Group Contract

Cooperative groups are an effective aid to learning, but to work best, they require that all group members clearly understand their responsibility to one another. Each group will be required to draw up a group contract. The ground rules you define in your contract describe the general responsibilities of every member of your group so there is less opportunity for misunderstanding among members or failure to meet expectations. You can adopt additional ground rules if your group believes it is necessary. Your signature on this contract signifies your commitment to adhere to these rules and expectations.

All group members agree to:

1. Come to class and designated group meetings on time.
2. Come to class and designated group meetings with assignments and other necessary preparation done.

Additional ground rules:

If a member of the group repeatedly fails to meet these ground rules, other members of the group are expected to take the following actions:

Step 1: (Fill in this step with your group. What will be your team’s first course of action to resolve the conflict?)

Step 2: (Fill in this step with your group. What will be your team’s second course of action to resolve the conflict?)

Step 3: If not resolved, bring this issue to the attention of Professor Sackett.

The professor reserves the right to make the final decision to resolve difficulties that arise within groups. Before this becomes necessary, the team should try to find a fair and equitable solution to the problem.
Group Contract

As a group, we have agreed to the above-mentioned ground rules for participating in ECON 318-International Economics taught by Professor Sackett in Spring 2013.

Group Number: ________________

Group Member Signatures:

________________________________

Group Presentation Date: ________________

________________________________

________________________________
Constructive and Destructive Group Behaviors

Constructive:

Cooperating: Is interested in the views and perspectives of the other group members and is willing to adapt for the good of the group.

Clarifying: Makes issues clear for the group by listening, summarizing and focusing discussions.

Inspiring: Enlivens the group, encourages participation and progress.

Harmonizing: Encourages group cohesion and collaboration. For example, uses humor as a relief after a particularly difficult discussion.

Risk Taking: Is willing to risk possible personal loss or embarrassment for the group or project success.

Process Checking: Questions the group on process issues such as agenda, time frames, discussion topics, decision methods, use of information, etc.

Destructive:

Dominating: Takes much of meeting time expressing self views and opinions. Tries to take control by use of power, time, etc.

Rushing: Encourages the group to move on before task is complete. Gets “tired” of listening to others and working as a group.

Withdrawing: Removes self from discussions or decision-making. Refuses to participate.

Discounting: Disregards or minimizes group or individual ideas or suggestions. Severe discounting behavior includes insults, which are often in the form of jokes.

Digressing: Rambles, tells stories, and takes group away from primary purpose.

Blocking: Impedes group progress by obstructing all ideas and suggestions. "That will never work because..."


Adapted from Brunt (1993). Facilitation Skills for Quality Improvement. Quality Enhancement Strategies. 1008 Fish Hatchery Road, Madison WI 53715
Stages of Development During Group Learning

**Forming**—in the beginning, students are becoming oriented to the class; they'll look to you for answers to their questions about course content as well as how the class will function. You're like the hub on a wheel with students running all questions through you and with relatively little interaction with each other. This is also sometimes seen as the "polite" stage, where students will be overly courteous and polite; maybe even shy, but definitely they'll be playing it safe in their interactions with you and their peers.

**Storming**—sometime, as early as the second week of the semester, but generally by the third, students begin to speak up and challenge each other's points of view as well as challenge you on the value of assignments or readings. This happens whether you've intentionally encouraged students to begin engaging each other, or because they get restless with course structures. It's helpful to view this as an encouraging sign of students' desire for meaning and relevancy in their participation in class—and in fact, how you respond can be your first real "test" as an instructor. If you crush these challenges, it often results in a semester full of stony silence, increasingly forced discussions, and underlying resentment towards an instructor who students feel has dismissed them. If instead, you treat these challenges as the expressions of engagement that they are, you can focus your attention, and the students, on how to most productively engage you and each other—which is at the heart of the next stage of group development.

**Norming**—once students realize that they can speak up and will be taken seriously, and that they are being encouraged to learn as much from each other as from you, the group enters a "norming" stage where they begin to sort out the rules for behavior (who you can joke with, how far you can push each other in discussion) and the unique roles they'll play in class (who's loud or quiet, who's impulsive or thoughtful, who brings in specific cultural or political perspectives, etc.). You may most notice the roles that students will take on: you begin to count on the contributions from certain members, and when certain students are absent, the group and the discussion feels different.

**Performing**—assuming your class has successfully progressed through the previous stages, you are now "cooking along:" peer engagement comes easily, discussions are thoughtful, and students sometimes even develop profound insights. You may feel like your role in this stage is most like an orchestra conductor or facilitator; you're teaching and learning along with your students.

**Adjourning**—as the semester comes to an end, and if authentic engagement and learning took place, students (and you, too) may struggle with a sense of loss, and almost a sense of mourning depending on the level of emotional and intellectual impact the class has had on you and your students. Classes often want to mark the end with a party, or may want to stay together through reunions in a subsequent semester. Other groups may revert to earlier stages, where students display behaviors (tardiness, shyness, etc.) that might surprise you.

