

Facilitating PBL Groups: Groups in Action



*Institute for Transforming
Undergraduate Education*



University of Hartford

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Dr. Deborah Allen's contribution to this presentation is acknowledged and appreciated.



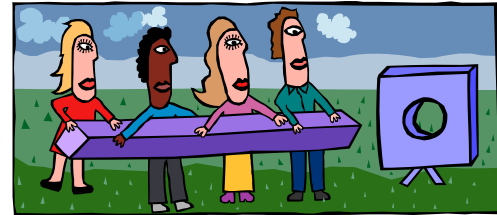
Why Use Groups?

- Simulates the “real world” use of teams
- High motivation when actively involved
- Learn more fully and with less effort
- Learn in context
- Allows exploration of more complex problems
- Can allow students to self-select their major areas of interest.



Five Elements of Cooperative Learning

- **Positive interdependence**
- **Individual accountability**
- **Promotive interaction (face-to-face)**
- **Use of teamwork skills**
- **Group processing**



Johnson, Johnson & Smith. "Maximizing Instruction Through Cooperative Learning." AAHE Prism. Feb. 1998



Teams and Trust

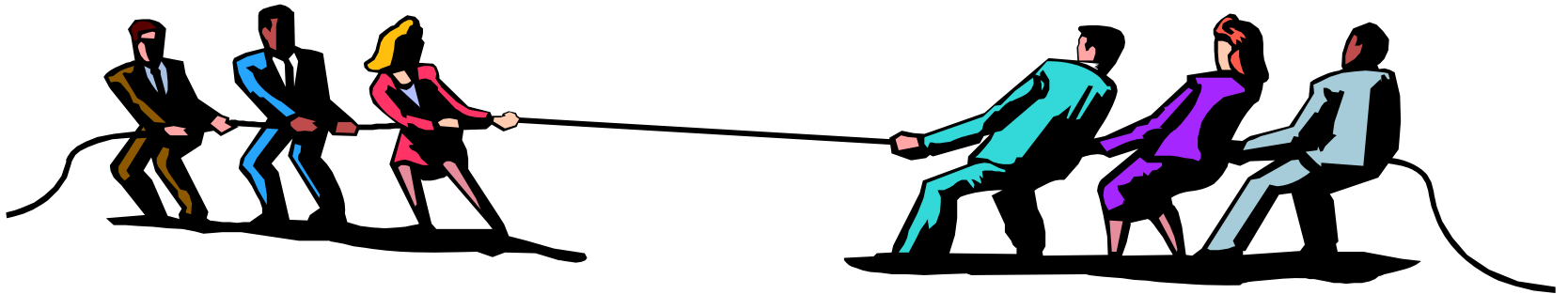
- Trust:
 - *A willingness to put oneself at risk within a specific context.*



Nurturing and Eroding Team Trust

**List five things that students
do to inhibit trust on their teams.**

Report out in 5 minutes





Step 1: Conflict Case Studies

- A. Read over the case study that your group has been given.**

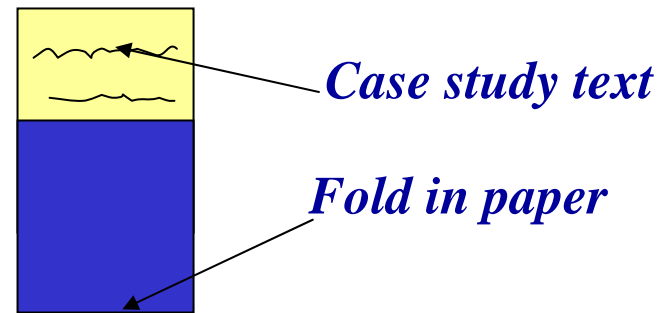
- B. As a faculty member, consider how you would handle the situation**

- C. Discuss the steps you could take to prevent these problems arising in the future**



Step 2: Conflict Case Study

A. Fold the handout so that your ideas for resolutions are covered up by the folded paper, but the case study text is still revealed.



B. Pass the folded case study on to the group on your left.

C. When you receive another group's case study, keep that group's ideas for resolutions covered up.



Step 3: Conflict Case Study

- A. Read over the new case study that your group has been given.**
- B. As a faculty member, consider how you would handle the situation**
- C. Discuss the steps you could take to prevent these problems arising in the future**



Steps 4 & 5: Conflict Case Study

- A. Pass the case study on to the group on your left.**
- B. Uncover the possible resolutions “brainstormed” by the previous 2 groups.**
- C. Given the information that you have, which of the resolutions do you think is the best option? Why?**
- D. Discuss the methods proposed to prevent the problem in the future. Which is the best option? Why?**

Be prepared to report out on questions C & D in 10 min.



