

### **3 Activities. Using group work**

This topic builds on the subject of differentiation by taking one teaching and learning strategy ('Using group work') and exploring in more depth how group work can be planned and managed to take account of individual learners and enhance learning.

#### **Activity 1: Group techniques**

This activity acts as a 'warm-up' exercise to give participants an opportunity to experience a particular group-work technique – wordstorming – used in two different ways.

Participants can compare the different responses elicited by the two approaches.

#### **Activity 2: Which group activity?**

Participants explore a range of group work types:

- snowballing;
- empathy/experiential;
- co-operative learning.

Participants will consider how, and in what circumstances, these can be used. They consider the implications for planning and managing group activities to ensure they take account of individual learners' needs.

#### **Facilitator notes**

##### **Activity 1.**

This topic enables participants to devise, implement and evaluate group work in the classroom or workshop and to consider how group work can be used to take account of individual learners' needs. By doing all the activities in Topic 3, participants will be able to experience the ways groups work and devise strategies and outcomes for further development in the classroom or workshop.

This activity is a warm-up session that gives participants first-hand experience of the outcomes of group work. It's about testing the 'mechanics' of wordstorming or thought showers. There are two of these activities. The first is the traditional 'calling out ideas' style and the second uses a modified technique where learners write down their ideas. You're using these techniques to demonstrate to participants how well learners get involved in different kinds of group work. The activity is intended to develop participant's awareness of the need to manage both participation and learning outcomes for all learners.

## **Objectives**

- To recognise the value of group work and its contribution to understanding and learning.
- To understand the need to manage group work to meet the different needs of learners.

## **Stage 1 Wordstorming (in groups)**

In groups of four choose one of the following titles:

- Factors that affect the motivation of 'older' learners.
- Preparing for a teaching observation.
- Developing active learning strategies to teach theory and concepts.

Using wordstorming, generate as many ideas on the topic as you can. You'll need to nominate one member of the group to write the ideas on the flipchart.

## **Stage 2 Wordstorming, the modified technique**

In groups of four, choose another title from the above list. Once a decision has been made, each participant should take a blank card. Then, working as individuals, list as many ideas about the topic on the card as possible.

The facilitator then collects the cards and combines the ideas onto a flipchart. Once the list has been completed and written up it will be read aloud by the facilitator. The groups re-form and the facilitator asks individuals in the groups to talk about how they felt doing each of the activities and their ideas.

*Possible discussion questions for the plenary:*

1. As a learner, does it feel different in the two wordstorming activities?
2. Is there any evidence of different participation rates in the two sets of wordstorming activities?
3. Did either of the activities show a stronger outcome in terms of:
  - how much learners learned and understood; and/or
  - feedback to the teacher or trainer on the quality of a learner's understanding and reasoning?

## Activity 2: Which group activity?

### Objective

- To monitor, review and evaluate the impact of different types of group work.

### Facilitator notes

This activity is divided into three tasks. It's an opportunity for participants to develop their appreciation of different types of group work.

They can undertake one or all of the activities. If you do Task 3 you will need to devise your own problem-solving activity. Participants are encouraged through these activities to clarify and evaluate learning outcomes for the learner, as well as developing strategies for ensuring maximum participation from all learners.

### Task 1: The snowball approach to groups

In Task 1 the snowball approach to group work encourages learners to build on each other's existing knowledge. Participants start by working in pairs to share knowledge of a topic. They then move on to share their knowledge and discuss it with another pair of participants.

The groups of four can then feed back to the whole group.

The task for the participants is to work on the following problem:

To devise the optimum plan for managing and teaching the first session with a mixed group of adult learners and 16-18 year olds. There are 24 learners in total.

- list the important factors you'd need to think about in managing this group;
- list the important stages in planning and managing the session;
- list any other factors that would make the session productive for all learners.

### Stage 1 (individual) (4 mins)

- Working on your own, list the important factors highlighted above.

### Stage 2 (with a partner) (5 mins)

- Find a partner and together share and discuss your knowledge and understanding of the topic. Complete a new list of shared important factors.

### **Stage 3 (with your partner and another pair)**

**(5 mins)**

- Find another set of partners and, as a group of four, again share and discuss your knowledge and understanding. Complete a new list of shared factors.

### **Stage 4 (in group of four) (5 mins)**

- From your group of four, feed back to the whole group at least three factors from your shared list.

Discuss and identify the:

- advantages and disadvantages of this type of group activity;
- actions you need to take, both in planning and managing this type of activity, to enhance the participation and learning of all group members;
- when and where it's appropriate to use this group activity.

You can use the following headings to support your decisions. The group can add more headings to the list.

- Introducing a topic for the first time to a group.
- Imparting theory or information.
- Developing understanding.
- Provoking thought and the development of ideas.
- Encouraging analysis and evaluation.
- Revising a topic area.
- Sharing ideas.
- As an ice-breaker/to help group 'bond'.

## **Task 2: The empathy/experiential approach to group work**

### **Facilitator notes**

This type of group work enables learners to share their personal experiences within groups in order to develop their learning. In so doing, learners can call on their prior experiences and use them to relate to each other. They can develop their knowledge and understanding by building a stronger relationship with the subject matter through emotional and firsthand recall. This sort of group work should not be used with topics that might encourage disclosure\*.

