How to facilitate group work in the Classroom
(virtual and Face-to-Face)

Case study: Animal Diversity Laboratory  (ZOO-3141L)
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2019-2021 PIE associate

Virtual PIE Office Hours: M 5-6PM (or by appointment)

Information available through the PIE TA Community Support site, which you can self-enroll into.
Before I tell you more, I want to hear from you!

Let’s use Poll Everywhere
LET’S DO ANOTHER ACTIVITY!

• You will have 3 minutes to work **individually**
• Provide **one answer** to each of the **two questions**
• We will go over answers with everyone using Padlet
We’ll use Padlet for this activity

**Question 1**

1. What are benefits of working in groups?

**Question 2**

2. What are some difficulties you’ve found in your own group work experience?
“Padlet is essentially an online board where an audience can then post digital sticky note-like answers”

https://padlet.com/mmr318/l5ppstr530mh2y1y
Group work is...

**Beneficial**
- Tackle more complex problems
- Delegate roles and responsibilities
- Share diverse perspectives
- Pool knowledge and skills
- Hold one another (and be held) accountable

**Difficult if...**
- Make assumptions
- Misinterpret what's being discussed
- Not understanding what needs to be done
- Work on the wrong task
- Group does not work well together
Objectives

Experience group work in a virtual setting

Identify ways to improve on or create your own classroom group work activities
Try to think like a student, and anticipate their actions (or lack thereof)
Let’s do a poll!
## Group work process in the classroom

<table>
<thead>
<tr>
<th>Step</th>
<th>Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>Explain</td>
<td>Explain the group ground rules</td>
</tr>
<tr>
<td>Assign</td>
<td>Assign group roles</td>
</tr>
<tr>
<td>Describe</td>
<td>Describe the assignment/questions</td>
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<tr>
<td>Give</td>
<td>Give specific instructions and time length for the activity</td>
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<tr>
<td>Ask</td>
<td>Ask students if they have questions</td>
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<tr>
<td>Monitor</td>
<td>Monitor groups but don't hover</td>
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<tr>
<td>Bring</td>
<td>Bring it back into the larger classroom discussion</td>
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<tr>
<td>Commit</td>
<td>Commit to continuous improvement</td>
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</table>
Poll time!
First step for group work is establishing group norms
Math TEAM Expectations

T - Together, work to solve problems.
  • Come prepared to work.
  • Everyone contributes something positive - no one is done until everyone is done.

E - Explain and give reasons for your ideas.
  • Use multiple representations to make your thinking clear.
  • Helping does not mean telling others what to do.

A - Ask questions and share ideas.
  • Take turns talking and listen actively to each other - respect each other's contributions.
  • Pay attention to what other group members need.
  • Call the teacher for group questions only.

M - Members of your team are your first resource.
  • Follow your group role.
  • Only talk with members of your own group.

Stablish your own ‘Group Work’ rules or ask your students to stablish them.

EXPLAIN group ground rules
Cooperative Group Work Roles

**Recorder:**
Write down group notes and responses

**Facilitator:**
Keep group on task

**Reflector:**
Helps group members come to a common conclusion

**Reporter:**
Present your group’s ideas to the class

You will have about 10 minutes to work in assigned groups.

Go over the “Lab 3-Review” in the Week 4 Module.

Complete all the questions in your groups.

Come back to main room when called.

We will go over answers with everyone.

Let’s go to breakout rooms!

DESCRIBE the assignment

& GIVE specific instructions
Last Poll!
What the students see!
1. What are the 4 body regions characteristic of molluscs?
- Head
- Foot
- Visceral mass
- Mantle

2. How does the foot of a bivalve reflect adaptations to its unique lifestyle?
The bivalve foot is a single, tapered mass that is modified for burrowing.

3. How does the foot of a cephalopod reflect adaptations to its unique lifestyle?
The cephalopod foot has been modified into numerous extensible tentacles armed with suckers for locomotion, defense, and prey capture.
7. Briefly discuss how the cephalopod eye and the vertebrate eye demonstrate the phenomenon of convergent evolution.

Convergent evolution is the independent development of resemblance between species as a result of similar selection pressures typically generated by comparable ecological roles. Cephalopods and vertebrates each independently evolved acute, image-forming eyes that are amazingly similar in structure and function—each containing a lens, cornea, iris, ciliary muscles, and a retina.

6. Briefly describe how molluscs demonstrate this phenomenon of adaptive radiation.

Adaptive radiation is the evolution of ecologically diverse taxa from a common ancestor after moving into a new environment. Molluscs evolved over 500 million years ago, and then evolved to fill many unoccupied niches and take over many occupied niches from existing marine animals. Selective pressures caused the divergence of different mollusks to produce the many different classes and body forms we recognize today. Bivalves became sessile filter feeders, chitons and snails are primarily grazers and cephalopods are active predators.
BRING back to the larger classroom

Join at www.kahoot.it or with the Kahoot! app with Game PIN:

7072732
COMMIT to continuous improvement

Write/ask one question about today's content - something that has left you puzzled & one thing you will need FROM ME so YOU can do better next week.

"Is there a way to make the Kahoots a bit longer, so we are a bit more interactive"

"I liked this lab structure"

"I liked the short review Kahoot"

"I like this format tbh"

"I liked everything, but I do think that the review of the slides is a bit redundant for those who watched your video"

"Kahoot! Helped me realize what I did not know"

"I liked the format!"

"I like it when you go through and teach like in class!"

"It was good"

"Where can we find everything for the dissections?"

"I really liked this format :)

"I liked the structure!"

"I like the way we're doing it. I know the transition is really hard but I would like for the expectations for quizzes and exams to be made clear so that we know how to study and what to study while everything is changing. But I really enjoyed the lecture today so thank you!"

"Yes"

"Seems good to me!"
Self-assessment is part of student’s ‘Continuous improvement’

**Group Work Self-Assessment**

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<th>Task</th>
<th>Sometimes</th>
<th>Usually</th>
<th>Always</th>
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<tbody>
<tr>
<td>Carefully read the assignment sheet</td>
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<tr>
<td>Contributed ideas to the group</td>
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<td>Helped plan our group project</td>
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<td>Actively participated in creating our group presentation</td>
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<td>Did my fair share of the work</td>
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<td>Cooperated with group members</td>
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Other group members actively participated and cooperated:

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<tr>
<th>Name</th>
<th>Sometimes</th>
<th>Usually</th>
<th>Always</th>
<th>Comments</th>
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COMMIT to continuous improvement
NOW YOUR QUESTIONS?

I guess now it’s a good time to ask what happened to my treat?
Let's do another activity!
OUR GROUP WORK TEAM RULES

T – together work to solve problems

E – explain and give reasons for your ideas

A – ask questions and share ideas

M – members of your team are your first resource
LET’S DO OUR LAST GROUP ACTIVITY!

• You will have **10 minutes** to work in assigned groups
• **Think** individually for ~2 minutes
• Get with the group and **Share** for 8 minutes

Come up with 4 different activities for groups in your classes.
*Each person should provide one*
Our Group Work Roles

**Recorder:**
Write down group notes and responses

**Reflector:**
Helps group members come to a common conclusion

**Facilitator:**
Keep group on task

**Reporter:**
Present your group’s ideas to the class

Let’s go to breakout rooms!

https://teachingcenter.wustl.edu/resources/teaching-methods/group-work-in-class/using-roles-in-group-work/