

Staying Connected: A Toolkit for Effective Groupwork

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Group work



Evidencing engaging and effective group work (Graham and Pringle Barnes, 2019)

Open access: <https://moodle.gla.ac.uk/course/view.php?id=6451>

Purpose of group work

Team roles

Working together on tasks

How to collaborate

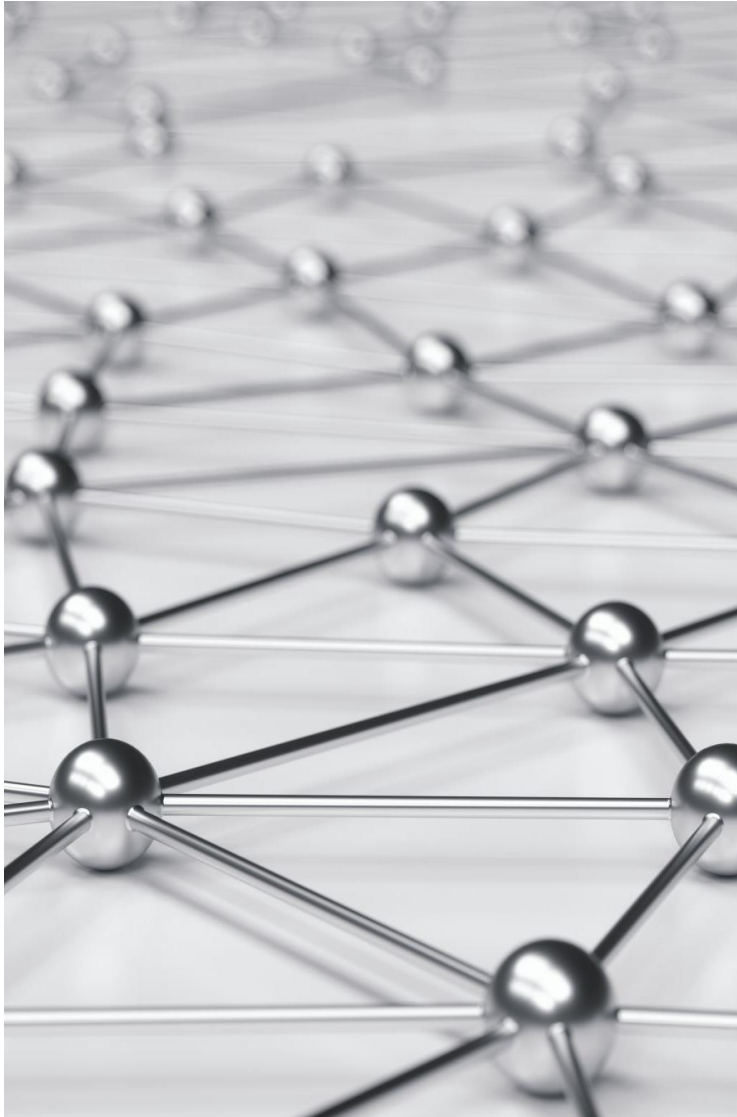
Leadership

Inclusivity

Reaching consensus

Bringing it all together

Five things you need to know



Staying Connected: a Toolkit for Effective Groupwork

1. Work in partnership with students to evaluate current group work practices and resources (Cameron & Pringle-Barnes, 2019)
2. Co-create recommendations on what is working and gaps in provision
3. Collaborate effectively in an online and blended environment

Student led development of resources that support the:

- **Process:** e.g., reflection, communication, problem solving.
- **Product:** contributions to assessed group work
- **Delivery** to students and staff across subject disciplines

Methodology

1: Data Collection & Focus groups

- Student led focus groups
- Existing feedback

2: Analysis and Recommendations

- Highlight gaps in provision & inform development of new resources
- Literature review on group work in HE
- Consultation with student reps

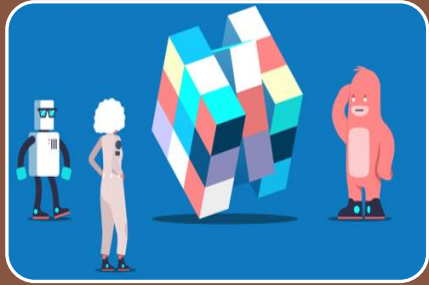
3: Development

- Co-create group work resources informed by themes in Phase 2.

