

The DU community was fortunate to have Dr. Maryellen Weimer, professor emerita at Penn State University and recipient of Penn State's Eisenhower Award for Distinguished Teaching, give the keynote address at this year's Teaching and Learning Week. Whether you could attend this year's seminar or not, we wanted to make available to the entire DU community Dr. Weimer's abundant resource lists: "Using Group Work Effectively" and "The Responsibility for Learning." Below you will find Dr. Weimer's recommended bibliographies, as well links to the relevant articles. If you're interested in learning more about Dr. Weimer or her work, then you can also sign up for her newsletter [The Teaching Professor](#) or follow her blog at [Faculty Focus](#). Either way, we hope that you continue to make use of these rich resources. Should you have any questions, then please contact us at [otl@du.edu](mailto:otl@du.edu).

## Using Group Work Effectively

### *Types of Group Work*

Davidson, N., and Major, C. H. [Boundary crossings: Cooperative learning, collaborative learning and problem-based learning.](#) *Journal on Excellence in College Teaching*, 2014, 25 (3 and 4), 7-55.

Eberlein, T., Kampmeier, J., Minderhout, V., Moog, R. S., Platt, T., Varma-Nelson, P., and White, H. B. "[Pedagogies of Engagement in Science.](#)" *Biochemistry and Molecular Biology Education*, 2008, 36 (4), 262-273.

### *Forming Groups*

Blowers, P. "[Using Student Skill Self-Assessment to Get Balanced Groups for Group Projects.](#)" *College Teaching*, 2003, 51 (3), 106-110.

Chapman, K. J., Meuter, M., Toy, D., and Wright, L. "[Can't We Pick our Own Groups? The Influence of Group Selection Method on Group Dynamics and Outcomes.](#)" *Journal of Management Education*, 2006, 30 (4), 357-569.

Connerley, M. L., and Mael, F. A. "[The Importance and Invasiveness of Student Team Selection Criteria.](#)" *Journal of Management Education*, 2001, 25 (5), 471-494.

Mahenthiran, S., and Rouse, P. J. "[The Impact of Group Selection on Student Performance and Satisfaction.](#)" *International Journal of Educational Management*, 2000, 14 (6), 255-264.

Thompson, M. E. "[Building Groups on Students' Knowledge and Experience.](#)" *Teaching Sociology*, 1993, 21 (1), 95-99.

Zeff, L. E., Highby, M. A., and Bossman, Jr., L. J. "[Permanent or Temporary Classroom Groups: A Field Study.](#)" *Journal of Management Education*, 2006, 30 (4), 528-541.

### *Designing Group Activities and Assignments*

Amador, J. A. and Mederer, H. "[Migrating Successful Student Engagement Strategies Online: Opportunities and Challenges Using Jigsaw Groups and Problem-Based Learning.](#)" *Journal of Online Teaching and Learning*, 2013, 9 (1), 80-88.

Bacon, D. R., Stewart, K. W., and Silver, W. S. "[Lessons from the Best and Worst Student Team Experiences: How a Teacher Can Make the Difference.](#)" *Journal of Management Education*, 1999, 23 (5), 467-488.

Loh, J. and Smyth, J. "[Understanding Students' Online Learning Experiences in Virtual Teams.](#)" *Journal of Online Teaching and Learning*, 2010, 6 (2).

McCorkle, D. E., Reardon, J., Alexander, J. F., Kling, N. D., Harris, R. C. and Iyler, R. V. "[Undergraduate Marketing Students, Group Projects, and Teamwork: The Good, the Bad, and the Ugly?](#)" *Journal of Marketing Education*, 1999, 21 (2), 106-117.

Schmer, M., Ward-Smith, P., and Peterson, J. "[Learning Outcomes Associated with Group Assignments.](#)" *Journal of Online Teaching and Learning*, 2011, 7 (3).

Yamane, D. "[Collaboration and Its Discontents: Steps toward Overcoming Barriers to Successful Group Projects.](#)" *Teaching Sociology*, 1996, 24 (4), 378-383.

### *Interesting Group Activities and Assignments*

DiClementi, J. D. and Handelsman, M. M. "[Empowering Students: Class-Generated Rules.](#)" *Teaching of Psychology*, 2005, 32 (1), 18-21.

Favero, T. G. "[Active Review Sessions Can Advance Student Learning.](#)" *Advances in Physiology Education*, 2011, 35 (3), 247-248.

