

Group Work Podcast Handout

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Resources:

1. Book: **Team-Based Learning** A Transformative Use of Small Groups in College Teaching, by Michaelsen, Knight, and Fink
2. Website: Team-Based Learning Collaborative (teambasedlearning.org) – online resource
3. CATME (catme.org)
 - Team-maker, peer evaluation, meeting support
 - KU has a site license

Team Based Learning Four Essential Principles:

1. Groups must be properly formed and managed
 - CATME Team maker
 - Invest some time during class into team development—have students brainstorm solutions to potential problems that might arise
 - Get buy-in from students by explaining importance of team work and collaboration and by being transparent about the purpose/goals of the group work or group project
 - Take an iterative approach—try something small to start and then tweak or add to it for later projects or during subsequent semesters
2. Students must be made accountable for their individual and team work
 - Peer review to identify problems in order to mediate/address with the team
 - In-class active learning: work together as a team, but each member hands in their own work to be graded individually
 - For larger projects, have stages where members can work independently and then come back together as a team for decisions and synthesis of individual work
 - End-of-project team member evaluations—if one person consistently did not contribute, grades are adjusted
3. Team assignments must promote both learning and team development
 - Challenging enough to require team discussion and collaboration
 - Team development: teach team skills, development, learning theory
 - Scaffold the experience and make expectations very clear—create team roles so member contributions are well-defined and promote personal responsibility and accountability
 - Consider the class format and opportunities for collaboration as you develop projects and assignments (e.g., consider scaling down or adapting a project if it will be fully online or will include students participating in different modalities—online, in person, etc.)
4. Students must receive frequent and timely performance feedback.
 - iRAT and tRAT – iclicker answers distribution provided, correct answer given and discussed
 - In-class active learning: hints or intermediate answers given to allow students to learn from mistakes with the goal of developing mastery of the concept
 - 2-stage exams: feedback given on stage 2 via scratch cards
 - Homework: online homework system provides adaptive learning based on mistakes and feedback regarding answer
 - Larger projects—incorporate project proposals and group check-ins throughout the semester to ensure that groups are on track and functioning well together

Summary Observations:

1. Group/Team work can be used effectively for daily in-class group problem solving, and/or can be used for semester-long projects done mostly outside of class.
2. Group/Team work can be used in any class, no matter the size, the level of students, or the subject matter.
3. Group/Team work is valuable for professional development, as it will often be something students are required to do in their careers after graduation.
4. Group/Team work helps students to learn flexibility, adaptability, and inclusivity.
5. Group/Team work should be evaluated in a way that rewards both individual contributions and the collective contributions of the group.