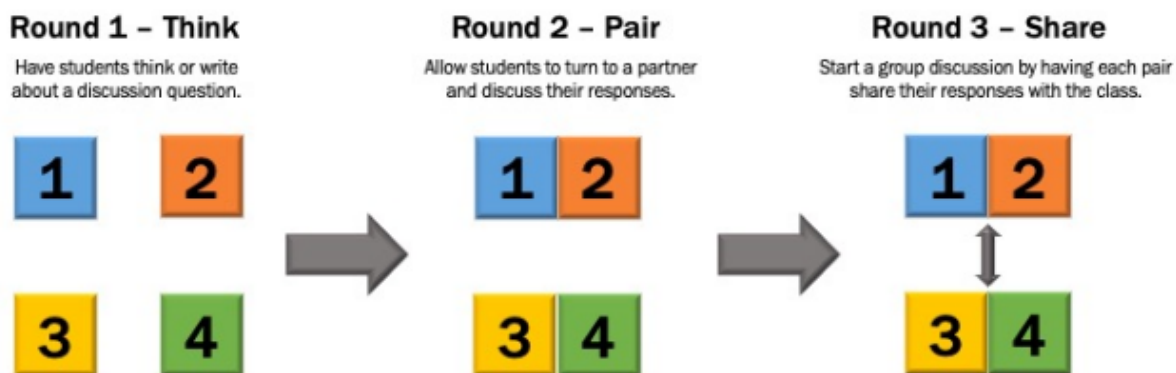
Phase 3 - In Class Activities: Students and their teams use the foundational knowledge, acquired in the first two phases, to make decisions that will be reported during the whole-class discussions and subject to cross-team discussion and critique. Application activities consist of exercises whereby each team works on the same problem or case and then each team selects a response choice that reflects their decision. There are a variety of methods that students use to report their team's decision at the end of each activity. Sometimes students will hold up colored cards indicating a specific choice, sometimes they will write their answer on small whiteboards, sometimes they will display their work gallery style for the other teams to comment, and other times they will complete short worksheets or surveys, which will be randomly reported to the rest of the class.
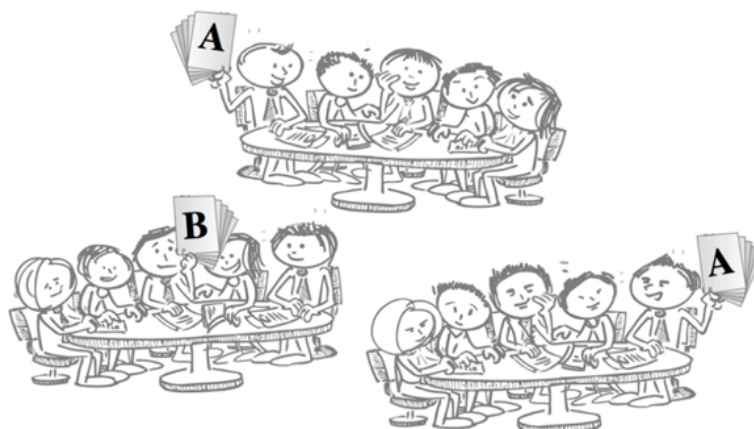
(Information about TBL adapted and excerpted from: Jim Sibley's handout, *Introduction to Team-Based Learning*; *Three Keys to Using Learning Groups Effectively* by Larry Michaelsen; *Student Orientation Materials* by Dean Parmelee; and *The Essential Elements of Team-Based Learning* by Michaelsen & Sweet.)

Short-term groups:

- Think-Pair-Share/Write-Pair-Share: given a prompt to discuss or write about and then share with each other; perhaps put together joint response
    - Then might share out to whole class
- Think-Pair-Square
    - Instead of sharing out to whole class, two pairs combine and share and compare the results

Round 1 – Think
Have students think or write about a discussion question.

Round 2 – Pair
Allow students to turn to a partner and discuss their responses.

Round 3 – Share
Start a group discussion by having each pair share their responses with the class.

- Jigsaw
  - Developed by social psychologist Elliot Aronson to foster student interaction and requires students to learn from each other, rather than the instructor.

Jigsaw Step 1: Divide students into groups of 4 to 6 people per group. Jigsaw works best when you have the same number of students in each team, so avoid having some groups of four, some of five, and some of six. For this example, we'll assume you're working with a class of exactly 30 students who can be divided evenly into groups of six. We'll call these the Jigsaw Groups.

Step 2: Divide your content into 4 to 6 chunks. It's important to divide the content into the same number of chunks as the number of students in each group. So if you have six students per group, break your content into six chunks. If you're only going to have five students in each group, then you'll only need five chunks.

Step 3: Assign one chunk of content to each person in the Jigsaw Group. Each group has one person responsible for one chunk of the content. That person will be expected to teach that chunk to the rest of the group. At this point, students don't really interact with other members of their group; they just read and study their own chunk of content independently. Then, their independent study is fortified by the next step…

Step 4: Have students meet in Expert Groups. After each student has studied his or her chunk independently, they gather with all the other students who have been assigned to the same chunk. These are called Expert Groups.
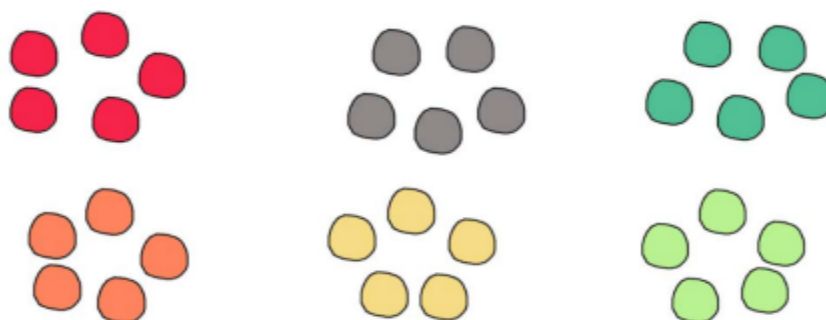
Within each Expert Group, students compare their ideas and work together to prepare some kind of presentation to give to their Jigsaw Groups. During this time, gaps in individual students' knowledge can be filled, misconceptions can be cleared up, and important concepts can be reinforced.