4: Evaluation

- Host on Moodle and pilot on 1-2 courses.

Analysis & Recommendations



Organising Tasks, Roles & Goals

- Process rather than product (Reid & Garson, 2016)
- *“A previously agreed agenda to keep the meeting to the point”*
- *“Having set goals to work on”*
- *“It won’t work if you try to impose role or if there are different group expectations; for example, someone who is comfortable being a B student with someone who is an A student.”*



Participation & Reflective process

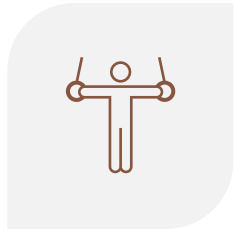
- Fear of unequal contributions (Chang & Brickman, 2018)
- *“I worry sometimes people see the leader as bossy/nagging as opposed to leading”*
- *“I worked with someone who worked completely differently to me. And that made everything so hard”*
- *“We need to learn how to give and receive feedback to others and to ourselves.”*



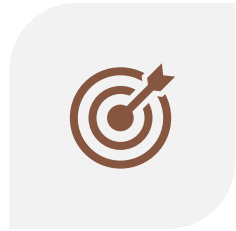
Communication & Collaboration

- Diversity in groupwork (Mittelmeir, 2018)
- *“So many group chats, so many WhatsApp groups, so many Teams. And when chatting, people can seem a little harsher than they actually are”*
- *“Submitting work in groups can be a bit of a culture shock when you are used to working alone.”*
- *“Reinforce that we can talk to them (staff) about group work”*

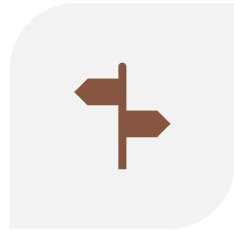
Principles of Resource Development



**FLEXIBLE &
PRACTICAL**



**CLEAR &
SPECIFIC**



**SIGNPOST
SUPPORT**



**PEER
FEEDBACK**



**ENGAGING &
RELATABLE**

Resources

Staying Connected: Group Work Resources

Dashboard > My courses > College of Science and Engineering > Schools > Psychology > Programmes > General Information > Staying Connected: Group Work Resources



Announcements

Hidden from students

Mind Map: How to use the resource?



