INCLUSIVE GROUP WORK - *Bridget Arend & Valentina Iturbe-LaGrave*
Setting up and facilitating diverse student groups for successful outcomes

COMPONENTS OF GROUP WORK	PERSONAL/ DISCIPLINE SPECIFIC CONSIDERATIONS	QUESTIONS FOR CONSIDERATION
PURPOSE OF GROUP WORK		➢ *Why am I using groups for a particular activity? What are the benefits of group work rather than individual work?* ➢ *How will students recognize the value of working in diverse groups?* ➢ *What are the tenets of group work for me? What are my ultimate expectations of students?* ➢ *How do my experiences impact the design of the group activity?* ➢ *What could I do to reveal implicit biases in the rationale and design of group activities?* ➢ *How important are the process outcomes of group work (learning to work in groups) compared to the content outcomes (completing a task)?* ➢ *If the group produces a product, is the activity sufficiently complex that students must rely on each other and cannot just 'divide and conquer'?* ➢ *How will the group connect content to other disciplines, experiences, perspectives?* ➢ *What learning goals and objectives might maximize content transfer?*
COMPOSING THE GROUPS		➢ *What diverse skills/backgrounds/ perspectives should be represented within each group?* ➢ *How will students learn about each other's backgrounds and identities?* ➢ *How can I create diverse groups while also being mindful of isolating students within groups? Is there a need for critical mass of certain perspectives?* ➢ *What will be lost or gained if students create the groups themselves?* ➢ *If the group produces a task/deliverable, what is the minimal group size needed to accomplish the task? How should the task be divided up?* ➢ *Do group roles need to be created?* ➢ *What is the benefit to mixing up the groups vs. keeping groups together throughout the quarter?* ➢ *What approaches/ideas/tools will I implement to ensure equity within group interactions?*

ORIENTING THE GROUPS		➢ *What unspoken norms about group work need to be conveyed?* ➢ *How will students get to know one another?* ➢ *How will students interact with one another?* ➢ *What will collaboration look like?* ➢ *What are the Rules of Engagement for face-to-face/ online interactions?* ➢ *Will it be beneficial for the groups to agree upon norms and expectations? Are students able to create their own norms and expectations or d I need to provide support?* ➢ *How will I demonstrate collegial discourse and effective tools to work through difference?* ➢ *What approaches/ideas/tools will I implement to ensure equity within group interactions?* ➢ *How will groups provide alternatives for auditory and visual information?* ➢ *How will groups engage in genuine dialogues that validate students' cultural experiences?* ➢ *What technologies/ media/ tools will groups utilize as options for communication and expression?* ➢ *What tools will help students' ability to think/work through difference?*
MONITORING GROUP PROGRESS		➢ *What is my role in the groups? What type and how much feedback will I provide?* ➢ *How often will the groups check in with me? What do I need to see from the group to determine how things are going?* ➢ *What interim deadlines or check-in points will help the group stay on track?* ➢ *What classroom assessment techniques could I implement?* ➢ *Will groups meet outside of class? Will time be allocated for in-class group time?* ➢ *What is your plan for helping groups with problems? When and on what basis would you intervene?* ➢ *What tools can I provide to students to help them with group processing and teamwork skills?*

ASSESSING AND INTERPRETING LEARNING		➢ *If grades are assigned, how will I balance individual and group efforts?* ➢ *Is it important for me to determine individual contributions? How can I do so?* ➢ *What biases might be evidenced in the way I reward group participation?* ➢ *What will be the structure/frequency of formative and summative assessments?* ➢ *Will I implement rubrics?* ➢ *How will I facilitate student self-assessment?* ➢ *What external factors might interfere with/affect student performance in my class? How might these factors be acknowledged?* ➢ *Will I provide peer-to-peer feedback opportunities?* ➢ *Will I take time to debrief the group processing?*

RESOURCES

- http://otl.du.edu/teaching-resources/using-groups-and-teams/
- Page, E. Scott (2007) *The Difference: How the power of diversity creates better groups, firms, schools, and societies.* Princeton University Press.
- Norman L. Johnson (1998) "Collective Problem Solving: Functionality beyond the Individual," Los Alamos Working Paper LA-UR-98-2227.
- W.E. Watson, K. Kumar, and L. K. Muchaelsen (1993) "Cultural Diversity's Impact on Interaction Process and Performance: Comparing Homogeneous and Diverse Task Groups," *Academy of Management Journal* 36: 590-602.
- William B. Swann, Jeffrey T. Polzer, Daniel Conor Seyle, and Sei Jin Ko (2004) "Finding Value in Diversity: Verification of Personal and Social Self Views in Diverse Groups," *Academy of Management Review* 29: 9-27.
- Robin J. Ely and David A. Thomas (2001) "Cultural Diversity at Work: The Effects of Diversity Perspectives on Work Group Processes and Outcomes," *Administrative Science Quarterly* 46 (2): 229-73.
- http://www.cmu.edu/teaching/designteach/design/instructionalstrategies/groupprojects/index.html
- Michaelsen, L. K., Fink, L. D., & Knight, A. (1997). Designing effective group activities: Lessons for classroom teaching and faculty development. *To Improve the Academy*. Paper 385