### **LEARN: SLIDESHARE**

**Hook:** Panicked at the thought of another group assignment? Relax, we've got your back.

#### You'll learn:

- \*why ground rules are useful and which ones are important.
- \*how to create a schedule and workflow that works for everyone \*about group roles and which ones fit you best.
- \*where to find resources to help you deal with the messy parts (ie conflict).

How will learning this make a difference to me?

Motivation

### REFLECT: G-FORM

- 1. Think about a group project you have coming up. What do you expect to be the biggest challenge for you?
- 2. What ground rules might be important to address these challenges?
- 3. What's your role in the group (or what role do you usually take)? How can you be more effective in your role?
- 4. What's the most important thing you can do to make sure everyone contributes in your group?

**Prior Learning/New Learning** 

### Organization/Connection

### **REVIEW: TEXT: TOP 5 TIPS**

- 1. Set the tone for a productive first meeting. Find out what everyone is good at and can contribute to the group and assign roles. This is an important step so make sure to build in enough time to get to know each other.
- 2. Establish a meeting schedule and a communication format that works for everyone.
- 3. Agree on some basic ground rules that will support the work you want to do.
- 4. Be clear on your task for the project and seek clarification from your prof or TA as soon as you need it. Delays or wrong directions can cost precious time and affect group process.
- 5. Deal with conflict as soon as it arises. (link to conflict resolution page)
  Your prof or TA is also a good resource.

# GO FURTHER: ONLINE WKSHP ARCHIVES, EXISTING RESOURCE PAGES, READINGS

- \*check the UBCLEAP YouTube Channel for resources: http://www.youtube.com/user/UBCLEAP
- \*archives pages from the old leap site can be assessed for relevance and linked directly here. In this case, I would link to all groupwork pages on the site:
- \* Establishing Trust
- \* Resolving Conflict
- \*Communicating Effectively
- \* Consider a section on Tech Resources, In this case:
- \*Collaborative Visuals
- \*Collaborative Writing Communication Tools

http://learningcommons.ubc.ca/get-started/study-toolkits/online-groupwork/group-process-2/

## **Learning Theory**

- Supports good design
- Serves as a decision making resource
- Helps you to understand/explain why certain decisions are made in the design process

## Definition: Learning is ...

- a **process**. Only we know when we have learned something. Others may infer based on our performance.
- all about **change**. Changes in knowledge, beliefs, behaviors, skills and or attitudes unfold over time.
- what we **do**. It's the result of our interpretation and response to our experiences, conscious and unconscious, past and present.

## Influences on learning (for our purposes)...

### **Motivation:**

- interesting, relevant, provocative is most engaging.
- 2 important parts of motivation: **perceived value** of the learning/goal (why should I care?), **expectation of success** (what's my chance of being good at this?)

## **Prior Learning:**

- can help or hinder learning
- needs to be activated/ misconceptions addressed
- using experiences that students can relate to can activate prior knowledge and support learning with new information

### Organization/Connection:

- how we organize knowledge influences what we learn and how we apply it
- organization should fit the task
- advance organizers help (categories, concepts, propositions ie. Non-linear note taking strategies support...)

Resource: How Learning Works (2010) by Susan Ambrose (et al).