


**Team Facilitated Learning
Group Assignments
Grading Group Projects**

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Workshop Objectives

- Reflect on team facilitated learning activities
- Recognize the importance of process and task
- Examine impact of micro aggressions, insults, and invalidation on learning process in team activities
- Recognize the importance of early planning
- Share strategies for dealing with potential group conflict

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Questions to Answer

1. What most resonates with you from today's presentation?
2. What do you remain skeptical about?
3. What is one thing you can walk back to your desk and implement?

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Why do you assign group projects?

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WHY USE TEAM FACILITATED LEARNING GROUPS?

- Outcomes and value based on research and observation
- Simulates the “real world” - use of teams
- Learn better when actively involved
- Peer instruction, teaching each other
- Learn more fully and with less effort
- Learn in context

Johnson, D. W. (1991).

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Benefits of Team Facilitated Learning

- Reinforcement of knowledge and retention of material
- Builds essential skills:
 - Communication
 - Critical thinking abilities
 - Conflict management
 - Problem solving
 - Project and time management

(Forrest & Miller, 2003; Hammar Chiriac, 2014; Kilgo, Ezell, & Pascarella, 2015)

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Student Perspective

Do students recognize the benefits and see the connection between group work in the classroom and the ability to work in teams in health care?

Research:

- More than half (57%) indicated that they did not like group work, and most of them based it on previous experiences related to social loafing (group members not doing their fair share), feeling devalued, or difficulty getting together outside of class.
- The students who were in favor of group work indicated that they liked the ability to socialize with others and divide up the workload.
- **Unfortunately, if students merely divide up the tasks, work in isolation, and then assemble the pieces at the end (either for a presentation, a project, or a paper), the benefits of group work may be lost**

Burtis & Turman, 2006

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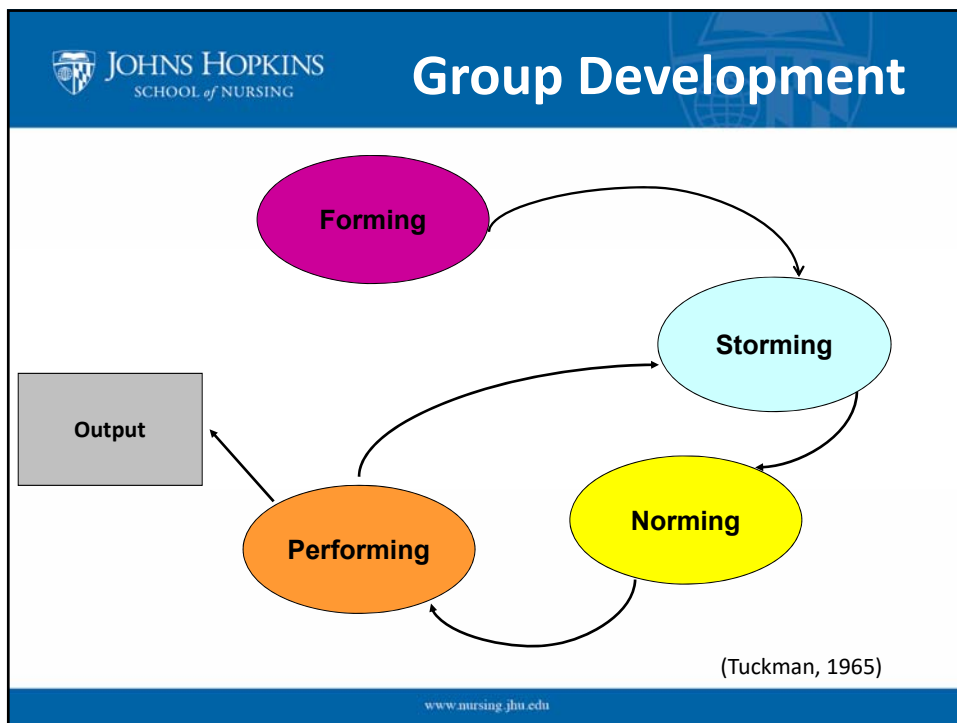
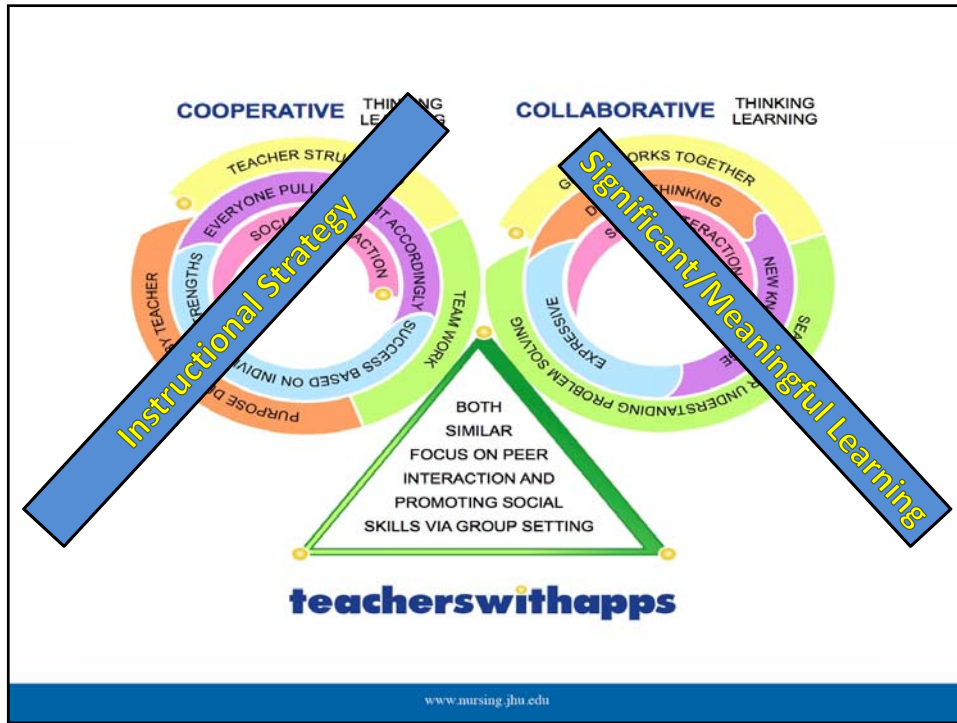
Think Pair Share