Step 5: Students return to Jigsaw Groups. Now that students have studied their chunks in their expert groups, they return to their original jigsaw groups, where each student takes a turn presenting their chunk of information. Meanwhile, the other students listen carefully, take notes, and ask lots of questions – they are learning the material from this expert, so this is their opportunity to make sure they learn it right. Once the first expert has gone, the others take their turns. As each "expert" teaches their chunk of content, the others in the group are learning it.

Step 6: Assess all students on all the content. The assessment can be a simple quiz to make sure all students got a basic understanding of all the material. Be sure to include all content chunks in this quiz.
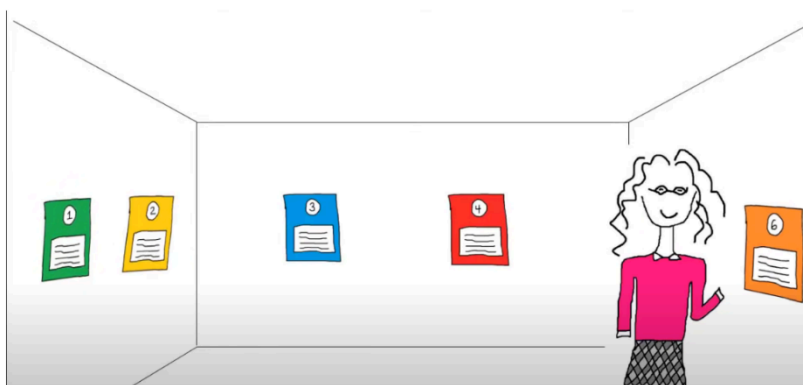
Video: https://youtu.be/euhtXUgBEts

Source: The Jigsaw Method, www.cultofpedagogy.com © 2015 by Jennifer Gonzalez

 www.jigsaw.org

Chat Stations:

Use Chat Stations to incorporate more movement and discussion

-post excerpts of a reading and students critique an excerpt in each station –

-examples of research scenarios around the room and students critique them for the quality of their design

-break up a worksheet and spread around the room – math problems around the room

Students get a recording sheet that they use as they rotate from station to station:

The instructor goes through each station, calling on individual groups to summarize their findings. There is a richer discussion because each group has likely had different discussions about each station.

Source: https://www.cultofpedagogy.com/chat-stations/

Video: https://youtu.be/eFUL4yP0vqo

Sample Out-of-Class Team Assignment from SPCL 7922 (Graciela Elizalde-Utnick, Fall 2021)

Team Curated Intersectionality Case Conceptualization

This assignment involves students in the process of curating content for this OER course. The goals of this assignment are to give the teams agency in their own learning and to share this curated content with other students in the class who engage in peer review of the cases. These cases will be uploaded to the OER course site for future students to discuss. Students should review the **rubric** prior to writing this case.

Step-by-Step Procedure for Team Curated Intersectionality Case Conceptualization:

A. Team members collaborate and decide on several intersectional identity domains to incorporate into the case. The case can be based on actual or composites of children and adolescents (clients) from current or past work and/or hypothetical creations based on the team members' own experiences. Any identifying information must be changed to ensure anonymity. Team members need to consider the course content when writing the case vignette.

B. Team members collaborate using Google Docs and develop a case with the following elements:
   Part 1: Case Description. The case description must be brief and succinct, and yet provide enough descriptive information to capture the details of the client's presenting issues within sociocultural and sociopolitical frameworks. The purpose of these cases is to use them in class discussions so that students in

this course: become aware of their own biases and assumptions about human behavior; understand the intersectional cultural worldview of the case being discussed; develop culturally responsive intervention strategies; and broaden their awareness of how systemic and contextual forces affect not only culturally diverse clients but the helping relationship as well (Sue, Gallardo, & Neville, 2014, p. xxi). The case description must include the following information:

- o demographic information and intersectional identities
- o presenting concerns (client's reason for seeking help; parental and/or teacher concerns)
- o contextual factors (culture, relationships, family history, living environment; systemic/sociopolitical forces)
- o client strengths
- o sessions with the school psychologist

Part 2: Reflection and Discussion Questions. Team members write five reflection and discussion questions that address cultural, clinical, sociopolitical, or ethical issues related to the case. The questions highlight multicultural issues that must be considered in culturally responsive intervention.

C. Team submits a Google Docs link that gives permission to comment.
D. Other teams provide peer feedback on the case. They comment on the case description, ask clarifying questions, make suggestions, and answer the questions. They also evaluate the strengths of the vignette and its limitations as a discussion tool for future students in the course.
E. Team members evaluate and incorporate the feedback into the case vignette as part of the final section of the paper:

Part 3: Analysis and Reflection. The team analyzes the peer review process and writes their analysis, as follows:

- o Categorize and summarize the feedback provided by peer reviewers. Were the questions answered as expected?
- o Describe how the feedback was incorporated into the case, including how the case description and questions were revised.
- o Reflect on this assignment: What did you enjoy about the process? What challenges did you encounter? What recommendations do you have for this assignment?
- o Attach REVISED Case Description and Questions