

# Collaborative learning : group working

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- defining the task
- making a plan
- allocation work & resources
- controlling quality & tempo of work
- checking performance against plan
- adjusting plan



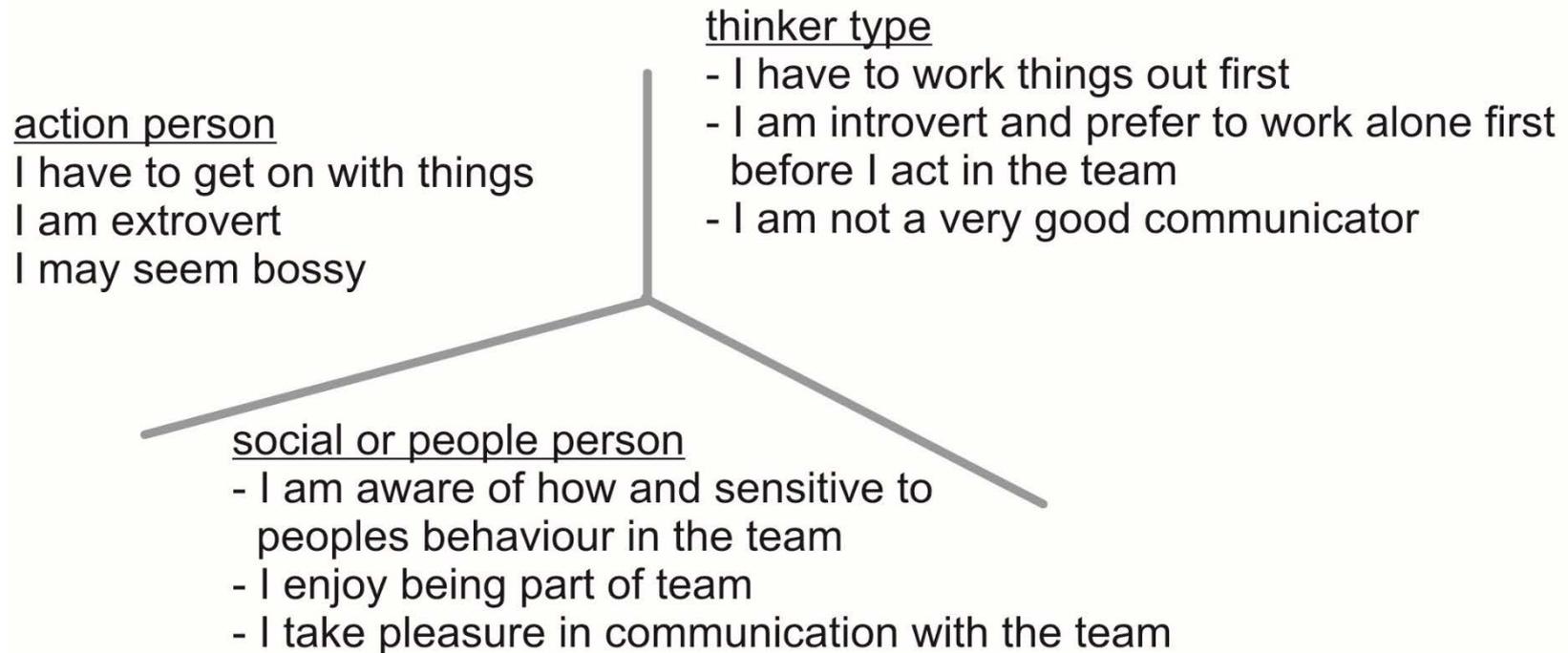
- setting standards
- maintaining discipline
- building team spirit
- provide sense of purpose
- appointing roles
- ensuring communication within team

- attending to personal issues/problems
- recognizing & using individual abilities
- valuing individuals
- training/helping team members

## Challenges for collaborative projects

# Different personalities, different roles within the group

## Different personalities, different roles within the group



reflect on the role that would suit you best in the group, taking into account your personality traits

## Social group skills that facilitate collaborative projects (and can be part of group behavioral rules)

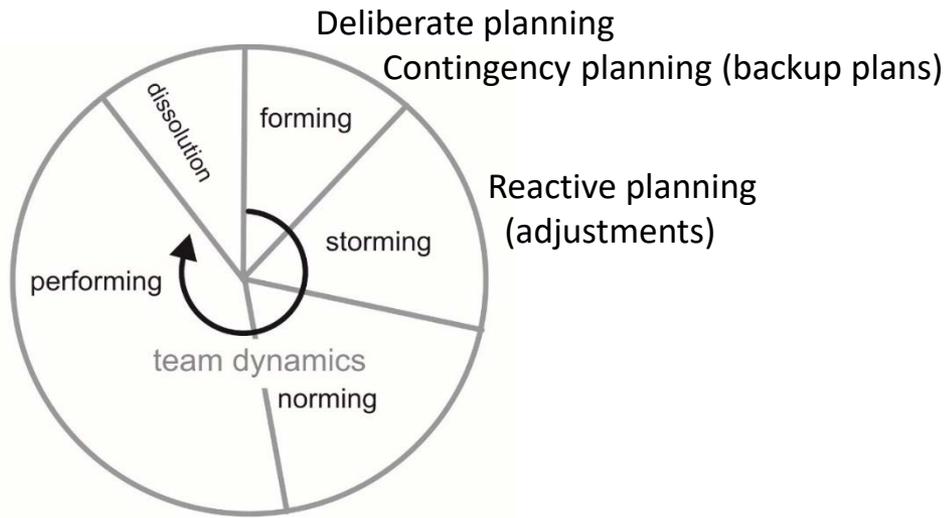
- listening to each other during group discussions
- acknowledging others' ideas and considering their perspective on issues
- stating ideas freely
- resolving conflicts democratically (seeking consensus)
- sharing tasks equitably
- allocating resources fairly among group members