How do you structure team facilitated learning group assignments? What has worked and what challenges have you faced?

Report out in 5 minutes.




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Untangling the Tangle

- Task but no process
- People issues
- Process issues
- Value not understood
- Peer evaluation at end only
- Micro aggression



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Let's take a quick peek

Fall 2019	Assignment	Group Value	Task	Group Selection	Group Process	Grade Contribution
MEN 1	Case study	no	Yes	Self select or be assigned	No	25%
MEN 2	Discussion Board Postings	Yes	Yes	Not described	No	10%
MEN 3	EBP	Yes	Yes	Not described	No	35%
HSM 1	Group plan	No	Yes	Not described	No	35%
	Voice Thread	No	Yes			25%
	Peer contribution	No	Yes			10%
						(70%)
CCore	Paper	No	Yes	Not described	No	40%
DNP*	Response to Peer Posting	No	Yes	Not described	Mixed	30%

*could not identify group assignments in any other Fall 2019 DNP Course

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People and Process Challenges

People related challenges	Process related challenges
Members who dominate	No agreed ground rules
Members who don't contribute	No agendas for meetings
Talking not listening	No specific roles or tasks
Ideas dismissed or ridiculed	No set deadlines
No-one initiating discussion	No chairperson for meetings
Members isolated or ignored (micro insult)	Meetings start and/or run late
Lack of leadership	No meeting records kept
Uncommitted, unreliable members	No review of progress

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Source: www.learnhigher.ac.uk