Getting Started: Group Organisation



Communication & Collaboration



Reflecting on Group work



Online Tools to Support Group work



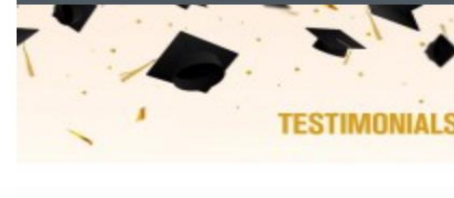
Resources for staff



About This Project



Testimonials, advice, and more

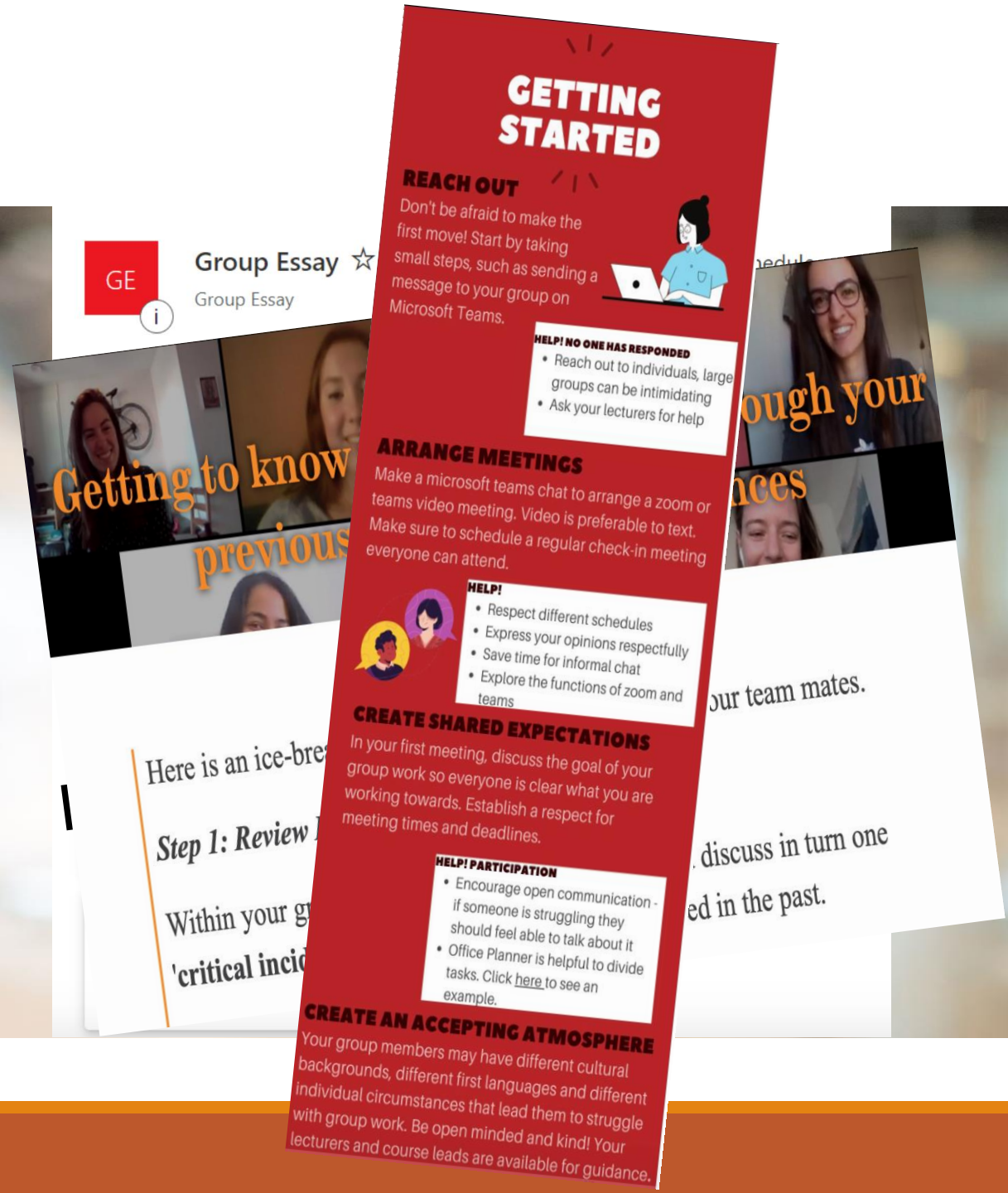


1. Getting started

Two Key Aspects Covered:

- 1) Highlighting the “why” of group work
- 2) Group work organisation

-  Five Things You Need to Know About Group Work
 -  Working together on tasks
 -  Team Roles
 -  Leadership
 -  Group Work - From a Staff Perspective
 -  Getting started
 -  How to plan and structure a meeting
 -  Getting Started Infographic  
- Infographic developed by Ellie Buglass, [Attribution 4.0 International \(CC BY-SA 4.0\)](#), contact at 2313622b@student.gla.ac.uk for more information.
-  Templates for Online Group Work















