

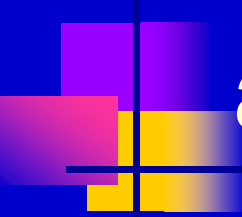
Helping Students Learn to Learn:

Helping Students to Get the Most Out of Group Project Work

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What **learning objectives** can be achieved via a group project?

Two types of learning objectives

- I. 'Academic' learning objectives
- II. 'Developmental' learning objectives
 - a) Team work skills (working with others in the group)
 - b) Leadership abilities (taking lead in the group)
 - c) Problem solving abilities (the project is a complicated problem to be solved)
 - d) Management abilities (managing the project progress)

Working Your Way Through a Group Project

Work in a Group	Work on a Project
Build an effective group Communicate among members Make a group decision Handle disagreement Become leader in a group	<i>Analyse</i> the project question
	<i>Look for</i> ideas
	<i>Suggest</i> methods
	<i>Select</i> the best method
	<i>Manage</i> the project progress
	<i>Present</i> the results



Working Your Way Through a Group Project

Four Sections

- A. Frequently asked questions
- B. Working in a group
- C. Working on a project
- D. Presentation

Section A:

Frequently Asked Questions



- Someone does not do the work allocated to him/ her!
- Someone is always late in turning in his/her work!
- Our group cannot make decision effectively!
- Someone always insists on his/her own opinions!
- We only do our part and cannot learn about what others are doing!
- The project question is unfamiliar to us!
- We are falling behind schedule!
- The audience raises difficult questions during the presentation!

Section B:

Working in a Group

For each topic, a checklist

- a) provides **concrete advice** on good skills
- b) engages students in **self-evaluation**

