Objective

- This session covers the advantages and disadvantages of using Team-based assignments in fully online classes.
- By the end of the session, you will be able to use groups to fulfill course objectives, create groups with different tools, and effectively manage common group problems.
Keep in mind...

- Work intensive – but less grading
- There will be push back
- Not everyone will be excited about team work
Why should I use team-based assignments?

- Sense of community
- Improve the quality of the assignment
- Help students to learn & apply courses material
- Share practical knowledge from different life experiences
- Practice that translates to the real world
Role as a Professor

• Before class starts:
  – Design the project
• Beginning of semester:
  – Decide how to divide up the teams
  – Lay the groundwork for success
• Mid-semester
  – Help groups reengage members
• End
  – Closure activities (final project)
  – Grading
Designing the Project

- Complex enough to require multiple teammates
- Common sense of purpose/goal
- Different from individual assignments
- Of value to others in the community
- Mutual interdependence
Forming Teams

• Capitalize on strengths
• Time availability
• Geographic location
• Gender/culturally balanced
• Random assignment
• Self-enrollment
Team Structure

Tuckman Model
Tuckman, Bruce (1965)
“Developmental sequence in small groups”
Psychological Bulletin, 63, 384-399
Setting teams up for success

- Purpose & common goals
- Team work skills
- Tools:
  - Team contract
  - Team leader
  - Peer evaluation

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then from 3:00 p.m. - 9:00 p.m.

**Rules** – What are the general expectations for all members of the group? What is each person responsible for?

- Each individual from the group is expected to demonstrate good work ethic and collaborate on all assignments by the due date, as well as taking ownership over tasks. In addition, everyone should be responsible for setting time aside to discuss ground rules for the project. Members should not just focus on their work, but also help other group members work if needed. Overall, we are all expected to notify each other of any issue that may arise so that it can be resolved in a timely matter and be alert for any email or text messages that are sent out. Each member will be responsible for answering one question from the group project: Michael #1, Guiby #2, Ibis and Sabrina #3, Ashereka and Yanai #4. (Guiby, Michael, Sabrina, Ibis, Yanai, and Ashereka)

**Communication** – How will the members of the group stay in touch? What means of communication will you use (Phone, Skype, Adobe Connect, face-to-face, group discussion board, wiki page, email)? How often are group members required to check in? Who are they required to check in with?

- Individuals of the group will stay in touch via blackboard, email, and text messages as main priority throughout the semester. Another way of staying in touch is through face-to-face interactions. Members are required to check in with one another at least every other day for updates regarding our progress. (Guiby, Michael, Sabrina, Ibis, Yanai, and Ashereka)

**Collaboration** – How will you insure each group member is contributing equally? How will you handle group members who are not contributing or lose touch with the group? What strategies will be used to overcome conflict?

- To ensure equal contributions, assignments will be divided equally amongst the group; therefore everyone will be given a task to complete on their own. In addition, emails will be sent out as a check point for each due date to make sure group members are up to date with their task, and if there is any information that needs to be added or revised we can do so within the group. If we lose touch with any member, we will try to reach out to that person by phone if not the professor will be notified. To overcome conflict, we will speak to the most active group members to come up with a solution for a failing member. (Guiby, Michael, Sabrina, Ibis, Yanai, and Ashereka)

**Experience** – Based on your past group project experiences what will you do to make this the best group experience possible?

- As a team, we will try to maintain communication throughout the semester, input ideas amongst each other, respond to emails, and follow deadlines. To make this the best group experience possible we will all be responsible for taking the initiative when required and bring positivity into the work environment. (Guiby, Michael, Sabrina, Ibis, Yanai, and Ashereka)
Team leader

- Leader
  - Does not do everyone’s work
  - Coordinates group efforts
  - Keeps teammates engaged & on task
  - Maximizes strengths

“Do not worry about holding high position; worry rather about playing your proper role.” – Confucius
Peer Evaluations

- Beginning: team contract
- Early middle: transparent feedback
- End: anonymous feedback
### Summary (Basic | Detail)

Have not submitted their evaluations

Gina Burnette (student)

