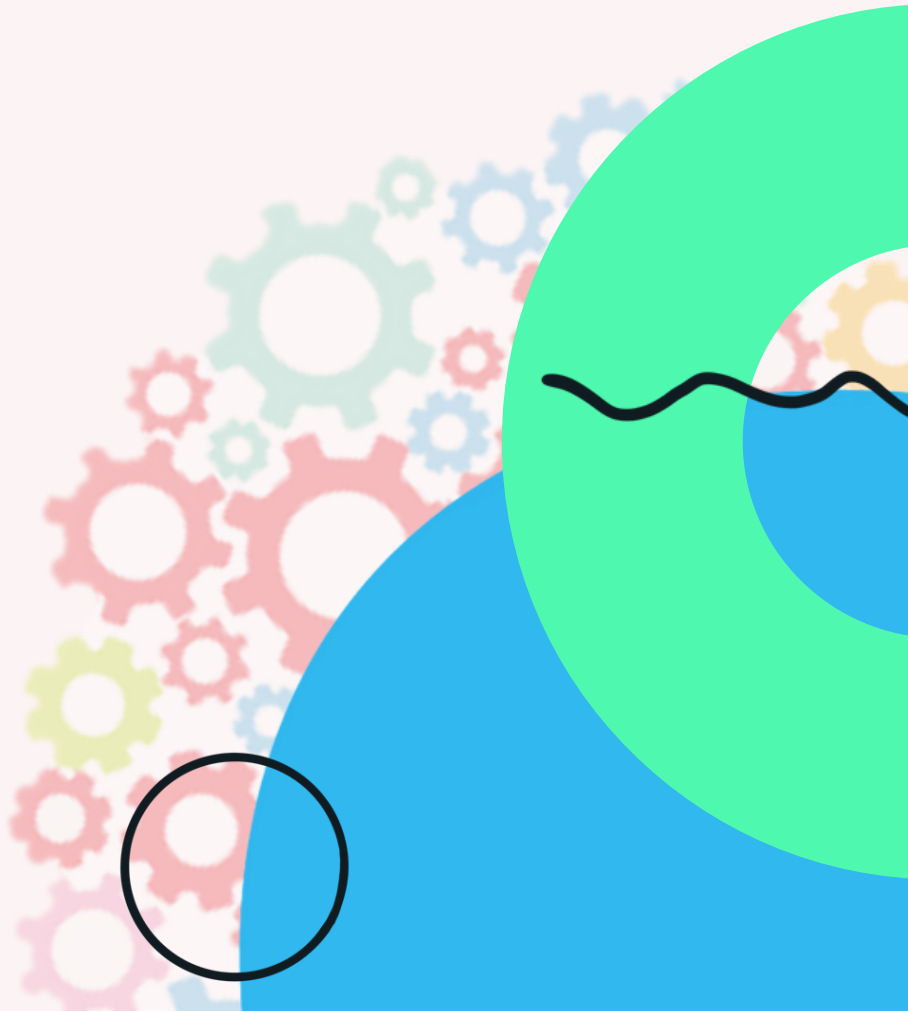




Self reflection questionnaire:

Group- and Teamwork

TICON - Teaching creativity online



Group- and teamwork: Self-reflection question guided creation of action plan and lesson design

Introduction:

The following questionnaire should provide insights in what you should keep in mind while implementing group- and teamwork in an online lesson. Additionally the questionnaire should help you reflect on the implementation of group- and teamwork in your online lesson.

Preparation:

Checklist:

Did I define an objective for the task/activity?

Is the complexity of the task/activity enough that it requires group work?

Did I decide on the group size for the task/activity?

Did I prepare a detailed task description?

Did I calculate enough time, breaks, and questions for the lesson/activity?

Did I decide on an icebreaker activity for the students?

What is the objective of the task/activity?

What group size is necessary for the task/activity?



