Make Group Work Count: Engaging and Assessing Student Learning through Small Group Activities

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**Expectation**

TEAMWORK

MAKES THE DREAM WORK

**Reality**

GETTING THIS GROUP TO WORK TOGETHER IS LIKE HEARDING A BUNCH OF CATS.
However.....there is HOPE!

GROUP WORK

IS OUR WORK
K-W-L charts (3 mins)

Topic: Using group work activities in class

K = What I Know

W = What I Want to know

L = What I Learned

Teaching tip: A KWL chart helps the teacher see what background knowledge students bring to a topic. It also serves as a visual organizer for students.
Think-Pair-Share (5 mins)

- Form a group of 3-4 people
- Take turns sharing your K and W ideas with each other

**Teaching tip:** Think-Pair-Share is a good way to get students involved in discussion. You can use it in multiple ways, such as introducing new topics and consolidating ideas from previous class.
Cooperative Learning

Cooperative Learning (Slavin, 1995)
- Labor is divided in a small group and individuals' contributions are assembled to create an end product.

Benefits of Cooperative Learning
- Help avoid lengthy and tiresome lectures (e.g., Jigsaw)
- Students take an active role of learning
- Reduce fear of exposure in front of class – lower affective filter (Krashen, 1985)
- Draw out shy students to participate in discussion
Group dynamics

Whole Group (WG)

Group Work or Small Group (SG)

Pair Work
Tips for successful group work activities

- **Preparing for group work**
  - Identify the instructional objectives
  - Design tasks that encourage involvement and equal division of labor.
  - Think carefully about the logistics (e.g., physical arrangement of the classroom, group size, how to divide students into groups)

- **Introducing the group activity**
  - Share your rationale for using group work and clarify your role as facilitator.
  - Explain the task clearly.
  - Let students ask questions.
Tips for successful group work activities

- **Monitoring the group task**
  - Monitor but not hover
  - Avoid interfering with group functioning

- **Ending the group task**
  - Provide closure to the group activities (e.g., oral report, collect worksheets)
  - Ask students to reflect on the group work process.
Group work activity demo

TOP SECRET
Objectives for the TOP SECRET ACTIVITY

- Review and assess content knowledge from prior presentations (inclusive excellence, digital literacy, engaging first-generation college students)

- Present a group work activity in action!
Instructions

- Everyone will be assigned to a Table (1, 2, 3, 4, 5) in a Cluster (A, B, C)

- You will work with members in your table for this activity

- The activity will include two stages

- Your table/group will receive a folder with further instructions
STAGE 1: Creating a practice question

- Your group has 10 minutes to create 1 practice question and answer for the topic listed on the pink card in your folder. The question can be a multiple choice question that includes four choices (a, b, c, d), a short answer question or a fill-in-the-blank question.

- Use your notes and your readings to help you craft the question and confirm the correct answer.

- Write each question on the white card, and place it back in the folder.

- Write the answer/solution to each question on one of the green index cards located inside the envelope in each folder.

- Make sure to indicate on the back of the card where the answer or information on how to solve the problem is located (e.g., book and page #; PowerPoint Week and slide number)

- When you are done, place the green index cards back in the envelopes, and place the envelopes back into the folder.

- When time is called, pass your folder to the next Table in your cluster. Move on to STAGE TWO.
STAGE 2: Solving the question

- Your group has 5 minutes to solve or answer each of the questions that the previous group prepared.
  - Work together to solve each problem.
  - Make note of where you located the answer/information on how to solve each problem.
  - Make sure each member of the group is in agreement/understands the answer or solution.
  - Check your answers against the answers in the envelope.
  - When time is called, pass your folder to the next Table in your cluster. For example, if you are in Cluster B Table 3, you will pass your folder to Cluster B Table 4. Begin stage two again with the new set of questions.
Exit Ticket: Complete your K-W-L charts

Topic: Using group work activities in class

L = What I Learned
😊 Thank you 😊

/θæŋk ju/

Xie Xie/謝謝!
Gracias!
Grazie!
Merci!
どうもありがとうございます!
감사합니다!