

Title of Session: Group Learning Methods

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Room: After School Online Room

BJ: Welcome to Group Learning Methods

BJ: if you are new to Tapped In, please go to the ACTIONS menu in the top right of the chat window and highlight DETACH

BJ: we usually start all the discussions with introductions

BJ: I'm an art teacher in Pennsylvania and a helpdesk volunteer for Tapped In...and a big fan of Fred's!

AnneMarieE: I'm a third grade teacher in San Antonio, TX.

FredS: I'm Fred Steinbroner and I teach computer classes for Boise State University and also run a number of educational Websites including www.NetHelp.org and www.GroupLearning.org

RebeccaBu: I am a fourth grade teacher in Warrentville, SC.

AmyYB joined the room.

RebeccaBu: hello Amy

AmyYB: Hi

AnneMarieE: Great the group is growing

FredS: First, let's check out www.GroupLearning.org and then come back here in a few minutes to discuss it...

JimHi joined the room.

BJ: Hi, Jim! Welcome

JimHi: Hi

BJ: we're looking at www.GroupLearning.org

FredS: Any questions about Group Learning or www.GroupLearning.org ?

BJ: did you have input in the RMIT information, Fred?

AnneMarieE: I liked the jigsaw site which gives steps on how to implement it into the classroom. Very helpful.

AmyYB: I agree. The jigsaw site was good. I also think a lot of people call kids working together group work even though it isn't really.

AnneMarieE: It's funny just because kids are grouped doesn't mean they are working together. Many times they are working independently.

FredS: I like the RMIT site, but I have nothing directly to do with it...

FredS: I agree that group learning is more than just a classroom full of kids....

FredS: It's the group interaction and interdependence like in Jigsaw Grouping that makes for true group learning...

AnneMarieE: To have a working group, students must have meaningful parts. Would you agree?

AmyYB: I agree. Group work is actually more work on the teachers part, but the students are more engaged.

RebeccaBu: I think they should or otherwise they may just sit there.

FredS: Yes AnneMarie, Group Roles are a vital part of most Group Learning Activities

AmyYB: When I was in school, my professor called it Cooperative Learning Groups.

RebeccaBu: What roles do you suggest?

AnneMarieE: I think this is where I get lost. Is there a set group of roles?

AmyYB: I think it depends on what kind of subject you are in and what you are doing. It means that each child has a stake in the finished product.

FredS: There is usually more Teacher Prep Work by a teacher in Group Learning, but the actual group activity usually requires more work from the students, while the teacher often acts more like a coach...

AnneMarieE: So, Like anything else once we have put in some time to create the roles, these roles can be used over and over again. With all the hard work done on our part, and we are left to facilitate.

FredS: Let's check out BJ's www.ConsumerArt.net WebQuest that uses Jigsaw Grouping including Social Roles

RebeccaBu: Rebecca smiles

JeffC joined the room.

FredS: Any questions about BJ's www.ConsumerArt.net or its Social Role Helpers ?

RebeccaBu: This is a good example!

BJ: Thanks, Rebecca. Fred was a big help in putting it together

AnneMarieE: So, for this activity the students have two roles. The role of time keeper, etc and each one is responsible for an expert group. Right?

RebeccaBu: It meets several of my state standards.

FredS: Exactly AnneMarie!

AnneMarieE: I really like the link to explain the roles.

FredS: Each Group Member has both a Social Role and an Expert Topic Role...

AmyYB: So did I, it helps explain to someone who isn't familiar with it.

AnneMarieE: It is becoming clear.

RebeccaBu: Ok, I get it now.

AnneMarieE: I had totally forgotten about the expert topic role.

FredS: That is the power of Jigsaw Grouping,...it improves both Academic Learning and Social Skills at the same time...

AmyYB: Which a lot of my students seem to need most.

SusanR joined the room.

SusanR waves

AnneMarieE: waves

JeffC: I created a special form of jigsaw grouping. I was a professional tournament bridge director, and I used the movement in a bridge tournament so that students would be grouped with different sets of students (on different days usually), with the tasks floating from table to table.

FredS: Most Classroom Learning, especially these days with the emphasis on memorizing and testing, places all the emphasis on Academic Learning with no attention to learning Social Skills

AnneMarieE: I see why jigsaw grouping would be a great grouping method to implement.

AmyYB: I agree. I taught first grade last year and our main request to the Kindergarten teachers was to work on social skills.