Recommendations

1. Explain the **purpose** of the group assignment, specifically pointing out the benefits for student learning and growth, both at an academic level and as a preparation for the workplace.
2. Have a class discussion about **past group experiences** in order to allow students to voice their concerns and hear about other students' experiences. This may allow them to alter their perceptions and learn new strategies for collaboration.
3. Explain the difference between cooperative learning and **collaborative** learning strategies, including the pros and cons of each approach, and describe the best strategies for approaching the project as a group effort.
4. Set aside **class time for the groups to meet**, thus ensuring that most group members will be present, and introduce online technologies that allow students to interact and share files more effectively outside the face-to-face interactions.
5. **Check in with groups periodically** to assist them with their collaborative projects and provide guidance should any conflicts arise.
6. Consider giving students the **opportunity to evaluate each other at different points**, as this can increase accountability and performance as well as make the students feel that the process is more fair in case there is team dynamic issues in the group such as social loafing or micro aggression.

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The Initial Meeting(s)




- Agreeing ground rules for working practice**
- Clarifying the task**
- Getting to know your group**

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Subsequent Meetings




- Reflection and feedback**
- Dealing with conflict**
- Monitoring meeting effectiveness**
- Allocating work**

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Getting to Know Your Group

- Open and positive attitude
- Introductions:
 - Identify special interests and skills
 - Get everyone talking
- Master list of contact details




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Clarifying the Task

- Expected output and mode of assessment?
- Final deadline for project?
- Task Analysis:
 - Wording of brief
 - Brainstorming
 - Record all ideas; evaluate later
- Written summary of task analysis



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Ground Rules for Working Practice

- Meetings: how often and where?
- Staying in contact
- Procedures for dealing with non-attendance and non-completion of work
- Leader: permanent, rotating, none?
 - Chairperson for meetings
 - Permanent or rotating minute taker?
- Reaching agreement in meetings


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Allocating Work


- Manageable sub-tasks
- Actions linked to sub-tasks
- Actions prioritized and allocated
 - Record of who, when, and what standard
- Assembly of parts by whole group



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Making Meetings Work

 **GROUND RULES**

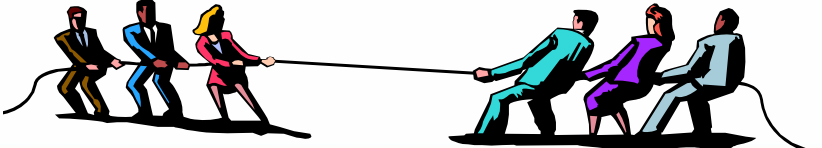
- Deadline points
- Agenda
- Possible roles:
 - Chair/Facilitator
 - Record/note-taker
 - Time-keeper
 - Task Manager (or sub-group co-ordinator)
- Agreed actions

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The Top Five Ways to Wreck a Group

List 5 behaviors or actions that can undermine good group Function.

Report out in 5 minutes.

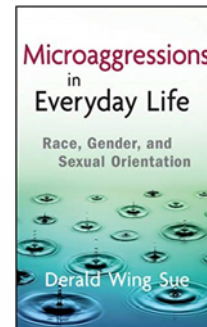


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Microaggressions

Racial microaggressions are subtle statements and behaviors that unconsciously communicate denigrating messages to people of color (Nadal, 2011).

Type	Definition
Micro-assaults	Intentionally and explicitly derogatory verbal or non-verbal attacks
Micro-insults	Rude and insensitive subtle put-downs of someone's racial heritage or identity
Micro-invalidations	Remarks that diminish, dismiss or negate the realities and histories of people of color



Nadal, 2011; Sue and Colleagues, 2007; Ackerman et al, 2019

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Intent and Impact of Microaggression

- Not always consciously done
- Powerful because they are subtle and at times invisible
- Instances cause the individual to wonder “what just happened?”
- Impacts:
 - Perpetuate stereotypes and passively allow a dominant group to devalue individual from other groups
 - Diverts learning and productivity energy
 - School satisfaction
 - Wellness
 - Depressive symptoms
 - Social isolation
 - Feel devalued
 - Stress and anxiety
 - Academic performance
 - Disengagement from discourse
 - Not attending classes




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Dealing with Social Loafing


1. Cause?
2. Encouragement, guidance, or practical assistance
3. Regular review of individual progress

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Domineering Members


- Deliberate turn taking
- Indirect approach:
 - Blanket statements about collaboration
 - Humor
- Direct approach:
 - Private conversation
 - Group discussion




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If problems cannot be resolved within the group, students need safe space to discuss and discuss with the faculty



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Reflection & Feedback

- Group evaluation form
- Discussion of what is and isn't working
- Action points for future
- Change of leadership?
- Reflection at end of process:
 - Essential if lasting group
 - And if group process will be assessed


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Take Home points

- Ground rules
- Allocation of work based on task analysis and group analysis
- Effective meetings: roles, actions, records
- Direct and indirect strategies for addressing conflict
- Reflection at mid-point and end-point

Why assign group projects?