Hudd, S. S. "[Syllabus Under Construction: Involving Students in the Creation of Class Assignments.](#)" *Teaching Sociology*, 2003, 31 (2), 195-202.

Kapitanoff, S. H. "[Collaborative Testing: Cognitive and Interpersonal Processes Related to Enhanced Test Performance.](#)" *Active Learning in Higher Education*, 2009, 10 (1), 56-70.

Pandey, C., and Kapitanoff, S. "[The Influence of Anxiety and Quality of Interaction on Collaborative Test Performance.](#)" *Active Learning in Higher Education*, 2011, 12 (3), 163-174.

Rao, S. P., Collins, H. L., and DiCarlo, S. E. "[Collaborative Testing Enhances Student Learning.](#)" *Advances in Physiology Education*, 2002, 26 (1), 37-41.

Van Auken, P. "[Maybe It's Both of Us: Engagement and Learning.](#)" *Teaching Sociology*, 2011, 41 (2), 207-215.

Yamane, D. "[Course Preparation Assignments: A Strategy for Creating Discussion-Based Courses.](#)" *Teaching Sociology*, 2006, 34 (July), 236-248.

Zimbardo, P. G., Butler, L. D., and Wolfe, V. A. "[Cooperative College Examinations: More Gain, Less Pain When Students Share Information and Grades.](#)" *Journal of Experimental Education*, 2003, 71 (2), 101-125.

### *Group Dysfunction: Causes and Cures*

- Aggarwal, P., and O'Brien, C. L. "[Social Loafing on Group Projects: Structural Antecedents and Effect on Student Satisfaction](#)," *Journal of Marketing Education*, 2008, 30 (3), 255-264.
- Aaron, J. R., McDowell, W. C., and Herdman, A. O. (2014). "[The effects of a team charter on student team behaviors](#)." *Journal of Education for Business*, 89 (2), 90-97.
- Barr, T. F., Dixon, A. L., and Gassenheimer, J. B. "[Exploring the 'Lone Wolf' Phenomenon in Student Teams](#)." *Journal of Marketing Education*, 2005, 27 (1), 81-90.
- Hall, D., and Buzwell, S. "[The Problem of Free-Riding in Group Projects: Looking Beyond Social Loafing as Reason for Non-Contribution](#)." *Active Learning in Higher Education*, 2012, 14 (1), 37-49.
- Jassawalla, A., Sashittal, H., and Malshe, A. "[Students' Perceptions of Social Loafing: Its Antecedents and Consequences in Undergraduate Business Classroom Teams](#)." *Academy of Management & Learning*, 2009, 8 (1), 42-54.
- Lerner, L. D. "[Making Student Groups Work](#)." *Journal of Management Education*, 1995, 19 (1), 123-125.
- Marks, M. B., and O'Connor, A. H. "[Understanding Students' Attitudes About Group Work: What Does This Suggest for Instructors of Business?](#)" *Journal of Education for Business*, 2013, 88 (3), 147-158.

### *Assessing Learning in Groups*

- Anson, R., and Goodman, J. A. "[A Peer Assessment System to Improve Student Team Experiences](#)." *Journal of Education for Business*, 2014, 89 (2), 27-34.
- Baker, D. F. "[Peer Assessment in Small Groups: A Comparison of Methods](#)." *Journal of Management Education*, 2008, 32 (2), 183-209.
- Brooks, C. M., and Ammons, J. L. "[Free Riding in Group Projects and the Effects of Timing, Frequency, and Specificity of Criteria in Peer Assessments](#)." *Journal of Education for Business*, 2003, (May/June), 268-272.
- Ohland, M. W., Loughry, M. L., Oweher, D. J., Bullard, L. G. Felder, R. M., Finelli, C. J., Layton, R. A., Pomeranz, H. R., and Schmucker, D. G. "[The Comprehensive Assessment of Team Member Effectiveness: Development of a Behaviorally Anchored Rating Scale for Self- and Peer Evaluation](#)." *Academy of Management Learning & Education*, 2012, 11 (4), 609-630.
- Penny, L. and Murphy, E. "[Rubrics for Designing and Evaluating Online Asynchronous Discussions](#)." *British Journal of Educational Technology*, 2009, 40 (5), 804-820.

## **The Responsibility for Learning**

### *Independent, Self-Directed Learning*

- Candy, P. C. [Self-Direction for Lifelong Learning](#). San Francisco: Jossey-Bass, 1991.

