Performing in Teams

Strategies for Group Work
Matthew Watts
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Why Teamwork?

- Student Success (*Hanson 2013*)
- To support a flipped classroom, active learning, or inquiry based learning
- **Build social and affective learning skills**
- Allows you more freedom as a facilitator
Structure of this Presentation

- Lecture – 15 min
- Team activity – 25 min
- Discussion – 20 min
You Should Already Know...

- the Challenges of Group Work
- the Challenges of Teaching CC Math
- How to write Critical Thinking Questions
Learning Objectives

- Pose strategies for group activities – forming teams and choosing activities
- Discuss strategies for the implementation of group work – Roles, facilitation, and evaluation
- Learn about a variety of group activity formats and experience some from the student point of view
Performance Criteria

- Provide resources for faculty to access all materials mentioned
- Model effective facilitation techniques during the group activity
- Share at least 1 strategy for implementing group work in the classroom
Vocabulary

- **Assessment** – Feedback intended to improve future performances
- **Evaluation** – Feedback that judges the quality of a performance
- **Critical Thinking** – Thinking that elevates the level of learning
- **POGIL** – Process Oriented Guided Inquiry Learning
- **IBL** – Inquiry Based Learning
Forming Teams

- Groups of 3 or 4
- Use a Diagnostic Test or grades to order students (1,2,3,...,n)
- Pair 1 with n, 2 with n-1, ...
- Pair pairs to promote diversity or balance abilities
- Re-assign every four weeks
Team Roles

- Use roles to create accountability
- Standard Roles:
  - Captain
  - Recorder
  - Spokesperson
  - Reflector
- Rotate roles every activity
- Choose roles based on activity
Team Roles and their Performance Criteria

Captain

1. Facilitate the team process, keeping it enjoyable and rewarding for all team members.
2. Make sure each member has a role and is performing within that role.
3. Ensure that all team members can articulate and apply what has been learned.
4. Manage time, stress, and conflict.
5. Accept accountability for the overall performance of the team.
6. Contribute to the group as an active learner.
Team Roles and their Performance Criteria

Spokesperson

1. Speak for the team when called upon to do so.
2. Ask questions or request clarification for the team.
3. Make oral presentations to the class for the team.
4. Use the Recorder’s journal to share the team’s discoveries and insights.
5. Collaborate periodically with the Recorder.
6. Contribute to the group as an active learner.
Team Roles and their Performance Criteria

**Recorder**

1. Record group roles and instructions at the beginning of a task or activity.
2. During an activity, record and collect important information and data, integrating and synthesizing different points of view.
3. Document group decisions and discoveries legibly and accurately.
5. Control information flow and articulate concepts in alternative forms if necessary.
6. Contribute to the group as an active learner.
Team Roles and their Performance Criteria

**Reflector**

1. Assess performance, interactions, and the dynamics among team members, recording strengths, improvements, and insights.
2. Listen and observe well.
3. Accept accountability for the overall quality of the Reflector’s journal.
4. Present an oral Reflector’s Report positively and constructively if asked to do so.
5. Intervene with suggestions and strategies for improving the team’s processes.
6. Contribute to the group as an active learner.
Facilitation

- Have a Plan and Share it!
- Observe, Record, and Assess
- Intervene on process, not content
- Prepare for Discussion at the end
- Plan for next activity
## Facilitation Plans

### Sample Class Schedule

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>5 mins</td>
<td>individual quiz on homework assignment</td>
</tr>
<tr>
<td>5 mins</td>
<td>structure class, announcements, workshop assignment and objectives, return papers</td>
</tr>
<tr>
<td>15 mins</td>
<td>teams work on Workshop Assignment, Part One (Model Exploration and Exercises)</td>
</tr>
<tr>
<td>5 mins</td>
<td>use simultaneous reporting to bring closure to Workshop Assignment, Part One</td>
</tr>
<tr>
<td>15 mins</td>
<td>teams work on Workshop Assignment, Part Two (Exercises and Problems)</td>
</tr>
<tr>
<td>5 mins</td>
<td>use simultaneous reporting to bring closure to Workshop Assignment, Part Two</td>
</tr>
<tr>
<td>5 mins</td>
<td>announcement of homework due at the next workshop, preparation of final written reports from strategy analysts and recorders</td>
</tr>
</tbody>
</table>

*55 minutes Total*
## Agenda - Class 2

### Section 1.1

<table>
<thead>
<tr>
<th>Activity</th>
<th>Format</th>
<th>Time Allotted</th>
<th>Time Spent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Q&amp;A</td>
<td>Interactive</td>
<td>15 min</td>
<td></td>
</tr>
<tr>
<td>Warm Up</td>
<td>Individual</td>
<td></td>
<td></td>
</tr>
<tr>
<td>View and Assess Model</td>
<td>Think, Pair, Share</td>
<td>25 min</td>
<td></td>
</tr>
<tr>
<td>Critical Thinking</td>
<td>Groups</td>
<td>25 min</td>
<td></td>
</tr>
<tr>
<td>Prepare for next Meeting</td>
<td>Interactive</td>
<td>10 min</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Presentation</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Assessment of class

S:

I:

I:
Activities

- Pre-Made Activities
  - Developmental/College Algebra
  - Liberal Arts Math
  - Pre-Calculus
  - Calculus
  - More Resources
Make Your Own Activities

- POGIL/IBL Model
  - Exploration
  - Concept Formation
  - Application

- My Model
  - Integrate Problems with Critical Thinking Questions
Grading

- May be unnecessary
- Provide Criteria
  - Captain – On task
  - Recorder – Neat report
  - Spokesperson – Oral presentation
  - Reflector – Assessment report
- Same Grade for all
- Grading Schemes
Plan

1. Form Teams
2. Review the Models
3. Answer the Critical Thinking Questions
4. Share with Audience
Critical Thinking Questions

- Which roles are essential to most group activities and why?
- What are three things you can do while students work on the group activity?
- Suppose you assign four roles for the teams and you have one or more teams of three. Who decides who should take on the fourth role? How is the decision made?
- A student comes in late and groups are already formed and working. What should you do?
Critical Thinking Questions

• A team finishes early, what can you have them do while they wait for the other teams? How can you design an activity so that this is not likely to happen?
• When do you want learners to be in the role they perform best in and when do you want learners to be in the role they have the most difficulty with?
• How can you use the role of conflict resolver in the classroom?
• How do you deal with the transition from group discussion to a sharing of results with the whole class?
Applications

- Developmental vs. Credit Level
- Once a Week Classes
- Online Instruction
- Semester Long Projects
Your Homework

- Try this in your class and let your colleagues know what works and what does not
Assessment & Resources

- Please provide assessment feedback for the speaker.

- For more information visit
  - Academy of Process Educators
  - Pacific Crest

- For a list of resources send an email to mwatts@tcc.edu

Enjoy the rest of the conference!