# Social sensitivity of group members drives collective intelligence

- Collective intelligence, group performance, is not strongly correlated with the average or maximum individual intelligence of group members
- Collective intelligence is strongly correlated with the average social sensitivity of group members, the equality in distribution of conversational turn-taking, and the proportion of females in the group.

*Williams Woolley, A., Chabris, C.F., Pentland, A., Hashmi, N., & Malone, T.W. (2010). Evidence for a collective intelligence factor in the performance of human groups. Science 330, 686-688*

# group development stages



**Forming:** group membership, which orientation to choose for the task, individual pursuit of knowledge ("information foraging"), deliberate planning and contingency planning

**Storming:** gathering knowledge for co-construction (sharing) and new delegation of tasks: possible source of dispute, mistrust and emotional reaction to the demands of the task, reactive planning (adjustments, most important element of team effectiveness)

**Norming:** Establish constructive dialogue ("constructive conflict"), build trust, reconsider team rules and culture, strengthen cohesion.

**Performing:** trust grows, the team works to get the job done.

The duration and intensity of the different phases vary between teams and tasks.

*Adapted from Tuckman B. (1965). Developmental sequence in small groups. Psych Bull 6,384-399. Bossche et al (2006). Social and cognitive factors driving teamwork in collaborative learning environments. Small Group Research 37(5), 490-521; DeChurch & Haas. (2008). Examining team planning through an episodic lens. Effects of deliberate, contingency, and reactive planning on team effectiveness. Small Group Research, 39(5), 542-568.*

# An effective group-led debrief approach should include the following five features

1. allow group members to reflect independently and anonymously (for psychological safety and to avoid being influenced by the most vocal team member)
2. ensure all group members provide input to enhance their sense of ownership and capture all perspectives;
3. focus attention on group work and not just task work, because group work also drives team effectiveness and groups tend not to discuss it;
4. guide the group to discuss divergent or high priority needs early in the debrief and not simply areas of agreement or comfortable topics
5. lead the group to the formation of future-looking action plans and agreements (reactive planning).

*Eddy, E. R., Tannenbaum, S. I., & Mathieu, J. E. (2013). Helping teams to help themselves: Comparing two team-led debriefing methods. Personnel Psychology, 66, 975–1008.*

## the group self-evaluation procedure

- At the start of the project:
  - Define the ground rules (the rules of operation for the group).
- Midway through the project:
  - a) interview with the teacher to check the progress of the project
  - b) self-evaluation of the group's functioning (to what extent do the members respect the rules of conduct)
- At the end of the project:
  - a) self-evaluation of the group's functioning

# example of a group self-evaluation questionnaire

Ghita		group self-evaluation		
1) he/she is open to and accepts criticism & tips	below expectation	meets expectation	above expectation (exceptional)	
2) he/she expresses his/her thoughts when appropriate	below expectation	meets expectation	above expectation (exceptional)	
3) he/she fulfilled his/her task in time (respect of deadlines)	below expectation	meets expectation	above expectation (exceptional)	
4) he/she asked for help when needed	below expectation	meets expectation	above expectation (exceptional)	
5) he/she is systematic, keeps things clear and to the point	below expectation	meets expectation	above expectation (exceptional)	
6) he/she contributes to an equal distribution of team tasks	below expectation	meets expectation	above expectation (exceptional)	
7) he/she is kind to team members	below expectation	meets expectation	above expectation (exceptional)	
<b>save and go back</b>		<b>save and end survey</b>		

Ground rules drafted by 17-year-old students, secondary school collaborative project

## Instruction to students at the start of the project

To function well as a group,  
you will draft your own ground rules  
(rules of functioning of the group),  
a minimum of 5 and a maximum of 7

Name of the group / theme of the project:		
Members	Name (please, in alphabetical order)	First name
1		
2		
3		
4		
5		
<b>Establish the group ground-rules</b> Complete collectively, at the beginning of the project		
To make a group work, what do you think is productive or helpful behavior? To get you thinking, maybe you remember unproductive and unhelpful behavior from previous projects?		
1		
2		
3		
4		
5		
6		
7		
From experience, can you recall non-productive behaviors?		

Please fill out this form with each other.