--comprehensive overview of the research on self-directed learning, an appendix lists 13 research identified characteristics of autonomous self-directed learners

Zimmerman, B. J., (2002). [Becoming a self-regulated learner: An overview](#). *Theory into Practice*, 41 (2), 64-70.

--delivers what the title promises; good advice on gaining independence and autonomy as a learner

### *Activities that Promote Responsibility for Learning*

Corrigan, H. and Craciun, G. (2013). [Asking the right questions: Using student-written exams as an innovative approach to learning and evaluation](#). *Marketing Education Review*, 23 (1), 31-35.

--students write and answer their own test questions, and are graded on the content and difficulty of their questions

Deterding, A. L., (2010). [A new kind of "space for quizzes](#). *The Teaching Professor*, November, p. 3.

--"The expectation that they [students] may have to share information in the community space motivates most students to closely read the assigned materials. They want to help their classmates perform well on the quizzes and they don't want to appear lazy or irresponsible to their peers."

DiClementi, J. D. and Handelsman, M. M., 2005. [Empowering students: Class-generated rules](#)." *Teaching of Psychology*, 32 (1), 18-21.

--gave students a set of categories (late arrival, sleeping in class, use of cell phones) and let them develop classroom policies

Favero, T. G. and Hendricks, H., (2016). [Student exam a \(debriefing\) promotes positive changes in exam preparation and learning](#). *Advances in Physiology Education*, 40 (3), 323-328.

--a method in which students confront their exam performance in light of their exam preparation

Hudd, S. S., (2003). [Syllabus under construction: Involving students in the creation of class assignments](#). *Teaching Sociology*, 31 (2), 195-202.

--gives students a syllabus the only contains topical headings and charges them with constructing a list of graded assignments.

Jhangiani, R. (2016). [The impact of participating in a peer assessment activity on subsequent academic performance](#). *Teaching of Psychology*, 43 (3), 180-186.

--students take a short answer quiz, submit with a number identification. Completed quizzes are passed out with a grading rubric. Each student grades two quizzes. If the quiz grades are the same, the grade counts, unless the student who took the quiz disagrees with the grade. If the grades are different or the student objects to the grade, the teacher grades the quiz.

Kaplan, D. M. and Renard, M. K., (2015). [Negotiating your syllabus: Building a collaborative contract](#). *Journal of Management Education*, 39 (3), 400-421.  
--present students with an “initial offer” syllabus and then negotiate the details with them

Krohn, K. R., Foster, L. N., McCleary, D. F., Aspiranti, K. B., Nalls, M. L., Quillivan, C. C., Taylor, C. M., and Williams, R. L., (2011). [Reliability of students’ self-recorded participation in class discussion](#). *Teaching of Psychology*, 38 (1), 43-45.  
--empirically investigated a method of having students record and describe their discussion contributions which showed that student did not over-reported their participation

Steiner, H. H., (2016). [The strategy project: Promoting self-regulated learning through an authentic assignment](#). *International Journal of Teaching and Learning in Higher Education*, 28 (2), 271-282.  
--in a first year seminar course students implement a variety of evidence-based study strategies in preparation for an exam experience in another course and then analyze their effectiveness.

### *Implementation Issues*

Albers, C., (2009). [Teaching: From disappointment to ecstasy](#). *Teaching Sociology*, 37 (July), 269-282.  
--a learner-centered course designed for honors students meets strong resistance to the dismay and disappointment of the teacher

Noel, T. W., (2004). [Lessons from the learning classroom](#). *Journal of Management Education*, 28 (2), 188-206.  
--describes what happened when a teacher implemented made students responsible for learning with too many new approaches at once

### *Student Resistance*

Felder, R. M., and Brent, R., (1996). [Navigating the bumpy road to student-centered instruction](#). *College Teaching*, 44 (2), 43-47.  
--the classic, go-to resource on student resistance, full of practical suggestions and encouragement

Seidel, S. B. and Tanner, K. D., (2013). [What if students revolt?’—Considering student resistance: Origins, options and opportunities for investigation](#). *Cell Biology Education—Life Sciences Education*, 12 (Winter), 586-595.  
--explores the causes of student resistance and suggests good ways to address it

Weimer, M. [Learner-Centered Teaching: Five Key Changes to Practice](#). 2<sup>nd</sup> Ed. San Francisco: Jossey-Bass, 2013.  
--Chapter 8 explores the signs of resistance, what causes it and how teachers can respond