Implementing group work in your teaching

December 7th 2018
Overview

1: Overview of Group work practices
2: Update on implementing module changes on DMIS
3: Exemplars
4: Summary of policy
# UCC Group work champions

<table>
<thead>
<tr>
<th>Name</th>
<th>Department/Position</th>
</tr>
</thead>
<tbody>
<tr>
<td>Griffin Murray</td>
<td>Centre Manager, Adult Continuing Education</td>
</tr>
<tr>
<td>Norma Browne</td>
<td>Co-ordinator of Disability Studies, ACE</td>
</tr>
<tr>
<td>Kenneth Burns</td>
<td>School of Applied Social Studies</td>
</tr>
<tr>
<td>Seán Ó Conaill</td>
<td>School of Law</td>
</tr>
<tr>
<td>Olive McCarthy</td>
<td>Department of Accounting and Finance</td>
</tr>
<tr>
<td>Daniel Blackshields</td>
<td>Department of Economics</td>
</tr>
<tr>
<td>Michael Murphy</td>
<td>Department of Management &amp; Marketing</td>
</tr>
<tr>
<td>Joe Bogue</td>
<td>Department of Food Business &amp; Development</td>
</tr>
<tr>
<td>Anne Holohan</td>
<td>Dental School</td>
</tr>
<tr>
<td>Ciara O’Toole</td>
<td>Department of Speech and Hearing Sciences</td>
</tr>
<tr>
<td>Yvonne Pennisi</td>
<td>Department of Occupational Science &amp; Occupational Therapy</td>
</tr>
<tr>
<td>JJ Keating</td>
<td>School of Pharmacy</td>
</tr>
<tr>
<td>Aine Horgan</td>
<td>School of Nursing and Midwifery</td>
</tr>
<tr>
<td>Niall O’Leary</td>
<td>School of Microbiology</td>
</tr>
<tr>
<td>Carmel Shortiss</td>
<td>School of Microbiology</td>
</tr>
</tbody>
</table>
Definition

…“group work” involves students working collaboratively on a particular project, assignment or task and where the assessment is based on the output of the groupwork and / or the group work process (i.e. assessment of participation in the group).

UCC Policy on Designing, Delivering & Assessing Group Work, April 2017
Why bother with group work?

1: Peer learning can improve the overall quality of student learning
   - Students learn from each other and benefit from activities that require them to apply their knowledge in a new context

2: Group work can help develop generic skills
   - Teamwork skills
   - Analytic and cognitive skills
   - Collaborative skills
   - Organisational and time management

3: Group work may reduce the workload in assessing, grading and providing feedback to students
### 3 key stages in group work

<table>
<thead>
<tr>
<th>Group formation</th>
<th>Group management</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Group selection and composition</td>
<td>Preparation • Management of emerging issues • Effective disciplinary procedures</td>
<td>• Assess product, process or both • Assess group, individual or combination of both</td>
</tr>
<tr>
<td>Group size</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

When designing group work

Groups thrive most when their task is **challenging** and closely **related to** the course content, course objectives, and **students’ experiences and interests**.

Like all assignments, need to clearly articulate objectives, define the task, clarify expectations, model high quality work and communicate performance criteria.

Specifically related to groupwork:
- Ensure the task is better suited to group work than to individual work i.e. **foster interdependence**
- Support students to **develop group work skills**
- Ensure the assessment process has a **balance between assessment of the end product and the process**
Implementing module changes on DMIS
Some dates...

11 Jan 2019
DMIS closes. No further module changes can be submitted.

29 Mar 2019
Draft Book of Modules and Calendar 2019/20 available online to users for review

4-18 April 2019
DMIS will re-open to allow essential changes to modules
Policy implementation plan

Department/School module report circulated

Local champions support implementation of changes to modules

Modules changes submitted for approval on DMIS

Feb

Mar

4-18 April
Group work exemplars
SS6108 Child and Family Welfare 1

Module coordinators:
Dr Kenneth Burns and Caroline Shore,
School of Applied Social Studies

Enquiries: k.burns@ucc.ie / c.shore@ucc.ie

This module employs a blend of enquiry-based learning and reflective practice to develop social work students’ assessment skills, report writing, and critical use of practice evidence to inform professional decision-making. This is achieved through a groupwork assignment and short individual reflective piece.
MG2902 Market Research

Module coordinator:
Dr Michael Murphy,
Dept of Management and Marketing

In this module students undertake a group market research project which culminates in a research report and presentation. The group is required to keep a group project diary recording who has attended group meetings, the items discussed, the work allocated to and, subsequently, submitted by, each team member. It is at the discretion of the lecturer to award different grades to members of the same project group, based on their recorded contribution. The group diary is handed up to the tutor at each tutorial and is not submitted with the final research report.
CT2001 Introduction to Research Methods

Module coordinator:  
Dr Helen Lynch, School of Clinical Therapies

To encourage good group work processes, the students sign a group work student contract, and they utilise an online space for submission of meeting minutes/SWOTs which also contribute to grades.
EH1010 Introduction to Public Health

Module coordinator:
Dr Fiona McLeod, School of Public Health

This module includes a Learning Outcome that makes explicit mention of the need to collaborate with each other. Students work in groups to create a poster and provide an oral presentation.
MB3016 Methods in Microbiology

Module coordinator:
Dr Niall O’Leary, Microbiology

Related slides:
www.ucc.ie/en/media/support/cirtl/GroupWork_Microbiology.pdf
PF3009 Gastrointestinal, Hepatic and Endocrine Systems

Module coordinator:
Dr JJ Keating, School of Pharmacy

Related slides:
UCC group work policy

✗ Promotes higher order learning
✓ Authentic form of assessment
✓ Develop key graduate attributes
✓ Central to certain pedagogies

✗ Unfair marks
✗ Free riders
✗ Differing standards among group members
✗ Parity of opportunity
General principles on group work

1: Clear module objectives and learning outcomes communicated effectively to students

2: Clear statement of assessment method(s) communicated effectively to students

3: Clarity around how groups are formed

How will the input of the group members be assessed?
General principles on group work

4: Timely and informative feedback for students

5: Opportunities for students to comment on experience in the group

6: Processes to address any issues/conflicts arising during a group work process
General principles on group work

7: Feedback mechanism on student experience of module

8: Support and collaboration among staff involved in group work activities

9: Due attention to relevant policies, codes of conduct etc.
Group work

Review UCC’s group work checklist

Consider how this relates to your existing group work activities or how it might inform the development of group work activities in your module/programme.

Report back to group