Trust and Teams

- To be “trustworthy,” indicates one has the characteristics that merit another’s trust:
 - **Competence**—the teammate has the CAPACITY to complete the desired task.
 - **Benevolence**—the teammate CARES about my needs and will act in my best interests.
 - **Integrity**—the teammate is honest and keeps his or her COMMITMENTS.
- Trust acts as an initiator of action:
 - Trusting behavior: delegation of tasks to a team member
 - Distrusting behavior: Completing all tasks on your own.
 - *“Anxiety in life is what squeaking and grinding are in machinery that is not oiled. In life, trust is the oil.” Henry Ward Beecher (1813-1887)*



Phases of Group Development

Forming



Storming



Norming



Performing

Group Task

Define purpose

Determine objectives

“Best Behavior” / Inwardly focused

Competition for ideas

“What are we supposed to do?”

Determine & accept roles

Ease into roles and ground rules

Development of trust & consequences

Agenda setting

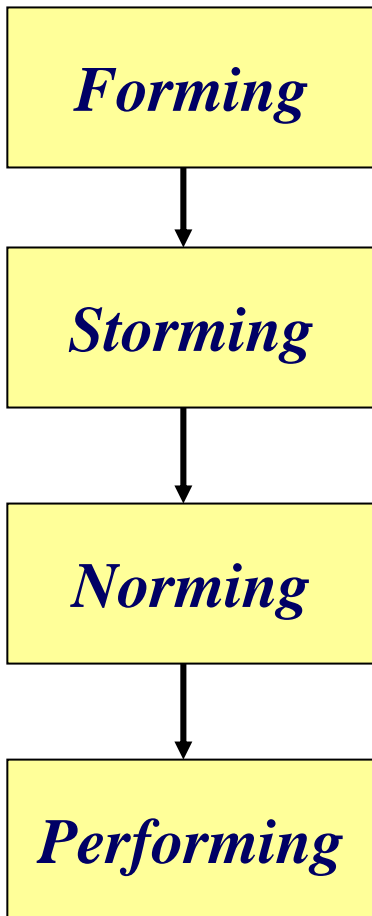
Comfort in assigned roles

Autonomous

Dissent expected and encouraged



Phases of Group Development



<u>Group Task</u>	<u>Evidence of Failure</u>
Define purpose Determine objectives “Best Behavior”	Group lacks focus Attends to wrong things Conflict over objectives
Competition for ideas “What are we supposed to do?” Determine & accept roles	Not completing tasks Conflict within group Confusion over roles
Ease into roles and ground rules Agenda setting	Poor standards Conflict within group & w/instructor Late assignments
Comfort in assigned roles Autonomous Dissent expected and encouraged	Poor performance continues Conflicts go unresolved Sense that grades unfair



The Team Grid and Code of Conduct Exercise

Name, Phone, and Email Address	Things I Love to Talk About	Why I Am Taking This Class	Personal or Professional Achievement for 2007	On Teams, I tend to be a...

Code of Conduct: How should we handle poor performance on this team?



In Groups, I Tend to Be a....

- Leader
- Worker
- Planner
- Mediator
- Entertainer



Purposes of “Completing the Grid”?

- Forming:
 - What does everyone expect to get out of this class?
 - Do we have 5 leaders? Entertainers?
 - How do I contact you?
- Storming
 - What role do I want to play? (Leader vs. Entertainer)
- Norming
 - How do we handle poor performance?
- Encourages the movement through the phases and the formation of trust



Purposes of “Completing the Grid & Code of Conduct

- Spurs discussion on class priorities:
 - What is my role? How important is this class to me?
 - What skills do my team members have? (competence)
- Allows groups to learn about their group members
 - How do I contact you?
 - Differing priorities (Leader vs. Entertainer)
 - Reduces depersonalization (benevolence)
 - Sets expectations early (integrity)
 - Focuses on similarities in group members’ backgrounds, instead of the differences
- Encourages the formation of trust



Final Suggestions for Using Groups

- Prevention is often the best approach
- Set expectations early
- Form heterogeneous groups
- Use permanent groups
- Rotate roles of responsibility
- Rely on group-selected ground rules
- Conduct peer evaluations