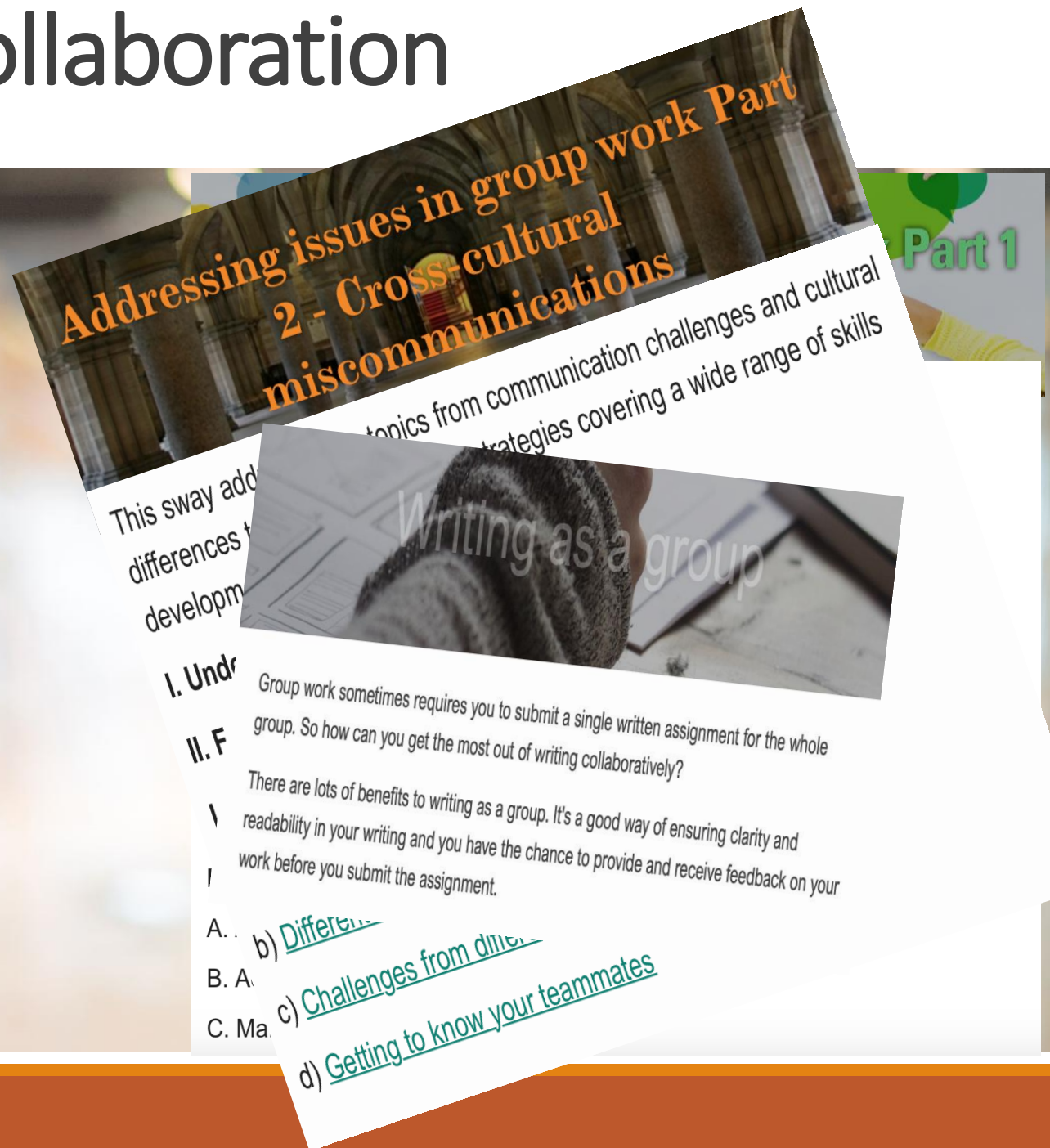
2. Communication & Collaboration

Key Aspects Covered

Personal Skills

Group skill

-  Addressing Issues in group work Part 1 - Effective Communication
-  Addressing issues in group work Part 2 - Cross-cultural miscommunications
-  Inclusivity
-  Reaching consensus
-  Understanding Unconscious Bias
-  Bringing it all together
-  Collaborative writing
-  Giving effective feedback to peers sway resource
-  Peer feedback in your degree
-  Giving effective feedback video resource
-  Guidance on giving peers feedback on their work - a practical example from the School of Psychology.
-  Seeking support - from staff, from peers, and University support



Addressing issues in group work Part 2 - Cross-cultural miscommunications

Part 1

This sway addresses differences in development

Writing as a group

I. Under

II. F

Group work sometimes requires you to submit a single written assignment for the whole group. So how can you get the most out of writing collaboratively?