\*You will need to consider learners' rights to confidentiality and how you will handle any disclosures that might possibly arise.

### **Stage 1 (in groups) (10 mins)**

In groups of four or five discuss one of the following:

How would you feel, and why, if asked to teach the group described above?

### **Stage 2 Review of group activity (10 mins)**

On the feedback grid complete the relevant section at the end of the group activity. Discuss and identify:

- advantages and disadvantages of this type of group activity;
- actions you need to take, both in planning and managing the activity to enhance the participation and learning of all group members;
- when and where it's appropriate to use this group activity.

You can use the following headings to support your decisions. The group can add extra headings to the list.

- Introducing a topic for the first time to a group.
- Imparting theory or information.
- Developing understanding.
- Provoking thought and the development of ideas.
- Encouraging analysis and evaluation.
- Revising a topic area.
- Sharing ideas.
- As an ice-breaker/to help group 'bond'.

The plenary discussion might also ask participants to consider

Where are the opportunities for this to happen within the course or programme or syllabus?

- What links to real working environments are there?
- How would the learning need to be structured to meet the learning preferences of your learners?

### **Task 3 Co-operative learning in groups**

#### **Facilitator notes**

This is an opportunity to show how groups can be used as a way of helping group members develop each other's skills. In this task, the participants will use problem-solving skills.

Some participants may have strong vocabulary skills but be unfamiliar with strategies for problem-solving. Others may have good problem-solving skills. The opportunity here is for participants to demonstrate and share skills in order to complete an activity. Along the way, they will help each other develop skills.

You will need to devise a problem-solving task appropriate to the group or use the activity from mathematics.

**Stage 1 (in groups) (15 mins)**

In groups of four or five, work together to complete the problem-solving task you've been given.

**Stage 2 Review of group activity (10 mins)**

On the review grid complete the relevant section. Discuss and identify the following:

- the advantages and disadvantages of this type of group activity;
- actions you need to take, both in planning and managing the activity, to enhance the participation and learning of all group members;
- when and where it's appropriate to use this kind of group activity.

You can use the following headings to support your decisions. The group can add extra headings to the list.

- Introducing a topic for the first time to a group.
- Imparting theory or information.
- Developing understanding.
- Provoking thought and the development of ideas.
- Encouraging analysis and evaluation.
- Revising a topic area.
- Sharing ideas.
- As an ice-breaker/to help group 'bond'.

**Facilitator notes**

What did participants learn in this task? It's unlikely that all group members will be experts at problem-solving, so some will have learnt some strategies and, at the very least, some will have learnt some new vocabulary. Again, you will need to discuss with participants opportunities to undertake this type of activity within business, and which topics would lend themselves best to such an activity.

**Grid for review of group activities**

<b>Group activities</b>	<b>Advantages</b>	<b>Disadvantages</b>	<b>Strategies for success</b>	<b>When to use this group activity</b>
<b>Snowball</b>				
<b>Empathy/ Experiential</b>				
<b>Co-operative</b>				

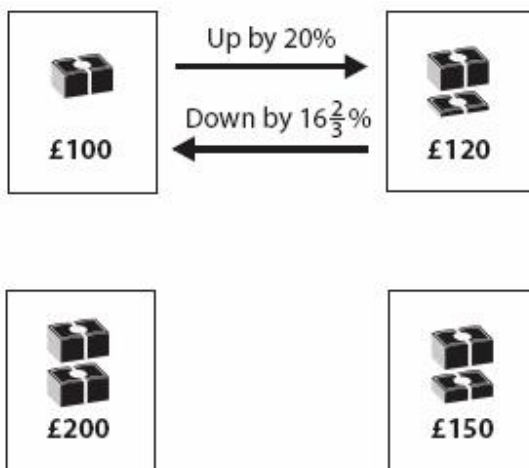
## Problem for co-operative group work.

### Working in groups





Ask learners to work in small groups. They will need plenty of table space for the activity, so you may need to push tables together. Give each group Card sets A – *Money* and B – *Percentages*. Ask learners to place the money cards in the form of a square on the table, so that their values increase in a clockwise direction, starting at the top left, as shown in this diagram.

Learners must take it in turns to place pairs of *Percentages* cards between each pair of *Money* cards to show the correct percentage increase or decrease. Pairs may be horizontal, vertical or diagonal.









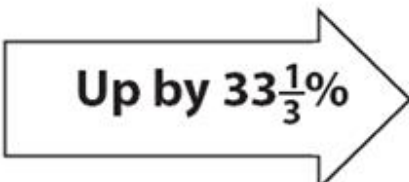

You can make card sets from the templates on the following pages.



*Card Set A – Money*

 <p><b>£100</b></p>	 <p><b>£120</b></p>
 <p><b>£200</b></p>	 <p><b>£150</b></p>

**Card Set B – Percentages**

 <p><b>Down by 50%</b></p>	 <p><b>Down by 20%</b></p>
 <p><b>Up by 25%</b></p>	 <p><b>Up by 20%</b></p>
 <p><b>Down by <math>33\frac{1}{3}\%</math></b></p>	 <p><b>Down by <math>16\frac{2}{3}\%</math></b></p>
 <p><b>Down by 25%</b></p>	 <p><b>Up by 50%</b></p>
 <p><b>Up by <math>33\frac{1}{3}\%</math></b></p>	 <p><b>Up by 100%</b></p>
