

UNIVERSITETET I OSLO

How to get groups to work

REAL teaching
Januar 2022

KURT



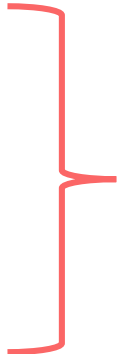
Group work – lots of names

- Cooperativ
- Collaborativ
- Problem based learning
- Team based learning
- Colloquium
- Group of students working together

The opportunities and challenges of group work

Possibilities

- Better learning - in-depth learning
- Different perspectives
- Remember more and for longer
- Better character, less strokes
- High social value - less chance of dropping out
- Training in generic skills (soft outcomes)
 - Communication
 - Argumentation
 - Critical thinking
 - Creativity
 - Cooperation

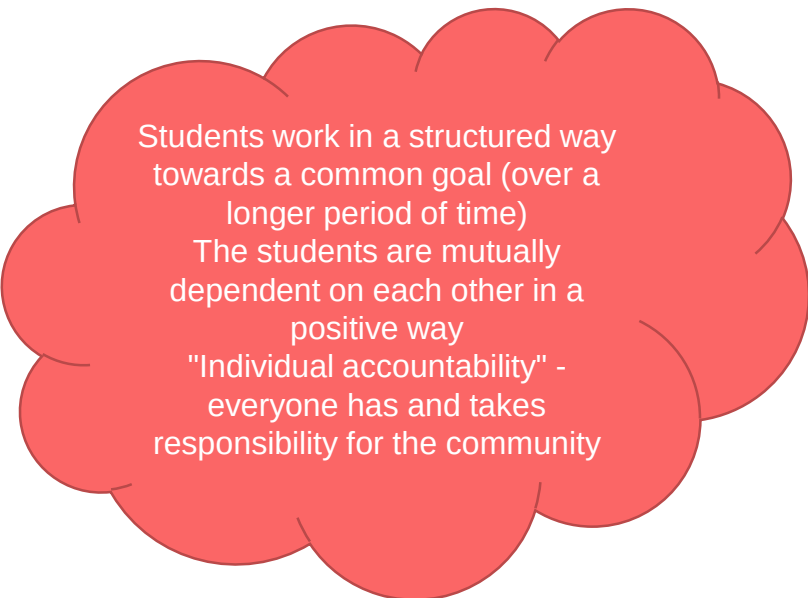
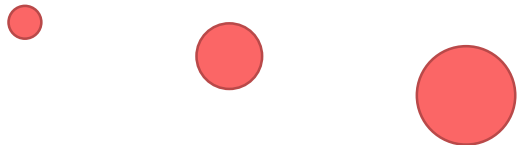


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Challenges

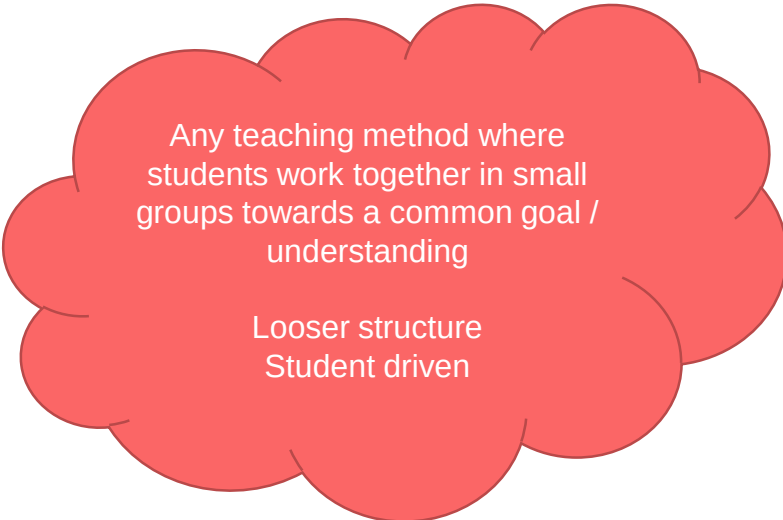
- Relevant and challenging tasks / projects
- Attendance (mandatory / non-mandatory)
- Different contributions from the students
- Preparation
- Active participation
- Abandon or do not come
- Small value
- Poor cooperation
- Anxiety about group work / presentations
- Good group dynamics