<table>
<thead>
<tr>
<th>Evaluatee</th>
<th>1 (/4.0)</th>
<th>2 (/4.0)</th>
<th>3 (/4.0)</th>
<th>4 (/4.0)</th>
<th>Total (/16.00)</th>
</tr>
</thead>
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<tr>
<td>Gina Burnette</td>
<td>3.80</td>
<td>3.80</td>
<td>3.60</td>
<td>3.80</td>
<td>15.00 (93.75%)</td>
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<td>4.00</td>
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<td>16.00 (100.00%)</td>
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<td>Brittany Deeter</td>
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<td>4.00</td>
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<td>16.00 (100.00%)</td>
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<td>Roxana Rodriguez</td>
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<td>4.00</td>
<td>15.80 (98.75%)</td>
</tr>
<tr>
<td>Gloria Becerra</td>
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<td>4.00</td>
<td>3.60</td>
<td>4.00</td>
<td>15.60 (97.50%)</td>
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<tr>
<td>Group Average</td>
<td>3.90</td>
<td>3.90</td>
<td>3.73</td>
<td>3.90</td>
<td>15.43</td>
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</table>

Mark Peer Evaluations as Reviewed

### Evaluation Results

**Evaluatee: Gina Burnette**

(Number of Evaluator(s): 5)

Final Total: 15.00 (94%) << Below Group Average >>
## Evaluation Results

**Evaluatee: Gina Burnette**

<table>
<thead>
<tr>
<th>Evaluator</th>
<th>(1) Team Involvement</th>
<th>(2) Time Management</th>
<th>(3) Establishing and Following Guidelines</th>
<th>(4) Professional Communication</th>
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<td>Points: 5/5 Grade: 4.00/4 Comment:</td>
<td>Points: 5/5 Grade: 4.00/4 Comment:</td>
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<td>Roxana Rodriguez</td>
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<td>Gloria Becerra</td>
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**Evaluatee: Courtney Vander Schaaf**
Evaluatee: Brittany Deeter
Evaluatee: Ashley Marino
Evaluatee: Roxana Rodriguez
Evaluatee: Gloria Becerra
Keeping the positive momentum

- Continual monitoring
- Milestones
- Solid feedback

<table>
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<tr>
<th>Group Project Checkpoints</th>
<th>Due Date</th>
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<tr>
<td>Group Agreement &amp; Topic</td>
<td>January 25</td>
</tr>
<tr>
<td>Introduction/Literature Review</td>
<td>February 8</td>
</tr>
<tr>
<td>The Intervention</td>
<td>February 22</td>
</tr>
<tr>
<td>Videos</td>
<td>March 1</td>
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<td>Rough draft for team’s proofreading</td>
<td>March 8</td>
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<tr>
<td>Final draft</td>
<td>March 22</td>
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The practicalities of using Groups

- Research
- Collaboration
- Course Alignment
1. Use various developmental theories, themes, and concepts to explore development.

2. Define and Identify basic developmental terms and concepts.

3. Explain and Evaluate the influence of culture on development.

4. Recognize the complexity of human development.

5. Use research techniques to investigate developmental issues.
Your Blackboard options

• Create....
  – Single Group vs Group Set
• Enrollment...
  – Self Vs Manual Vs Random
• Group Information....
  – Name
  – Description
  – Tools
  – Personalization
  – Membership - # groups, per groups, leftovers
How do students communicate

Communication Tools

– Wiki
– Blogs
– Journal
– Discussion board
– Email
– Collaboration
Communicating

