

## Reflection on Group Work

### Edited transcript of post-teaching tutor reflection on group work

**Kelly:** A thought is with the group work, it might be beneficial if – ‘we don't need to check them as such but if they were to each have a Google Doc where they do this kind of work and add us on as a moderator. What that actually means is that if there's any group issues, we actually can see the full history. Maybe, just as us being extra people on their Google Doc might make those group members who aren't being accountable more accountable.

**Anne:** Yeah that's a good idea.

**Kelly:** Just thinking about that for next year.

**Narelle:** We have a thing in another unit I teach into, because we do two group assignments where one of their reflections has to be on how they worked as a group, how they solved, what problems and challenges they faced, what they did, and how they circumnavigated any of the problems with a disclaimer that if they've had problems, they will get different marks, and be very upfront about that. We very rarely get issues because they all know that if they don't pull their weight, that they will find themselves in trouble.

**Kelly:** It's so hard because those ones that do – I've got two who are just brilliant students, and one of them who has just kind of dropped the ball and –

**Karina:** Well I had a group email me and one of their group, they hadn't heard from for five days. I ended up emailing her and then she's like, ‘Oh I've had all these family issues. When I emailed the group and asked, “Do you need me to do anything?” and they're like, “No, no, it's fine.” I've just got a feeling they've let it slide a little bit. It's hard to know now how much she actually has done and how much the other two have carried her...So I think having some way of just making them – and we don't have to check it, but I think just being on that google doc would actually make them feel like they're more accountable.

*Break*

**Narelle:** I guess when we do group assignments, the taken for granted assumption that they've generally always worked in groups that function, and a reminder of how to facilitate group work and that's an additional skill that you need to work with in the classroom and make it explicit how you actually do that.

**Kelly:** And I think for next year is something to weave in, is maybe something on group work at the very start. These are the expectations –

**Narelle:** This is how you manage it.

**Anne:** Yes, I was telling some of my students when the whole group wasn't there in class, you need to become bossy and allocate tasks. I thought that was obvious, but they hadn't thought about it. They didn't want to be bossy and relate to other people this is something that you could do to assist with the group work.

**Narelle:** I had groups that were finding it hard to find time to meet on campus, I'm said, 'So why aren't you meeting via Skype or Zoom and set up a google doc?' and they went, 'Oh'. It depends on the high schools that they've come from, whether they've been in a high school that has had those facilities. They may not necessarily know the resources available for them to use. I take that for granted because I know about these different ways of working.

**Kelly:** Maybe we could even have a template for allocating tasks within the group. Yeah that is important. We take a lot for granted that we've learnt along the way and that you develop. It's part of leadership skills as well. Within a classroom, you're always going to be working with teams of teachers and it's important to develop those skills.

**Narelle:** And we expect our students in schools to work in groups.

**Karina:** Yeah and we know in schools that we just wouldn't throw them together in a group, "Here you go." We do some of that so, yeah.