- Increases student engagement through applied learning
- Allows us to give more complex assignments because tasks can be shared
- Models the real-world, where we work on teams to complete projects
 - Learn to set goals, divide up work, keep on schedule, mesh different work styles
- Less burden on grading (?)



Challenges of Group Projects

- Team members have different levels of ambition, tolerance for uncertainty, free time, skills and knowledge.
- Requires time and guidance to “storm and norm” to become a well functioning team.
- Danger of slackers and bullies
- Stronger students disadvantaged by weaker ones, and vice versa


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Challenges of Group Projects

- **A team of students had four members called Everybody, Somebody, Anybody, and Nobody. There was an important job to be done. Everybody was sure that Somebody would do it. Anybody could have done it, but Nobody did it. Somebody got angry about that because it was Everybody’s job. Everybody thought Anybody could do it but Nobody realized that Everybody wouldn’t do it. It ended up that Everybody blamed Somebody when Nobody did what Anybody could have done.**
- **- Gibbs, 1995 “Learning in Teams”**

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Evaluation Strategies*



**A.K.A. grading options*

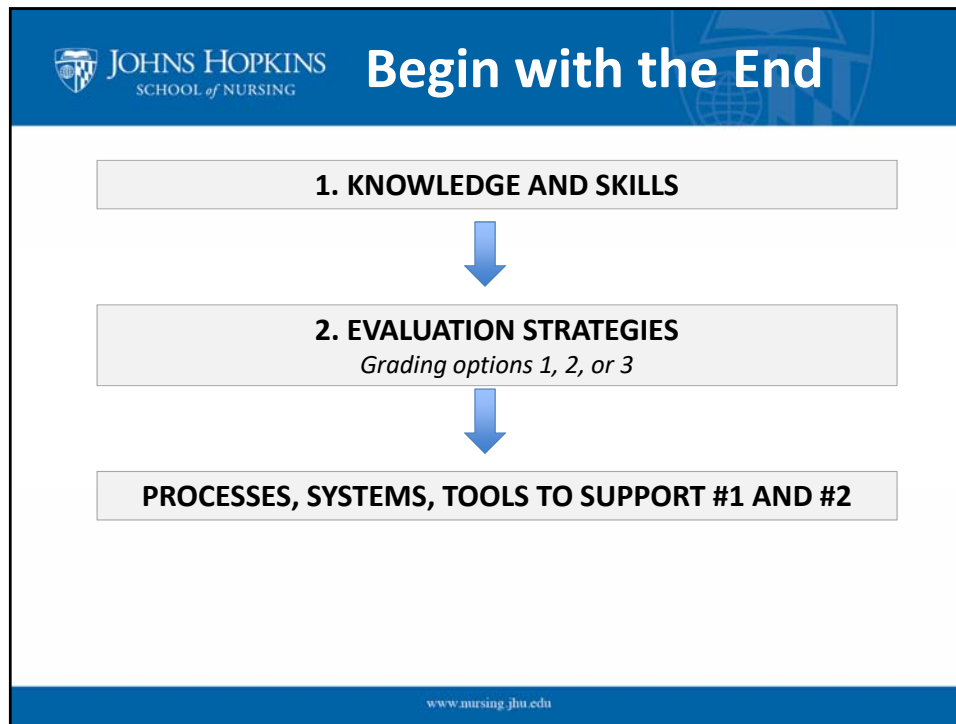
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Evaluation challenges?

What is your biggest challenge when evaluating group projects?