There are lots of benefits to writing as a group. It's a good way of ensuring clarity and readability in your writing and you have the chance to provide and receive feedback on your work before you submit the assignment.

A. .

B. A

C. Ma

b) Differences

c) Challenges from diverse

d) Getting to know your teammates

3-4. Reflection and Online tools


Reflecting on an experience using Gibbs reflective cycle see the link [here](#) for an example of reflecting on a group work experience and the addressing issues in group work sway for prompts and examples.

1. Can you describe one group/pair work experience so far that has been challenging.
2. What feelings or thoughts did you have during this experience, and how did they impact the experience?
3. Evaluate what worked and didn't work in the situation. Try to focus on positive and negative aspects, even if it was mainly one or the other.
4. Analyse why things went well or badly and what knowledge (either your own or others) can help you understand the experience. For example, knowledge of cultural or language barriers or communication skills.
5. Conclusions-summarise what you have learned from this experience and highlight what changes to your actions could

Online tools For Effective Group Work


Office 365

One of the wonderful things about being a Glasgow University student is that you get Office 365 and all of its amazing tools for free! You can access them on the web to work collaboratively with your team simply by logging in with your student email address [HERE](#) or through your moodle homepage.




Outlook

You can access outlook through your desktop or through your University page. Outlook is an emailing application that is linked to the University's cloud and means you can find and contact group members simply by searching their student IDs. [HERE](#) is an informational video regarding scheduling emails, creating folders, and how to make the most out of outlook.




Microsoft Teams

Microsoft teams is a free to use, chat-based collaboration platform that includes document sharing, online video meetings, and you can work on the your group's presentations or essay's altogether at the same time. You can have multiple channels for different groups and it automatically syncs with your Office 365 online and offline account. For tips and more info on it, watch this video [HERE!](#)




Microsoft Planner

Microsoft planner is a great tool to organize teamwork. Planner makes it easy for teams to create new plans, organize and assign tasks, share files, chat about their work, and get updates on progress. Check out the best ways to use it [HERE!](#)




Outlook Calendar

Outlook Calendar is directly synced with your University email. You can also sync your class times to it and use it as a diary. Through it, you can schedule meetings with your group members and send updates to make sure everybody is accounted for, [HERE](#) is a video showing all the various uses of Outlook Calendar




Slack

Slack is another application you and your teammates can use to effectively manage projects, connect various software, and set deadlines. It has a multi-chat function allowing you to create separate conversations for each distinct part of a project or essay while keeping everything under the same "roof". [HERE](#) is a video talking about all the things you can do with Slack



Google Drive

Of course, microsoft is not the only provider of online groupwork tools. You should always consider the recommended tools your lecturer or course has but if your group is looking for another easy to use file sharing and collaborating tool then look no further than Google drive. If you all have gmail accounts, you can easily create documents and powerpoints that every can access and work on at the same time. Best part about it? They automatically save and can be accessed through your browser. Check out a informational video about Google drive [HERE](#)



5. Resources for staff

Resources for staff

Hidden from students

In this video, students advise on how to effectively collaborate within groups, addressing challenges around meetings (face to face or online), as well as providing examples of using technology for collaboration.



Guidance for staff on implementing peer feedback in group work - a practical example from Psychology.



Resource for staff to support students in assertiveness



Getting the most from online discussions



The screenshot shows the Samaritans website header with the logo and navigation links 'Donate now' and 'Contact a Samaritan'. Below the header is a green banner with the text 'DEAL: Being assertive' and a pattern of yellow dots. The main content area features a video player showing a man in a brown coat walking a white dog in a grassy field.

In this session we will learn to recognise how being assertive can help in expressing feelings, to speak

Getting the most from online discussions: Ideas for staff

Option 1 - Online discussions: Personal reflection (individual activity)

Tutors set up a Moodle forum (whole class or in groups), ask students to post comments and monitor/reflect on responses

Option 2 - Online discussions: Agreeing key principles (group activity)

Tutors ask students to agree 3-5 key principles for effective discussions. This activity could be done in class (using breakout rooms) or outside class either synchronously (students use Teams, Zoom or other platforms for online discussion) or asynchronously (students use the chat platform of their choice).