- Your options
  - Blog Vs Journal Vs discussion board Vs Wiki

<table>
<thead>
<tr>
<th></th>
<th>Wiki</th>
<th>Blog</th>
<th>Journal</th>
<th>Discussion Board</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Common Uses:</strong></td>
<td>A collaborative space where all students can view, contribute and edit content.</td>
<td>A shared online diary for use in class.</td>
<td>Personal writing space for self-reflection and private communication with the instructor.</td>
<td>Online discussions that are organized hierarchically with forums, threads and replies.</td>
</tr>
<tr>
<td><strong>Notes</strong></td>
<td>When a student is updating a wiki page, the rest of the students are locked out of it until it is released. <strong>This is the only Bb tool that allows multiple students to collaborate within the same text entry area.</strong> The other two tools store student entries separately under the students’ names, but the wiki can be organized by research topic, work group, etc.</td>
<td><strong>Important Setting:</strong> <strong>Individual to all students</strong> = Entries and grades are separate to each student. To view entry, you click on the student’s name. <strong>Course</strong> = All student entries are listed together when entering the blog, and all students get that same grade. <strong>Entries can be saved as drafts</strong> and posted later. <strong>A green “!” designates ungraded entries.</strong> <strong>Blogs are less structured</strong> than the Discussion Board, and they’re chronological. The format is more open and conversational in style.</td>
<td>If you set <strong>Permit course users to view journal</strong>, the journal will not be private, making it more like a blog with commenting turned off. <strong>Cool idea from UND:</strong> With “permit course users” turned off, ask students to post individual, original responses on a topic. Then make them public for review by everyone, preventing students from repeating remarks in early entries! <strong>Muddiest / Clearest Point:</strong> Use last 5 minutes of class for summarizing and reflecting in the blog about the day’s content. <strong>Entries are listed by student name,</strong></td>
<td>Discussion boards are easily collapsed, expanded and searched. <strong>Users can Subscribe</strong> to a forum or thread and receive an email update every time someone adds to it. <strong>Printing</strong> is managed with a single click. Students can rate posts. <strong>Can be copied,</strong> like in the case of separate instances for groups. <strong>Feedback from students</strong> favors the other 3 tools over discussion boards, possibly because of the “look/feel”</td>
</tr>
</tbody>
</table>
**Group work**

*Created By* Maria Reid on Wednesday, January 14, 2015 1:49:50 PM EST
*last modified by* Yudelsys Santana on Sunday, April 19, 2015 12:33:25 PM EDT

To edit this wiki, just click on the button that says edit wiki content. DO NOT ERASE what other people have written, just add you own, below. Please do as much of your work here as possible so that I can "see" what you are doing. Prof Reid

Good morning everyone. Where is the material for what our project is on located? I don't see anything under tasks or anywhere else for that matter. I'd like to start getting this organized ASAP. I'll contact Prof. Reid if no one else knows where this material is. Thanks!-- Jenny

So, I've found the material for the Module 4 Group Activities. We need to decide what survey we want to do. Group A: Exploring Stereotypes about Older Adults, B. Driving and old age, C. Roles of People in Late Adulthood or D. Analysis of Obituaries. I think we should take a vote. I will also send out an email to let you all know this is where we should be communicating and I've heard from no one thusfar. I am unclear as to all the instructions of this project so if anyone has some insight, please share your comments. Thanks! -Jenny

Hi Jenny and the rest of the group!! I just found the material. I like B. Driving and old age. Let see what the majority prefers! =)

Diana

Hi Diana! B (Driving and old age) is what I was leaning towards as well. I'd like to get a consensus by Thursday if possible so please chime in ASAP. Thanks! --Jenny
## Wikis

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<th>Page Saves (Number Count)</th>
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<td>a group member)</td>
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Other Tools options

- Collaboration
- File exchange
- Tasks
- Email

Group Tasks

Create Group Task

<table>
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<th>Priority</th>
<th>Due Date</th>
<th>Task Status</th>
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<td>Introduction/ appex</td>
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<td>Saturday, January 17, 2015</td>
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</tr>
<tr>
<td>Method/ Charts</td>
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<td>Interpretation</td>
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<tr>
<td>Conclusion</td>
<td>![Down Arrow]</td>
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<td>Completed</td>
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How do you instruct students

- Syllabus
- Group Description
- Examples
- rubrics

Your grade will reflect how well your work is organized and presented; how you respond to classmates inquiries; and individual input as seen by the instructor in your private wiki room. A grading rubric is online, under the helpful information link.

