



ILHAM-EC

Participatory workshop

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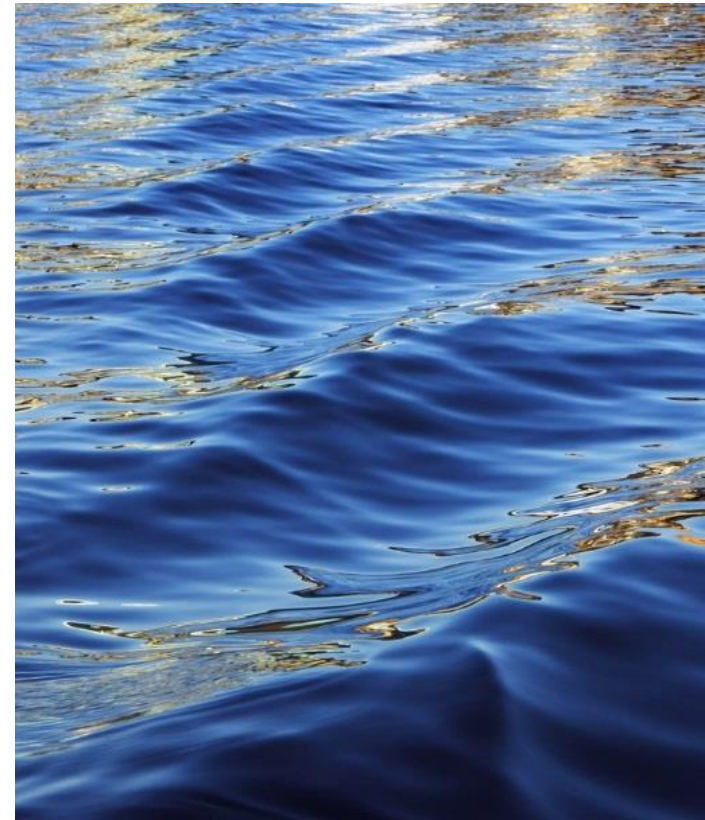


Making Group-work Work

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Making Group-Work Work

Session Outline

- Benefits of group-work
- Challenges of group-work
- Strategies to make group-work work
- Case Study 1
- Case Study 2



Benefits of Group-work (1)

- Development / consolidation / deepening of knowledge
 - Foundational / higher-level knowledge
- Thinking skills development
 - Critical thinking
 - Creative skills
- Academic skills
 - Research / practical skills
 - Time / Project management
- Complex Skills
 - Interpersonal communication
 - Conflict resolution / Problem solving
 - Increased self-awareness



Benefits of Group-work (2)

- Complex Skills
 - Interpersonal communication
 - Conflict resolution
 - Problem solving
 - Increased self-awareness



Challenges of Group-work

- Conflict /group dynamics
 - Free-riding
- Communication problems
 - Disciplinary / cultural
- Time management / workload
 - Different for each student
- Perceived unfairness of assessments
 - Links to problem of free-riding



Student views of Group Work

I avoided as many modules as possible with elements of group work

I understand that teamwork is important but it's often tedious working with people who don't turn up

Good use of group work and presentations have allowed me to build confidence that will be useful in the workplace

Great variety of tasks that improve skills that can help in the real world, e.g. presentations, group work



Strategies to make Group-work Work

- Be transparent
 - Explain why you're using group work
- Help students take responsibility for resolving conflicts
 - Peer-marking
- Teach the process of working in a team
 - Prompt reflection
- Meet with groups
 - Increases engagement
- There's no one best way – experiment!



Case study 1

- Belbin team roles taught before students began group work
 - Appreciated group dynamics
 - Appreciated skills developed through group work
- Class-based task
 - Feedback/reflection on group dynamics
- Students peer-marked other group members
 - Provided an opportunity to raise concerns
 - Marks incorporated into final assessment mark



Case Study 2

- This module has two group work assignments
 - First assignment marked formatively / feedback only
- In-class task to reflect and plan for next assessment
 - Reflections / plans shared with the lecturer
- Individual group meetings one week after assessment was set
 - Forced early group meetings
 - Reduced “free-riding”
- Lecturer will continue with this new approach
 - Increased engagement
 - Reduced problems