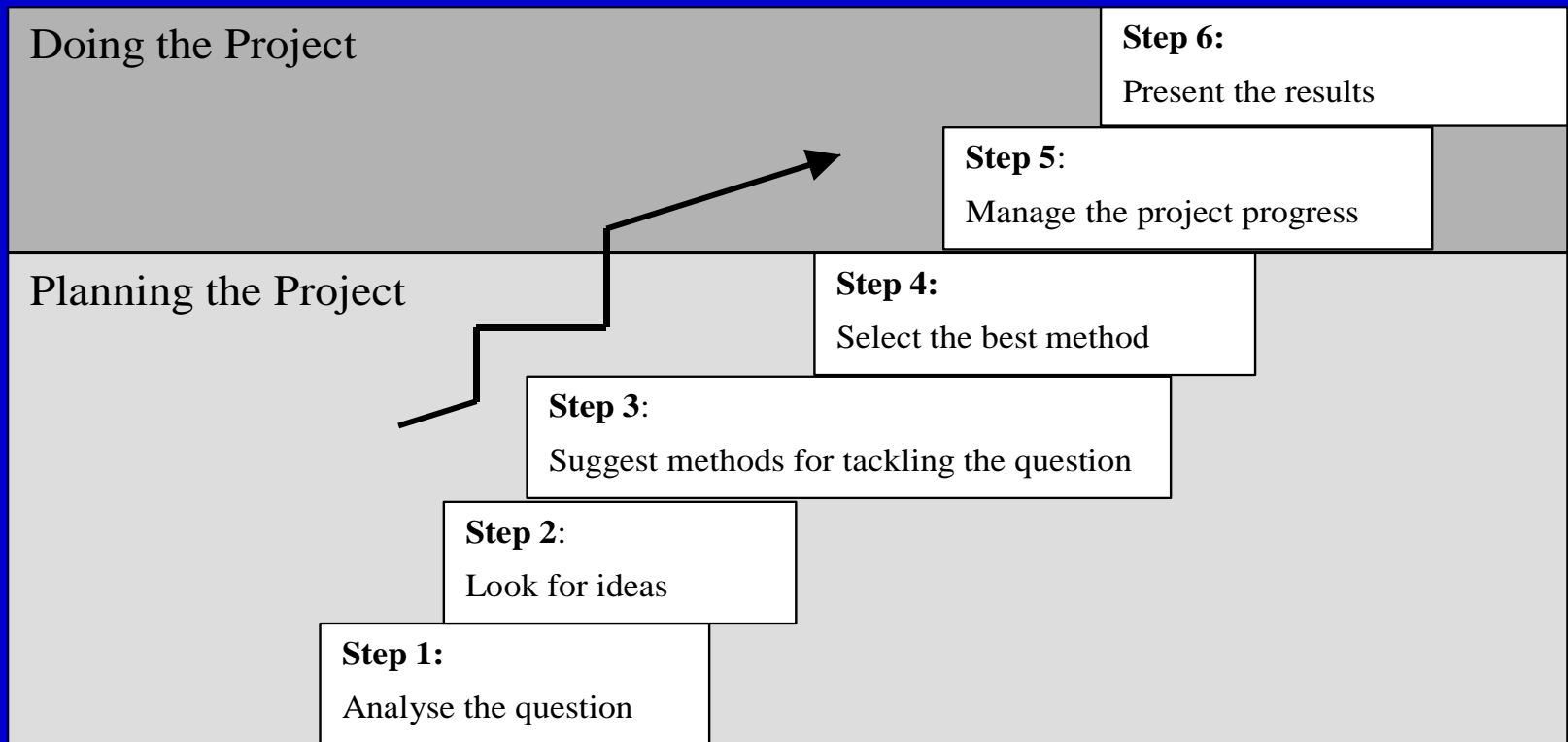
Topics

- Forming groups
- Communication skills
- Making group decision
- Handling disagreement
- Becoming a leader

Section C :

Working in a Group

IMPORTANT STAGES of a PROJECT





Section D: Presentation

Advice on

- Structure of the presentation
- Preparing presentation materials
- Delivery

Perform a self-evaluation



Doing a Project

	<i>Working as a Group</i>	<u>Highest</u>			<u>Lowest</u>
2.	Job was allocated according to the strengths of each members.	1	2	3	4
	<i>Performance in the Task</i>	<u>Highest</u>			<u>Lowest</u>
1.	The work breakdown schedule allowed effective collaboration among group members.	1	2	3	4
	<i>Working as a Member in the Group</i>	<u>Highest</u>			<u>Lowest</u>
1.	I have tried my best to complete my responsible area on time	1	2	3	4



Self-evaluation checklists

Evaluating the academic quality of the project

- Project Quality Checklist

Evaluating the effectiveness of the group process

- Group work skills
- Planning a project
- Doing a project
- Presentation

Evaluating the effectiveness of team work skills

- Communicating with group members
- Making group decisions
- Handling disagreement
- Becoming a leader in a group



Including it in the Project Brief (1)

1) Learning objectives

In addition to the 'academic' objectives, include 'developmental objectives

- Team work skills
- Leadership abilities
- Problem solving skills
- Management skills



Including it in the Project Brief (2)

2. Assessment

Including development objectives as part of assessment,

- Self-assessment on ones team work skills, using
 - checklists from the Guide and a **reflective note**
- Self-assessment on the group's team work process
 - checklists from the Guide a **reflective note**



Including it in the Project Brief (3,4)

- Prescribing progress and quality reviews
 - Reviewing academic quality of the project, using
 - Project quality checklist
 - Reviewing effectiveness of group work
 - Self-evaluation checklists



Briefing students on the project

1. Clarifying learning goals
 - Academic learning goals
 - Developmental learning goals
2. Basic briefing about what to pay attention to when
 - Working as a team
 - Managing the project
3. Orientation for the Group Project Guide
 - Encourage students to use it

Presentation of the project



- Advise students to use Section D of the Guide when preparing for their presentation
- Engage students in peer assessment of their presentations using the checklist
- After the presentation, ask students to complete self-evaluation checklist
- Option – Print Feedback Form for Thursday