

Grouping Strategies

1. Place different colored dots on a handout (such as your course outline). Students get into groups according to colored dots.
2. Place numbers on a handout (such as a group review sheet). Students get into groups according to numbers.
3. Make some minor adjustments on your handout. For example, the title could be bold, underlined, or italics. Students are sorted into groups by these different characteristics.
4. Number off. For example, if you want 5 groups of 3 you will count off to 5. Then all the ones will meet together, and twos etc.
5. Have students line up according to their birth date beginning with Jan. 1 and ending with Dec. 31. Decide how many groups you want and count off to that number. Then all 1's become a group, etc.
6. Students put their name on a 3x5 card the first day of class. These are shuffled and divided into the desired number of groups.

Some Roles for College Students

- | | |
|-------------------------|---------------------|
| ! reader | ! coach |
| ! recorder | ! designer |
| ! participation monitor | ! tester |
| ! checker | ! timer |
| ! reflector | ! critical inquirer |
| ! checker | ! |
| ! taskmaster | ! |
| ! encourager | ! |
| ! questioner | ! |
| ! elaborator | ! |

Group Processing

Evaluate the performance of the group and the roles played by the members.

a. Overall reactions

	Lots	Some	None
I learned	_____	_____	_____
I participated	_____	_____	_____
I enjoyed the group	_____	_____	_____

b. General Dynamics of the Group

	Yes	Not Sure	No
We completed assignment	_____	_____	_____
Everyone participated	_____	_____	_____
Roles were distributed	_____	_____	_____
We focused on resolving uncertainties and comparing insights	_____	_____	_____

c. Roles in the Group

(Place a check next to roles you played. Place a circle around roles you observed in others.)

Positive Roles

- Initiating
- Gatekeeping
- Asked information
- Encouraging
- Asked for reactions
- Gave reactions
- Restated Point
- Tension release
- Asked for Summary
- Useful Pause
- Gave/Asked Examples
- Summarized discussion

Negative Roles

- Sidetrack discussion
- Interrupted others
- Monopolized
- Put-down
- Irrelevant stories
- Apologizing
- Withdrawal
- Premature Evaluation
- Failure to listen

d. What impact did the group discussion have on your view of the article or topic?

Group Processing

Exercise Name or Description: _____ Date: _____

Please list each group member's name vertically in the spaces provided. List your name in the far right column. Review the criteria and pay attention to any occurrences of these during the exercise. Not all criteria may be exhibited or be applicable each time. When this is the case, please indicate so by noting "N/A" in the appropriate spaces instead of a number as you evaluate the individuals within your group.

Please do not work on filling out this form until the exercise is completed.

- 1 unsatisfactory
- 2 below average
- 3 average
- 4 above average
- 5 outstanding

Group Members and Roles

	Name	Name	Name	Name	Your Name
Evaluation Criteria					
timely completion of assignment					
attention to detail					
constructive criticism					
cooperation					
mastery of subject					
participation					
positive reinforcement of peers					
preparation					
presentation of ideas					
response to disagreement					

Peer Evaluation

Name of Evaluator:

Name(s) of Peer(s) Being Evaluated:

Title or Description of Exercise/Project:

Please evaluate the individual using the following criteria and scale:

1 unsatisfactory 2 below average 3 average 4 above average 5 outstanding

Creativity of ideas	_____
Clarity of presentation	_____
Mastery of content	_____
Quality of content	_____
Care and attention to detail	_____
Energy and enthusiasm	_____
Organization	_____
Originality and variety of presentation	_____
Skill, expertise and professionalism	_____
Value and interest of presentation	_____

Mary Studer

Individual Accountability

Individual Accountability can be structured in several common ways.

1. **Keeping** the size of the group small. The smaller the group, the greater individual accountability could be.
2. **Giving** an individual test to each student.
3. **Examining** students orally by randomly calling on one student to present his or her group's work to you (in the presence of the group) or to the entire class.
4. **Observing** each group and recording the frequency with which each member contributes to the group's work.
5. **Assigning** one student in each group the role of checker, who then asks other group members to explain the reasoning and rationale underlying the group's answers.
6. **Having** students teach what they learned to someone else. When all students do so, it is called "simultaneous explaining."

Academic Cooperation

1. **Make Your Own Quiz.** Each group is given a topic and told to write four questions on the topic. Then they are to answer the questions. Test/quiz questions are chosen from the compiled set of questions from the class. The groups can discuss the questions they created with other groups.
2. **Round Robin.** Each group is given a different quiz on the same topic (see above) and are to answer the questions. Then each group passes its quiz on to the next group who checks to see if they agree with the answers and indicate when they do not. Then the quizzes are passed on to the next group. In the end, each group has answered one quiz and received all the others. Results on the next test will be sensational!
3. **Vote for Your Quiz.** A variation on the above employs the following process: each group is assigned a section of the chapter and told to write five questions on their section. All groups then submit their questions for a vote by the whole class. Each group has to defend their submission: why they think their questions are valid and vital for understanding the chapter. The class votes on the top (best) questions from the chapter. These questions constitute the take home quiz.
4. **Making the "Key."** After a test, sort through the exams and group students together by threes. Each team has an "expert" (A score) and two other students. The teams of students go over the answers to the test and create a perfect paper. It is interesting to find that different "experts," in general, lead the teams from test to test. This is quite a morale boost for some students!