Each group must:

- Decide on which topic you will do (you will be given four to choose from, under group assignment)
- Each student will gather 5 surveys
- Put data together (use the file exchange area to upload and download files and the Task area to delegate duties.)
- Develop 3-4 discussion questions based on chapter readings (a rubric showing how the assignment will be graded in available in the general file area)
- Submit project in the assignment Dropbox for your group. (I will publish them)
- Respond to class’s comments and questions on your presentation area. I will create threads with your questions to which your fellow students will respond and it will be up to you to monitor it.
Managing Groups

- Withdrawn students
- Late Entries
- Unofficially dropped students

<table>
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<th>Last Name</th>
<th>First Name</th>
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<tr>
<td>Canasi Calas</td>
<td>Monica</td>
<td>1</td>
<td>dropped</td>
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<tr>
<td>Dessalines</td>
<td>Shadaina</td>
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<tr>
<td>Gonzalez</td>
<td>Barbara</td>
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<td>Hunt</td>
<td>Nia</td>
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<td>new</td>
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<tr>
<td>Sanchez</td>
<td>Austin</td>
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<td>Veronica</td>
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<td>Ivette</td>
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<tr>
<td>Sant'Anna</td>
<td>Jennifer</td>
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</table>
Other group tasks

- Time management
- Leadership
- Submitting the project
- Presenting the project
- Moderating class response
Hi Group 1,
You guys have done a magnificent job with your presentation. For me it was very clear and your data really helped me to visualize the specifics of the topic.

I think the group did an outstanding job. I was extremely impressed with the thoroughness in content, and the graphics and charts used. It seems like the group put a lot of work into the project and it shows!

I thought this was very organized and nicely put together. I was surprised that Graph 12 shows that 91% of people surveyed think that yard work is a feminine job. Then I read in your conclusion that yard work was considered a masculine job. Was this an error in the graph? I think yard work is one of those things that both sexes do so wanted clarification. You did an excellent job of making things easy to interpret overall!

Thank you for going through our presentation! We worked extremely hard to have clear data that best showed the results of our surveys. I agree with you that the graphs are very clean.

-Group 3

Yuliana,
Thank you for your feedback! We worked really hard to make sure it was interesting and understandable and are glad you enjoyed it!
### Grading Groups

#### How your group project will be graded

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Poor</th>
<th>Fair</th>
<th>Good</th>
<th>Excellent</th>
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<tr>
<td>written material 25%</td>
<td>0 No Submission</td>
<td>6.25 Many sections of project missing or incomplete. Writing does not</td>
<td>9.25 Some sections of project missing or incomplete. Writing does not</td>
<td>12.5 All sections of project completed. Writing flows</td>
</tr>
<tr>
<td></td>
<td></td>
<td>shows poor understanding of material</td>
<td>shows poor understanding of material</td>
<td>and shows understanding of material</td>
</tr>
<tr>
<td>Organization of data 25%</td>
<td>0 No Submission</td>
<td>6.25 Few graphs, poorly constructed and difficult to understand</td>
<td>9.25 Graphs could use some improvement in construction or inappropriate.</td>
<td>12.5 Data well organized, easily understood and appropriate.</td>
</tr>
<tr>
<td>Grammar 25%</td>
<td>0 No Submission</td>
<td>6.25 Many (&gt;10) spelling and grammatical errors</td>
<td>9.25 Few (&lt;10) spelling and grammatical errors</td>
<td>12.5 Minimal (&lt;5) spelling and grammatical errors</td>
</tr>
<tr>
<td>forum moderation 25%</td>
<td>0 No Submission</td>
<td>6.25 1-2 posts</td>
<td>9.25 5-10 posts</td>
<td>12.5 &gt;10 posts</td>
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#### Individual Effort

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<th>fair effort</th>
<th>Good effort</th>
<th>Above and Beyond</th>
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<td>25.00 %</td>
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<tr>
<td>Posted surveys only</td>
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<td>5-10 posts</td>
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<td>&gt;10 posts</td>
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</tbody>
</table>
EXAMPLE
Why might teams not work out?

- Poor structure
- Lack of communication
- Lack of resources
- Social loafing
- Dividing the project up
- Conflict
References

• Scarnati, J.T. (2001). On becoming a team player. Team Performance Management
• Vik, G. (2001). Doing more to teach teamwork than telling students to sink or swim. Business Communication Quarterly