AnneMarieE: Jeff was this like a tournament elimination set-up?

JeffC: Not exactly... in a bridge tournament you usually keep the same partner, but there are individual movements that allow for new groups of four every round... there are bridge hands (tasks) which move accordingly as well... so that every round, different group of four with a different task. It worked perfectly... students always had new groups, with different tasks... you could arrange it so that the students also had different roles at the tables (leader, recorder, etc.).

FredS: Jigsaw Grouping was specifically invented to help teach social skills so as to reduce school violence relating to racial integration mandated by Brown v. Board of Education

AnneMarieE: This sounds like the students were active and needed to pay attention to what was going on. Great.

AnneMarieE: Students had to learn to get along for the benefit of the group.

SusanR: o O (Like the idea of students having new groups with different roles)

FredS: Exactly AnneMarie, Jigsaw Grouping has group interdependence built into its structure

AnneMarieE: I attended a workshop today and the presenter shared two rules she had for group work. 1. the group earned a grade of a C if one person did all the work. 2. The group earned a grade of an F if they could not get along and complete the task.

AnneMarieE: Clearly it was to the benefit of the group to get along and share the work.

FredS: In Jigsaw Grouping the Home Groups must rely on their Experts (from the Expert Groups) to teach them the Topic content...

RebeccaBu: What happens if you have one bad apple that spoils it for the rest?

AnneMarieE: There has to be some sort of consequences and redirection given.

FredS: Peer pressure is amazingly effective in getting everyone to pitch in and help

RebeccaBu: Ok, I see.

CarolBie joined the room.

AmyYB: If you are providing engaging work, most of the time they do it.

BJ: hi, Carol. Welcome

RebeccaBu: Intervention if necessary.

CarolBie: Hi

RebeccaBu: You are right, Amy

FredS: Remember, the Teacher acts as a Coach in Jigsaw Grouping

FredS: and can intervene if problems occur or encouragement is needed

AmyYB: How much time do you spend setting up the system at the beginning of the year?

FredS: Part of the Power of Jigsaw Grouping is that you don't have to use it all the time

FredS: In fact, only occasional use of Jigsaw Grouping has been shown to be very effective

FredS: in helping students learn social skills

FredS: and improve racial and gender relations in schools

AnneMarieE: I can see using Jigsaw at the beginning to discuss all the rules of the different areas of the school. For example, classroom rules, cafe. rules, library rules, playground rules. This would allow the teacher to guide the process and teach the process.

AmyYB: I agree, but elementary kids would need practice with the terms and routines.

SusanR: do you model the type of behaviours and learning expectations, Fred

FredS: Excellent ideas

FredS: I often use Jigsaw Grouping to introduce topics

JeffC: Here is a movement sheet for a "class" of 28 students... each student is numbered from 1-28 and the movement shows where everybody goes each "round". There are many other possibilities for movement (obviously). This is just one:

<http://snipurl.com/bridge1>

FredS: Thanks Jeff!

AnneMarieE: Thanks

JeffC: I can basically get a movement for any size class, with basically any number of tasks... it would just take a little time to find the proper matrix.

AnneMarieE: Amy, I have to agree, with the younger kids we need to practice.

AnneMarieE: I can see practicing several times and thoroughly discussing as we go along.

AmyYB: The teachers would need it too in the beginning.

AmyYB smiles

AnneMarieE: The more time we spend practicing at the beginning the smoother it will work later in the year.

AnneMarieE: hopefully

FredS: If anyone has any group learning questions or needs help in creating a WebQuest with Jigsaw Grouping, feel free to email me anytime at FSteinb@BoiseState.edu

AmyYB: Just like everything else.

AmyYB: Thanks!!

FredS: Any questions before we end?

RebeccaBu: thank you

AnneMarieE: thanks Fred. It's always nice to have someone to ask questions

BJ: thank you, Fred.

JeffC: I'd just like to add that my bridge movement suggestion would be a good ice-breaker at the beginning of the year. Have every student have a number... meet with every other student... write down a few bits of info... move on... till everyone has met everyone.

FredS: See everyone next Month (3rd Tuesday) on Tapped In

RebeccaBu: good idea!

AnneMarieE: This session cleared up a lot for me and I will be using grouping in my classroom more.

FredS: Good Night Everyone !

AnneMarieE: See you next month

AnneMarieE: waves good night

RebeccaBu: good night!

SusanR: Thanks Fred..some great ideas here