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- ## Grading Options
- **Option #1: Shared group grade**
 - **Option #2: One group grade & one individual grade**
 - **Option #3: Individual grades only (*group assignment with individually calculated grades*)**
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Best Practice

According to research, include an opportunity for individual assessment.*

*But a well-designed project with a shared group grade can be successful – you just have to scaffold the group experience for students.

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Grading Option #1

1. Shared group grade
 - Assign one grade for the project. All members get same grade
 - Pros & Cons
 - Models real life: rewards for team work are unfair sometimes.
 - Some students don't feel it is fair

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Grading Option #2

2. One group grade + one individual grade
 - Partial grade for group product, partial grade for individual assessment
 - Peer assessment
 - Portfolio evaluation
 - Faculty evaluation of LMS records (online)
 - Self-assessment (**this I really like!**)
 - Pros and cons
 - Peer assessment increases individual accountability
 - Self-assessment can increase answerability
 - Need to decide/agree on assessment criteria
 - Takes added time (esp. LMS records and Portfolio evaluation)
 - Grudges?


Murray, 2017; Alden XXX; Morgan et al. 2014

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Grading Option #3

3. Individual grades for all (one assignment; one grade for each student)
 - Pros and cons:
 - Releases students from consequences of negligent members
 - Can avoid issues with group dynamics
 - Endows students with individual agency
 - Not authentic
 - No learning opportunities for managing or facilitating group dynamics

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 **Be Intentional!**

- Knowledge/skills → Grading criteria and performance expectations

COMMUNICATE THESE

SYSTEMS, TOOLS, PROCESSES TO SUPPORT THESE

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 **Intentional Evaluation**


Example from Slide 5:

- 1) Reinforcement of knowledge and retention of material
- 2) Builds essential skills:
 - Communication
 - Critical thinking abilities
 - Conflict management
 - Problem solving
 - Project and time management

(often soft)

Put these in the rubric!

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Tools and systems to support grading options 1, 2, or 3:

People and Process Challenges

People related challenges	Process related challenges
Members who dominate	No agreed ground rules
Members who don't contribute	No agendas for meetings
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Perceptions of quality

Overall, I felt dissatisfied with the final product that my team put together for this paper, which was a frustrating experience. I was very surprised to be looking at the same document as my teammates the night before it was due and feeling like what I was seeing was far from finished but that they thought that it was just fine.

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Perceptions of contribution

Not all members contributed equally to drafting the final report... we are all equally as busy and every group member should have made an effort to make the final product as good as possible.


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Language and cross-cultural issues

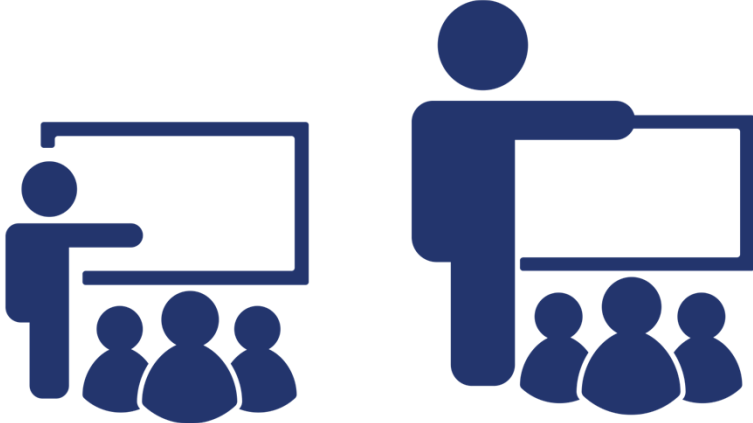
I felt frustrated not being able to provide succinct, well-structured information to the discussion part. At a certain point, I felt that I was delaying the group instead of collaborating to an efficient work environment.