Preparation - Tips:

- **Define an objective for the activity:** You should define the objective of the activity and make sure that the topic of the activity relates to the content of the overall course. Group learning is the most effective when students have the objective of the activity in mind.
- **Complexity of the task:** Make sure that the activity is challenging and complex enough that it requires group work.
- **Group size:** First you should deliberate if individual or group work is necessary to complete the objective successfully. If group work is necessary, you should think about what group size is needed.
- **Explain the task:** You should prepare written or visual instructions to explain the task clearly to the students.
- **Rules for group interaction:** Introducing principles like respect and listening, helps to improve group interaction.
- **Divide students into groups:** You can let the students choose, but they will most likely choose and work together with friends or the same people. To vary group formation, randomly assign students to groups by counting off or create break-out rooms with your meeting platform (eg. Zoom) and randomly assign students to the break-out rooms.
- **Introduction and icebreaker activity:** Students work well together if they know each other. Even for brief group activities, let students introduce themselves to their group members at the beginning. For longer group work, introducing an icebreaker method is a good way to build teamwork (have a look at our Creativity Toolbox for such methods).
- **Time Planning:** Calculate how much time the students need to complete the group-/teamwork. Plan a timeframe for the introduction of the students and the ice breaker method/activity at the beginning of the group work.
- **Let the students ask questions:** After explaining the task, you should let the students ask questions. Even if you think your instructions were clear, students may still have questions about the activity.

During the group-/teamwork

Checklist:

Did I assist my students while they did their work?

Did I clarify my role as the moderator beforehand?

 Tips:

- **Clarify your role:** Clarify your role as professor/moderator. If students complain to you for not contributing enough, consider whether you made your role as a moderator clear.
- **Assistance:** While students do their work, switch among the groups (break-out rooms) and answer any occurring questions. Also listen for common topics that accrue from the discussions and address them during the plenary discussion. If you come upon a group that is in disagreement, avoid giving the answers. If necessary, you can try to clarify the instructions, so that the students can resolve the disagreement on their own.

After the group-/teamwork

Checklist:

Did I plan a timeframe for the presentation of the students' group work results at the end of the class?

Did I provide input for the students, in order for them to pursue the reflection within their group?

 Tips:

- **Presentation of the work:** Let the students present their work in the plenary so that they see and get inspired by the work of the other groups.
- **Reflection within the group:** Give students time to reflect on the group work process. They can do this either orally or in writing. The reflection of the group work process helps them discover how they worked together in the group and think about what knowledge they gained.

General Tips:

Checklist:

- Did the difficulty of the tasks increase during the last few lessons?
- Did I assign the task in a way every student feels responsible for the team's success?
- Did I put an effort in creating a trustful and free atmosphere?
- Did I combine individual and group work?
- Did I put an effort in ensuring the engagement of the students?

Tips:

- **Increasing difficulty:** Consider giving an easier task at the beginning of the term/semester to raise students' interest in team work.
- **Create a trustful and free atmosphere:** Build positive relationships through communication and being tolerant and consistent towards your students. When giving them feedback or an answer to their question the word “wrong” often inhibits further participation. Therefore try to rarely use the word “wrong”.
- **Combining individual and group work:** Split the task/project/activity in two parts. The first part is the individual part, which includes laying the basis for the main focus of the task. The second part is the group work. Every student has to submit individual and group work. There is also the possibility to reverse the parts, so that the first part is the group work and the second part is the individual work.
- **Ensure the engagement of students in an online session:** Consider writing a notification email with information prior to the first online lesson, so that the students can make sure that they have all necessities (e.g. technology and learning materials) ready. Give students frequent and interactive feedback.
- **Include every student in a hybrid class:** Plan activities that are available to in-person students and remote students. Select technologies, tools, and activities that will benefit the lesson and will engage the students. Give remote and in person students opportunities to interact with each other. Therefore utilize digital tools which all students can use.

Reflection:

Did I create a trustful atmosphere for my students?

What method did I use in the class? How was the outcome of the implementation of the method?

Did I encourage a good group/team building in the beginning (before the group activity)?

Was the activity we did in class successful? Why or why not?

Were the results of the students good or did they misunderstand the task?

Was the task too easy or too difficult?

Did the students understand their task?

What was the most challenging for me during the lesson and why? How did I respond to that?

What problems arose?

How did I deal with any problems that came up during instruction?

What could I have done differently?

Was I prepared enough?

With what parts of the lesson did the students seem most engaged?

With what parts of the lesson did students seem least engaged with?

How effective was the overall lesson?

Did I meet all of my objectives?

How can I do it better next time?

General notes