- **Cooperative learning**



Students work in a structured way towards a common goal (over a longer period of time)
The students are mutually dependent on each other in a positive way
"Individual accountability" - everyone has and takes responsibility for the community

- **Collaborative learning**



Any teaching method where students work together in small groups towards a common goal / understanding

Looser structure
Student driven

Cooperative learning

Group composition

- Ideal number 4
- Should be put together by a subject teacher
- Heterogeneously composed
- Should last a while - learning environment

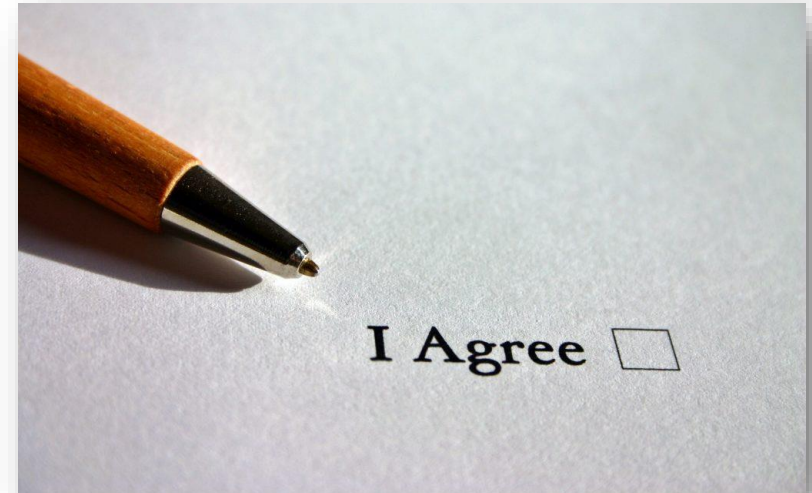


Cooperative learning

Group contract

- Prepared by the students - but with some help questions (ownership)
 - Expectations of contributions
 - What happens when someone is gone?
 - Should we have specific roles (how often should they be changed)
 - How are we going to have it in the group
-
- Everyone signs
 - Should a subject teacher see?

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- Gjensidighet
 - Ansvarlighet



