

Group Processing

Groups need to be self-reflective.

- Get the group to determine how work will be divided, performed, shared, reported and written.
- Hold discussions about group skills and how to improve them.
- Model skills when interacting with students. They learn from your action and not words.
- Ensure group-processing is productive. This can be done with ground rules that criticisms should be phrased as suggestions. For example, use "Perhaps you might try doing it this way," instead of, "I wish you'd stop doing that."
- Have students journal about their group experiences. This gives them time to reflect on what works well or poorly. It also provides feedback to the instructor.
- Make regular assessments of group dynamics. The group members are asked to self-assess how well the group is functioning. The instructor can also assess the group.
- Ask each group to list at least three actions that helped them to be successful.
- Ask group to list one action that would have made the group more successful.

Getting group processing started

To start group process and to increase student awareness about the setting of ground rules, each group should to have a private meeting with the instructor. This should take about 10 to 15 minutes and occur within the week groups are formed.

Before the meeting, each member should review the [guidelines for effective group work \(LINK Effective Group\)](#). In a preliminary meeting, they should prepare typed group responses to the following questions:

- List, based on past experiences, what factors lead to successful group functioning.
- Note how you would bring those factors to a group.
- Catalog things an individual should do so the group will work harmoniously and productively. This list will be used when evaluating the contributions of each member to the group.
- Suggest action for actions detrimental to group dynamics. Examples include, missing meetings, acting hostile to members, ignoring work or responsibility, etc.