These stages of group development are not lock-step, nor are they so predictable that you should feel that you've done something wrong if you don't have a "storm" in week 3, or if your group never "gels". But by thinking about the group-level interactions in your class, you will have another tool to use as you work towards emotional and intellectual engagement. And this engagement with our students, truly, is one of the most rewarding parts of our work. When classes are performing well, we remember why we became professors in the first place. There is a lot of research on stages of group development available on the web if you'd like to know more about this topic. I'm always happy to talk more about this topic, too.
Group Effort Analysis (GEA): [NAME OF] PROJECT
Analyze the contributions of your group members toward the research, development, and completion of your project.

Your Name __________________________ Group Name __________________________

<table>
<thead>
<tr>
<th>Names of Group Members</th>
<th>Quantity (0-100%)</th>
<th>Quality (0.0 - 4.0)</th>
<th>Justification</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>This column should sum to 100%.</td>
<td>Rate the quality of work for each member.</td>
<td>Provide a written explanation that justifies your decision about how you rated each of your team members.</td>
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<td>SELF</td>
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Adapted from D. Ebert-May by T.M. Long for use in Biological Sciences and Integrative Studies in Biology courses at Michigan State University.
<table>
<thead>
<tr>
<th>Peer Evaluation</th>
<th>Section Number</th>
<th>Team Number</th>
</tr>
</thead>
</table>

* Write the names of the people on your team including your own name.

This self and peer evaluation asks about how you and each of your teammates contributed to the team during the time period you are evaluating. For each way of contributing, please read the behaviors that rating. Then confidentially rate yourself and your teammates by placing a mark in the relevant box.

### Contributions to the Team’s Work

- Does more or higher-quality work than expected.
- Makes important contributions that improve the team’s work.
- Helps to complete the work of teammates who are having difficulty.

**Demonstrates behaviors described in the row just above and just below.**

- Completes a fair share of the team’s work with acceptable quality.
- Keeps commitments and completes assignments on time.
- Fills in for teammates when it is easy or important.

**Demonstrates behaviors described in the row just above and just below.**

- Does not do a fair share of the team’s work. Delivers sloppy or incomplete work.
- Misses deadlines. Is late, unprepared, or absent for team meetings.
- Does not assist teammates. Quits if the work becomes difficult.

### Interacting with Teammates

- Asks for and shows an interest in teammates’ ideas and contributions.
- Improves communication among teammates. Provides encouragement or enthusiasm to the team.
- Asks teammates for feedback and uses their suggestions to improve.

**Demonstrates behaviors described in the row just above and just below.**

- Listens to teammates and respects their contributions.
- Communicates clearly. Shares information with teammates. Participates fully in team activities.
- Respects and responds to feedback from teammates.

**Demonstrates behaviors described in the row just above and just below.**

- Interrupts, ignores, bossy, or makes fun of teammates.
- Takes actions that affect teammates without their input. Does not share information.
- Complains, makes excuses, or does not interact with teammates. Accepts no help or advice.

### Keeping the Team on Track

- Watches conditions affecting the team and monitors the team’s progress.
- Makes sure that teammates are making appropriate progress.
- Gives teammates specific, timely, and constructive feedback.

**Demonstrates behaviors described in the row just above and just below.**

- Notices changes that influence the team’s success.
- Knows what everyone on the team should be doing and notices problems.
- Alerts teammates or suggests solutions when the team’s success is threatened.

**Demonstrates behaviors described in the row just above and just below.**

- Is unaware of whether the team is meeting its goals.
- Does not pay attention to teammates’ progress.
- Avoids discussing team problems, even when they are obvious.

### Expecting Quality

- Motivates the team to do excellent work.
- Cares that the team does outstanding work, even if there is no additional reward.
- Believes that the team can do excellent work.

**Demonstrates behaviors described in the row just above and just below.**

- Encourages the team to do good work that meets all requirements.
- Wants the team to perform well enough to earn all available rewards.
- Believes that the team can fully meet its responsibilities.

**Demonstrates behaviors described in the row just above and just below.**

- Satisfied even if the team does not meet assigned standards.
- Wants the team to avoid work, even if it hurts the team.
- Doubts that the team can meet its requirements.

### Having Relevant Knowledge, Skills, and Abilities

- Demonstrates the knowledge, skills, and abilities to do excellent work.
- Acquires new knowledge or skills to improve the team’s performance.
- Able to perform the role of any team member if necessary.

**Demonstrates behaviors described in the row just above and just below.**

- Has sufficient knowledge, skills, and abilities to contribute to the team’s work.
- Acquires knowledge or skills needed to meet requirements.
- Able to perform some of the tasks normally done by other team members.