Cooperative learning

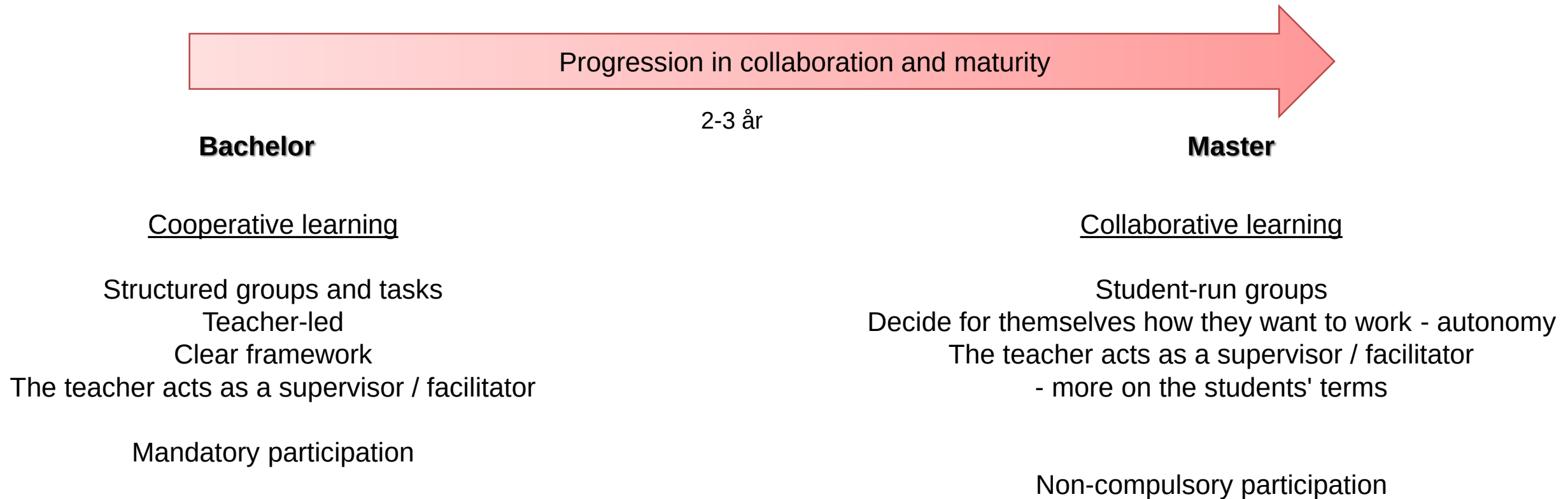
- Gjensidighet
- Ansvarlighet

Meaningful tasks

- Constructive alignment
- Reverse design
- Should be presented to students - the value of the tasks for learning and assessment
- Common understanding of the assignments - preferably in collaboration with the subject teacher



Progression in groupwork



How to build a good learning environment?

Benefits:

Students who thrive continue (Tinto, 2017)

Easier to get students involved in teaching

MN and UiO get new young people integrated into the subjects

Learning environment

Good:

- Students thrive
- Students dare to explore their academic understanding
- Students dare to talk together
- Students want to come and feel that they are allowed to be there (belonging - feel at home)

Less good:

- Students feel it is uncomfortable
- Students do not dare to expose how they think
- Students find it difficult to talk to each other
- Students do not want to come and get a good feeling when they leave (avoidance behavior)

How does an environment establish itself?

Rules for interaction - pick up signals. (Aksel Tjora. (2018). The multidimensional community of public space. Plan, (2), 6-11.)

The environment affects us: eg .. on the bus, at the library...

What signals do we pick up when we cross campus, enter the departments, the lecture halls, the group teaching, the group work, the conversations...?

What signals do
students need for it to
feel like a good learning
environment?

How can you as the
teacher help to create a
good learning
environment?

Awareness of the classroom

What does it look like in your classroom?

Who makes the "instructions" for the room?

What signals do you give the students when you meet them?

How do the students influence each other?

What can you do?

1) Observe the atmosphere in the room

Grouped, with some quiet satellites on the side

Everyone is in groups and chatting

Everyone in the room is chatting

Everyone is sitting alone and the room is quiet

2) Take control of the room

Come before the students - meet them with small talk and instructions on where they can sit

If the room is challenging, direct and give clear instructions on what to do

Give the room some warm-up exercises

Relationship between learning environment and group work

What does the room need for short-term or long-term group work?

- Subject teacher divides students into groups/ **students create groups themselves**
- A lot of preparation before the groups have to work on the task/ **jump straight into the task**
- The subject teacher sets up different roles and tasks / **the group distributes tasks itself**
- Assignment plus instruction for collaboration / **assignment only**

What is the purpose of the group work?

That everyone can contribute and think professionally - deliver on the assignment

That they develop collaboration skills and mature

Arrive to the academic conversation...

- Talk about academic topics from different perspectives
- Be able to listen to others' ways of understanding a topic
- Establish a common understanding together