How does this work?

FEEDBACK












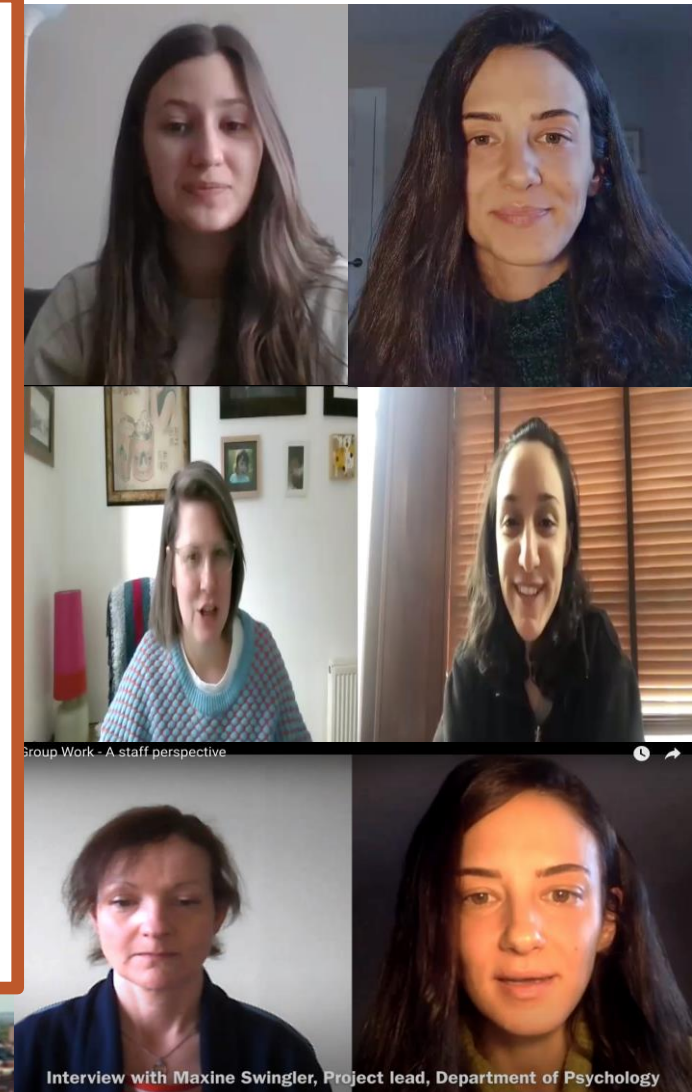
Step 1: Set up a Feedback activity in Moodle. You can find the text here to communicate the activity's purpose and instruction.

Step 2: Open the activity for students to complete with enough time for analysis ahead of grade and feedback return, perhaps this can be open while marking taking place.

6. Testimonials, Advice, and more



-  Group Work - A staff perspective
 -  Getting To Know Your Teammates - A Student Testimonial
 -  Inter-Cultural Miscommunication - A Student Testimonial
 -  Challenges from the Different Approaches to Group Work - A Student Testimonial
 -  The Challenges from Different Decision-making Styles in Group Work - A Student Testimonial
 -  Different Attitudes Towards Conflict and Disclosure - Advice from students to students
 -  Feedback Expectation - Advice we wish we were given
- This video was developed by students to students as part of a school of psychology project exploring student's expectation on feedback.
-  Inclusivity and Group work - Student Testimonial
 -  Seeking Support from Staff - Advice from Staff



Group Work - A staff perspective

Interview with Maxine Swingle, Project lead, Department of Psychology

Student Evaluation Feedback

A small number of students were given the opportunity to use and evaluate the resources.

A mix of qualitative and quantitative evaluation was provided.

Qualitative Evaluation

“I also liked the breadth and depth of the communication and collaboration resources.”

“The cultural section ... stopped me from taking things too personally.”