**Demonstrates behaviors described in the row just above and just below.**

- Missing basic qualifications needed to be a member of the team.
- Unable or unwilling to develop knowledge or skills to contribute to the team.
- Unable to perform any of the duties of other team members.
## Cooperative Learning

### Positive Interdependence

**Goal Interdependence (essential)**
1. All members show mastery
2. All members improve
3. Add group member scores to get an overall group score
4. One product from group that all helped with and can explain

**Role (Duty) Interdependence**
Assign each member a role and rotate them

**Resource Interdependence**
1. Limit resources (one set of materials)
2. Jigsaw materials
3. Separate contributions

**Task Interdependence**
1. Factory-line
2. Chain Reaction

**Outside Challenge Interdependence**
1. Intergroup competition
2. Other class competition

**Identity Interdependence**
Mutual identity (name, motto, etc.)

**Environmental Interdependence**
1. Designated classroom space
2. Group has special meeting place

**Fantasy Interdependence**
Hypothetical interdependence in situation ("You are a scientific/literary prize team, lost on the moon, etc.")

**Reward/Celebration Interdependence**
1. Celebrate joint success
2. Bonus points (use with care)
3. Single group grade (when fair to all)

### Individual Accountability

**Ways to ensure no slackers:**
- Keep group size small (2-4)
- Assign roles
- Randomly ask one member of the group to explain the learning
- Have students do work before group meets
- Have students use their group learning to do an individual task afterward
- Everyone signs: "I participated, I agree, and I can explain"
- Observe & record individual contributions

**Ways to ensure that all members learn:**
- Practice tests
- Edit each other's work and sign agreement
- Randomly check one paper from each group
- Give individual tests
- Assign the role of checker who has each group member explain out loud
- Simultaneous explaining: each student explains their learning to a new partner

### Face-to-Face Interaction

**Structure:**
- Time for groups to meet
- Group members close together
- Small group size of two or three
- Frequent oral rehearsal
- Strong positive interdependence
- Commitment to each other's learning
- Positive social skill use
- Celebrations for encouragement, effort, help, and success!

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**Karl A. Smith**
University of Minnesota/Purdue University
ksmith@umn.edu
http://www.ce.umn.edu/~smith
Skype: ksmithtc
Cooperative Teamwork Skills

**Forming Skills**
*Initial Management Skills*
- Move Into Groups Quietly
- Stay With the Group
- Use Quiet Voices
- Take Turns
- Use Names, Look at Speaker
- No “Put-Downs”

**Functioning Skills**
*Group Management Skills*
- Share Ideas and Opinions
- Ask for Facts and Reasoning
- Give Direction to the Group’s Work (state assignment purpose, provide time limits, offer procedures)
- Encourage Everyone to Participate
- Ask for Help or Clarification
- Express Support and Acceptance
- Offer to Explain or Clarify
- Paraphrase Other’s Contributions
- Energize the Group
- Describe Feelings When Appropriate

**Formulating Skills**
*Formal Methods for Processing Materials*
- Summarize Out Loud Completely
- Seek Accuracy by Correcting/Adding to Summaries
- Help the Group Find Clever Ways to Remember
- Check Understanding by Demanding Vocalization
- Ask Others to Plan for Telling/Teaching Out Loud

**Fermenting Skills**
*Stimulate Cognitive Conflict and Reasoning*
- Criticize Ideas Without Criticizing People
- Differentiate Ideas and Reasoning of Members
- Integrate Ideas into Single Positions
- Ask for Justification on Conclusions
- Extend Answers
- Probe by Asking In-depth Questions
- Generate Further Answers
- Test Reality by Checking the Group’s Work

Teaching Cooperative Skills

1. Help students see the **need** to learn the skill.
2. Help them **know how** to do it (T-chart).
3. Encourage them to **practice** the skill daily.
4. Help them **reflect on** process, & refine use.
5. Help them **persevere** until skill is automatic

**Monitoring, Observing, Intervening, and Processing**

**Monitor** to promote academic & cooperative success

**Observe** for appropriate teamwork skills: praise their use and remind students to use them if necessary

**Intervene** if necessary to help groups solve academic or teamwork problems.

**Process** so students continuously analyze how well they learned and cooperated in order to continue successful strategies and improve when needed

Ways of Processing

**Positive Feedback:**
1. Have volunteer students tell the class something their partner(s) did which helped them learn today.
2. Have all students tell their partner(s) something the partner(s) did which helped them learn today.
3. Tell the class helpful behaviors you saw today.

**Group Analysis:**
1. Name 3 things your group did today which helped you learn and work well together.
2. Name 1 thing you could do even better next time.

**Cooperative Skill Analysis:**

1. Rate your use of the target cooperative skill:  
   - Great! - Pretty Good - Needs work
2. Decide how you will encourage each other to practice the target skill next time.

**Start:** “Tell your partners you’re glad they’re here.”
**End:** “Tell your partners you’re glad they were here today. Thank them for helping.”