

Working with small groups in a Hybrid course

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Acknowledgement

This presentation borrows extensively from the work and experience of Dr. Jay Caulfield of Marquette University.

I would like to thank Jay for giving her permission for me to use her materials.

Virtual Group Characters

 Lone rangers

 Procrastinators

 Dominators

 Shirkers

Virtual Group Challenges

- Consensus building
- Tone of discussion
- Transaction costs
- Time management

Assignments Suited for Virtual Small Group Work

-  Summaries of discussion threads
-  Analysis of web site
-  Debates
-  Peer Review
-  Negotiations

Virtual Group Essentials

-  Task identification
-  Process & product
-  Group size
-  Role definition
-  Peer review
-  Evaluation

Aids for Peer Evaluation

 [Guidelines for Online Participation](#)

 [Peer Feedback Form](#)

 [Peer Evaluation Form](#)

Helpful Web Sites

- 📁 Netiquette by Virginia Shea
 - <http://www.albion.com/netiquette/corerules.html>

- 📁 Three Keys to Managing Learning Groups by Larry Michaelsen
 - <ftp://www.ntlf.com/ntlf/3keys.doc>

- 📁 Teaching Strategies: Group Work and Cooperative Learning
 - <http://www.crlt.umich.edu/tstrategies/tsgwcl.html>

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Team Component of Assignment

1. Post your analysis to the D2L group discussion board.
2. Read each group member's analysis and post a comment to it.
3. As a group, summarize the main points of the analyses.
4. As a group, prepare a 15 – 20 minute presentation for the class in PowerPoint referring to the rubric for the contemporary leadership book analysis. Prior to making your presentation, submit a hard copy of your presentation with the rubric to me. Post your presentation to the D2L discussion board created for this purpose.
5. Finally, as a group, submit a 2-3 page analysis of how you viewed the group process for this assignment. Be sure to address the following components in your analysis.

How did you determine what the purpose of the group was? Throughout the group process, did you feel that the group remained clear and stayed focused on its purpose?

How would you evaluate group communication throughout the process? Were members clear on assignments? Were target dates clearly communicated? Did everyone understand what her/his role was?

Did group members have assigned roles? Do you perceive that there was mutual accountability among group

Draw AutoShapes

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COURSES > ORLE091_CAULFIELDJA

- Announcements
- Faculty Information
- Course Information
- Assignments
- Communication
- Discussion Board
- Groups
- Tools
- Resources
- Course Map
- Control Panel

8 4.1 Milgram Studies (8 points)



Hi Folks,

Please go to the [Milgram Studies](#) web site and review the information there, especially the audio files. Based on what you read in Levi and your findings at this site, by Weds., Dec 3, in a few paragraphs, identify the ethical implications of this experiment and the ethical implications as related to group/team behavior.

Then by Sunday, December 7, reply to one of your colleague's postings.

Best, JC

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9 5.1 Devil's Advocacy



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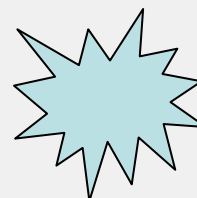
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9 5.1 Devil's Advocacy (22 points)

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Hi Group One,

It will be important for you to print out and carefully read this assignment before you get together as a group.

You have decided to hire Mary Rogers. Using this discussion forum and/or the chat room, develop the strongest possible rationale for hiring Mary Rogers. Be sure to include the use of one of the problem solving techniques Levi discusses in chapter 11 of your assigned reading. **By December 11, post your 500 - 550 word rationale to the MAIN Discussion Board 5.1** in order that your devil's advocate, Group Two, may evaluate your rationale.

Continue to use this discussion forum and/or the chat room to construct your rebuttal and your final concluding remarks. Both are to be posted to the 5.1 ****MAIN**** discussion board on December 14 and December 16, respectively.

Best, JC

10 6.1 Human Rights Abuse: The Apartheid and the War on Terrorism (15 points)

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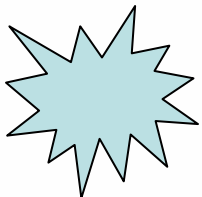
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Announcements
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Valerie Mckinney-Keys > are you going to address the participation points issue and all?
Angela Torres > We can just say that we are concerned with his participation in the group project and feel that
Scott Petersen > there are 50pts for group participation
Scott Petersen > participation
Angela Torres > his efforts where not equal to
Angela Torres > what the rest of
Scott Petersen > us did
Scott Petersen > i understand
Catherine Kittell > at this point the bulk is done...there is no time for make up
Catherine Kittell > as in if he wrote the conclusion that really isn't sufficient
Valerie Mckinney-Keys > i see yjur point
Angela Torres > that is true
Scott Petersen > thats true
Angela Torres > we as a group need to decide what the next step is
Angela Torres > should we let the instructors know that we feel his participation was not as the rest of the group and therefore we feel as a group he should not recieve
Angela Torres > points
Scott Petersen > being that he did anything we should not remove him from the paper
Valerie Mckinney-Keys > he is part of the team-how can we remove him from the paper
Scott Petersen > we could by not removing his name on who wrote it
Scott Petersen > by removing
Angela Torres > whatever we do we need to let the instructors know.
Scott Petersen > what ideas do you all have
Catherine Kittell > He will argue that he did give us something. So at this point we could warn him that we will turn in this presentation without his name on it if he doesn't add a conclusion and we will continue to let the profs know that his participation lacked tremendously.
Catherine Kittell > however that would put us behind our schedule again
Angela Torres > correct
Catherine Kittell > because we could technically finish the conclusion tonight



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PARTICIPATION GUIDELINES IN A VIRTUAL CLASSROOM

Class participation provides an opportunity for members of the class to learn from one another, based on different life experiences and based on unique perspectives gained from studying course materials. It also assists adult learners in learning how to effectively convey ideas to a group in a professional and respectful manner.

Excellent Participation (maximum points achieved)

The learner consistently adds value to the discussion. It is evident that the learner has read and reflected on the assigned readings prior to entering into online discussions with peers and facilitator. Comments made indicate an understanding of the major concepts studied, and are relevant to the discussion. Questions brought forward add rigor to the discussion. As an attentive discussion participant, the learner demonstrates reflective participation and formulates thoughtful, respectful responses.

Superficial Participation (1 – 5 points less than maximum points)

The learner may participate in the discussion, but comments may be infrequent, untimely or indicate a lack of preparation prior to responding. Participation does not indicate familiarity with the concepts being discussed, and comments are not always relevant to the topic.

Disruptive Participation (greater than five points less than the maximum)

The learner's comments are unrelated to the discussion, or the learner is disrespectful of others' views, attempts to dominate the discussion, demonstrates inappropriate communication such as flaming, or is inattentive to the discussion at hand generating side discussions, which tend to disrupt others' focus of attention.

AutoShapes

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receive feedback from one of your group members. It is important that all members of your group have an opportunity to receive feedback from you on at least one occasion, and that you receive feedback from each member of your group on at least one occasion. The group should decide in advance who is giving and receiving feedback from whom on any given group assignment.

For each peer review, please comment on the following.

1. Today your behavior was especially valuable to the group when you _____

2. During group work, I would like you to do more of _____

3. During group work, I would like you to do less of _____

One of our responsibilities as managers is to confront individuals who have poor performance. If you are assigning a point value of less than 46 to any one of your group members, please indicate to me whether you completed a "Peer Review Form" early on in the course, which clearly stated the performance issue you had with this group member.

Group ____ Names	Point Value

Figure 1.10: The Microsoft Word ribbon, showing the Home ribbon and the AutoShapes group.

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