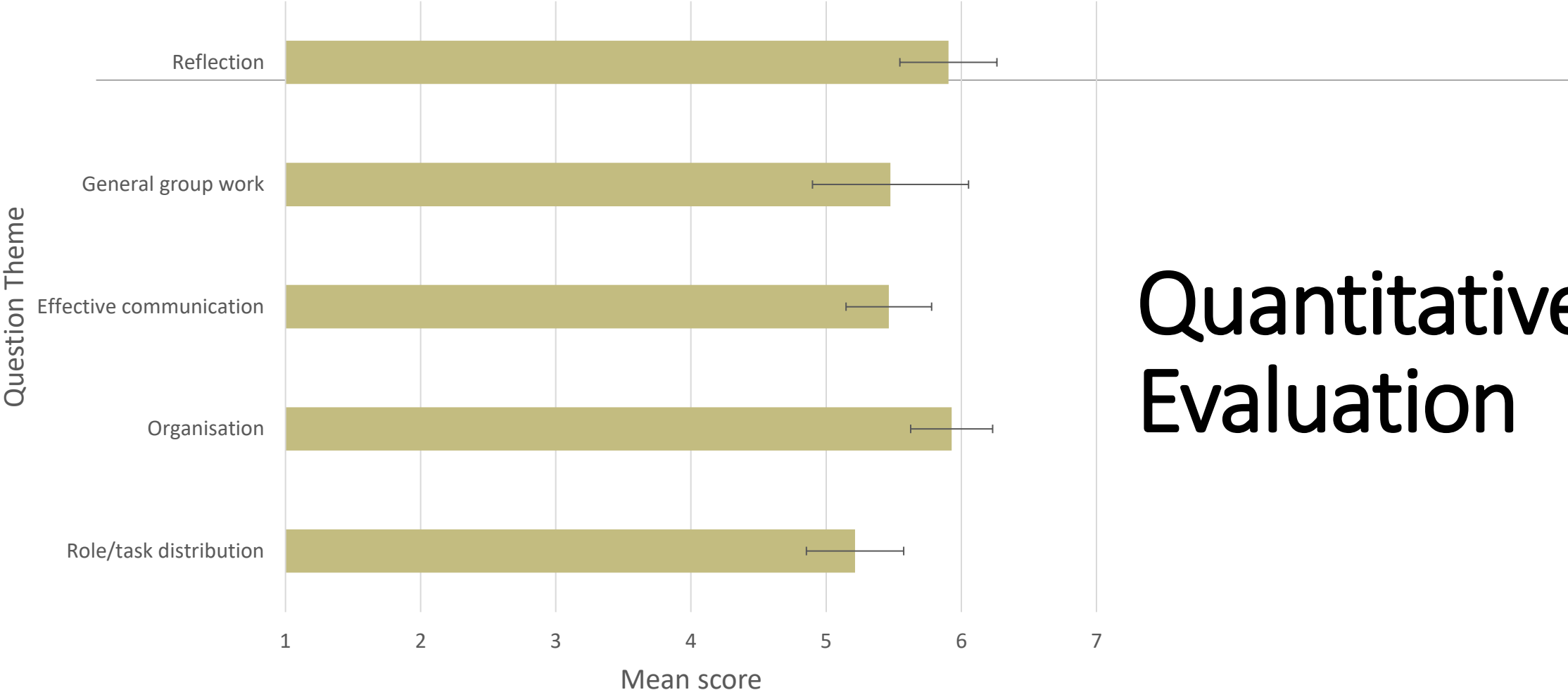
“Advertise them more so that students do make use of them.”

“From reflection I have learnt what works well and what doesn't, allowing me to bring it forward to a new group project.”

“We used the video on team roles to effectively delegate different aspects of group work at the start of the course.”

“Maybe integrate the Canva/picture resources into the design of the Moodle to make it more accessible.”

Mean responses to feedback questions



**Quantitative
Evaluation**

Staff Feedback

“With some course development time, it would be great to incorporate these quality resources into parts of the courses I teach.”

“Adding a link to the discussion forum at the end of each section ... would help the students to contribute to the discussion more.”



Next Steps

- Work with staff to integrate resources into their teaching
- Work with students in signposting the resource
- Develop the resource to improve navigation and increase accessibility
- Continue to evaluate and improve