Comment from international student


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Instructor Presence




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Three Take-aways

- 1. BE INTENTIONAL** about knowledge, skills, behaviors you want to evaluate (grade)
 - Grading Option 1
 - Grading Option 2
 - Grading Option 3
- 2. DESIGN TOOLS AND SYSTEMS** to support evaluation criteria and expectations
- 3. LARGE INSTRUCTOR PRESENCE** in managing and facilitating group projects

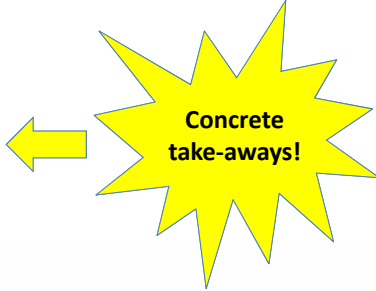
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In the Classroom...

What does this look like in the classroom?

- Example: Blackboard site
- [Sample Contracts and Policies](#)
- [Sample Group Projects](#)
- [Sample Peer Assessments](#)
- [Sample Self Assessment](#)




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Questions?



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(add my references)

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Appendix A: Sample Group Project

- Create groups with mix of skills (financial analysis, clinical background, leadership experience, writing)
- Task: Choose an organization; plan and implement a fundraising activity (4 deliverables, can be re-submitted for higher grade)
- Class time spent on team building exercises (1 hour): discuss values, past experiences on teams. Develop team contract for behavioral norms

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Appendix B: Sample Grading Model

20% of grade is group project

- 15% of this is the products of group (75 points)
- 5% is the peer assessment (25 points)
- Peer assessment is based on the team contract with behavioral objectives or agreed upon norms (5)

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Appendix C: Sample contract objectives/norms

- Be respectful to all team members
- Respond to emails within 24 hours
- Be forthright about issues which are affecting your ability to participate
- Follow through on commitments

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Appendix D: Sample peer evaluation form 1

2. Comes to meetings prepared and makes meaningful contributions.					
	(strongly disagree)		(strongly agree)		
Meredith	1	2	3	4	5
Madina	1	2	3	4	5
Yash	1	2	3	4	5
Elizabeth	1	2	3	4	5
3. Participates in cooperative planning of project activities.					
	(strongly disagree)		(strongly agree)		
Meredith	1	2	3	4	5
Madina	1	2	3	4	5
Yash	1	2	3	4	5
Elizabeth	1	2	3	4	5
4. Completes fair share of work by agreed upon deadlines.					
	(strongly disagree)		(strongly agree)		
Meredith	1	2	3	4	5
Madina	1	2	3	4	5
Yash	1	2	3	4	5
Elizabeth	1	2	3	4	5

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Appendix D: Points from Peer Evaluation Form 1

	Student A	Student B	Student C	Student D
Student A	23	23	23	23
Student B	21	25	25	24
Student C	21	25	24	25
Student D	25	24	24	25
Average	22.5	24.3	24.0	24.3
Best Possible	25	25	25	25
Convert 10 point scale	9.0	9.7	9.6	9.7

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Appendix E: Peer assessment tool 2

This form provides an opportunity for peer assessment of teamwork.

Rate each member of your group, including yourself, in terms of the contributions made to group project, including both the overall product of the group (report) and the process of collecting data, making decisions, and working together as a team. The sum of all the scores should be 0. See example. If everyone contributed equally, you can give each person 0.

Example: Team Elements has four members. This is how one member rated her own and the other team members' contributions:

Names	Rating
Earth	0
Wind	+2
Water	-1
Fire	-1
Total =	0

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Appendix E: Feedback from peer assessment tool 2

Example of open-ended feedback on this form:
Student X gave each member score of "0"

All members participated equally in development of the initiative and completion of the assignment. We divided work equally based on every member's strengths and weakness. We met regularly and all were present at all meetings including online meetings. All of us were accommodating of each other's schedules and prior commitments and were able to work around them smoothly. It was a great experience working with the team and I feel that we all got to learn something from each other.

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Appendix E: Feedback from peer assessment tool 2

Another example: Student A gave Students A, B +1, Students C,D -1

C was instrumental in coordinating our interviews and put in a lot of time, but the written part required extensive revisions and was unresponsive to assignment....D's contributions also required significant editing and she did not take initiative to work on things by herself without being told exactly what to do. Although I rated C and D lower, it was, for the most part a great pleasure to work with them.

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