Invest in good start-up processes to get a big payoff afterwards

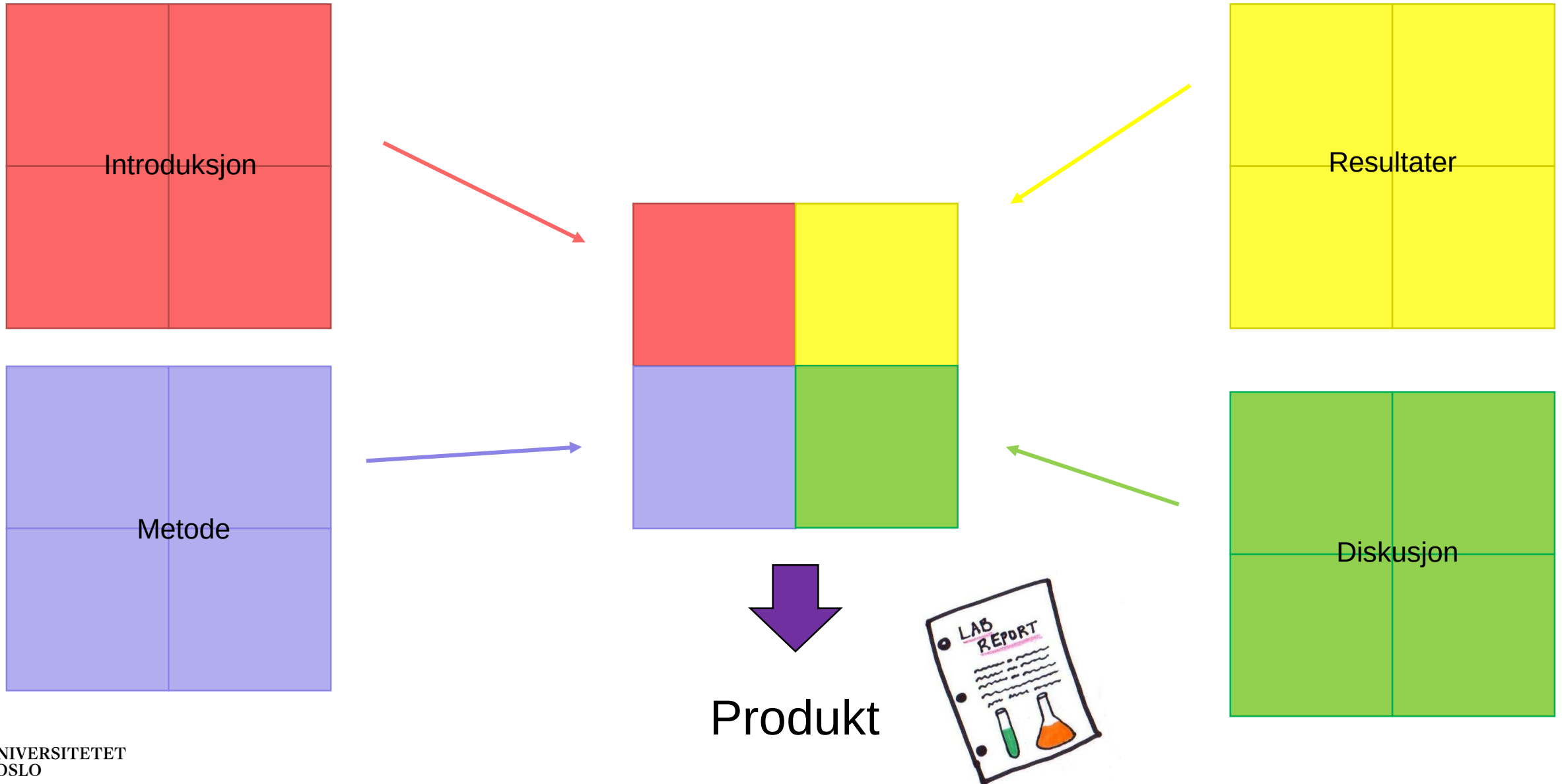
In the room:

- Be aware of the social instructions that govern the room
- Everyone can say their name
- Warming up to warm up voices and warm up the brain
- Small academic assignments - Tone had a good exercise
- Everyone participates, but low threshold

In group work:

- Set aside time for the groups to get off to a good start!
- Common understanding of the group work and the tasks they are to do
- Ownership of the group work and the tasks
- Increase the value of joining the group work - (Become part of a professional environment, learn to speak subjects and train skills that are not professional, such as collaboration, a sprout for social relationships and belonging to the study)

Jigsaw puzzle – akademisk skrivning



Conflicts in the collaboration

- How are the groups structured now?
- Can one structure the groups differently?
- Do they have a common understanding of the project and how to collaborate?
- Retrieve the agreement and see where it is not working? (mid-term evaluation)
- Can you make a new agreement for the rest of the group work?

Exchange of experience

Yngve Lindsjörn – Teamwork

Torbjørn Ergon – mini research-project

From structure to autonomy as progression

- Establishment of the groups
- The group assignment itself

Students who mature with the years .. From bachelor to master .

Literature:

- Tinto, V. (2017). Through the Eyes of Students. *Journal of College Student Retention : Research, Theory & Practice*, 19(3), 254-26
- Tjora, A. (2018). Det offentlige rommets flerdimensjonale fellesskap. *Plan*, (2), 6-11.