Model 1 – Basic Team Roles

Roles Used: Captain, Recorder, Spokesperson, Reflector

How to Assign Roles: At random and rotate with each activity for four to eight activities

When Used: Any in-class activity or outside of class project assignment

Basic Activity Structure:

1. Provide Introduction or Overview of activity
2. Form teams and review role assignments
3. Teams complete activity
4. Facilitator and spokespersons lead discussion

Model 2 – Accountability for Basic Team Roles

Add one or more of the following to the responsibilities of the team member to increase accountability.

<table>
<thead>
<tr>
<th>Role</th>
<th>How to hold accountable</th>
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<tbody>
<tr>
<td>Captain</td>
<td>• Finish unfinished assignments</td>
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<tr>
<td></td>
<td>• Accountable for all reports</td>
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<td></td>
<td>• Take on extra roles</td>
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<td></td>
<td>• Time on task (e.g. if group is off-topic)</td>
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<tr>
<td>Recorder</td>
<td>• Recorder’s report graded</td>
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<td></td>
<td>• Present report to class for assessment</td>
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<tr>
<td>Spokesperson</td>
<td>• Don’t allow reading</td>
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<td></td>
<td>• Present in front of class</td>
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<tr>
<td>Reflector</td>
<td>• Reflector’s report graded</td>
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<td></td>
<td>• Assess student assessments</td>
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</tbody>
</table>

Model 3 – Round Robins

<table>
<thead>
<tr>
<th>Role</th>
<th>Round Robin</th>
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<tbody>
<tr>
<td>Recorder</td>
<td>• Trade reports amongst groups</td>
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<tr>
<td></td>
<td>• Other group assesses recorder</td>
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<tr>
<td>Spokesperson</td>
<td>• Visit other teams and make presentations</td>
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<tr>
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<td>• Other group assesses spokesperson</td>
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<tr>
<td>Reflector</td>
<td>• Visit other teams and observe them work</td>
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<td></td>
<td>• Assess the other team</td>
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</tbody>
</table>
Model 4 – Technology Assignment

Roles Used: Captain, Recorder, Technology Specialist, either Spokesperson or Reflector

How to Assign Roles: Assign TS to students with laptops or calculators, other roles as usual

When Used: Any in-class activity or project with technology component

Model 5 – Spy Game

Description: The Spy, and only the Spy, can visit other groups and see what they are doing but not speak with them or take notes. The Spy can then share with their team what they found.

Roles Used: Captain, Recorder, Spy, either Spokesperson or Reflector

How to Assign Roles: Let captain choose one Spy for the team

When Used: Graded in class assignments dealing with problem solving

Model 6 – Fishbowl

Description: The Captain and Recorder are in the “fishbowl”. They solve a problem without help from the other two. The Reflector watches and assesses the “fish” while the Critical Thinker watches and records critical thinking questions or answers. Later, repeat switching those on the inside with those on the outside of the “fishbowl”.

Roles Used: Captain, Recorder, Critical Thinker, and Reflector

How to Assign Roles: Usual roles, but substitute Critical Thinker for Spokesperson.

When Used: In class assignments dealing with problem solving

Model 7 – The Hardest Problem

Description: The teams come up with the “hardest problem” of the type being discussed in class at the time. They have to be able to solve their problem. The problems are then exchanged and they try to stump the other teams.

Roles Used: Basic Team Roles

When Used: To raise the level of learning to level 3. Use at the end of an activity or unit, not to introduce new content.
Recorder’s Report – Cooperative Learning Activity (AMATYC 2015)

Captain:______________
Recorder:_____________
Spokesperson:___________
Reflector:______________

Critical Thinking Questions

1.  Which roles are essential to most group activities and why?

2.  What are three things you should do while students work on the group activity?

3.  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?

4.  A student comes in late and groups are already formed and working. What should you do?

More questions on the back
5. 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?

6. 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?

7. How can you use the role of conflict resolver in the classroom?

8. How do you deal with the transition from group discussion to a sharing of results with the whole class?

State the most important discovery learned from this activity:
Reflector's Report – Cooperative Learning Activity (AMATYC 2015)

Captain: __________
Recorder: __________
Spokesperson: __________

Team Assessment
Strength –

Improvement –

Reflector: __________

Self-Assessment
Strength –

Improvement –

Insight –

How would you assign roles to this team to maximize the quality of results?

How would you assign roles to this team to maximize growth in the individuals?