“Perils & Pitfalls: Facilitating Group Work”

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GROUP PROJECTS

RYANNE PILGERAM, PHD
ASSISTANT PROFESSOR OF SOCIOLOGY
DIRECTOR, CERTIFICATE OF DIVERSITY & STRATIFICATION
<table>
<thead>
<tr>
<th>My Myth</th>
<th>My Reality</th>
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<tr>
<td>• Grading group work will be less time consuming overall because there is less to grade.</td>
<td>• Assigning and evaluating steps in the project throughout the term is effective…and I have to grade it.</td>
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<td>• Students are adults so I can just tell them to figure it out if there’s conflict.</td>
<td>• Really? I’m asking you to work with a stranger who I find occasionally terrifying—this is not a hands-off process.</td>
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<td>• I’m going to tell students: “group work is essential in today’s workforce” and then they’ll love it!</td>
<td>• If it doesn’t align with the goals of the class don’t do it. Students buy-in when there is a legitimate reason.</td>
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DOES IT FIT WITH YOUR LEARNING OUTCOMES?

• If it’s not clear to you, it won’t be clear to them. The answer might be: “This is what people in our field do.”

• If it does make it clear and make time for it.
HOW TO ASSIGN GROUPS?

• What is your goal?
  • Sign-up Sheets
  • My considerations are time, interest, and size.
    • Interest:
    • Size:
    • Time:
CREATE STEPS ALONG THE WAY

• Break the work into steps:
  • you’ll know earlier if you have a group with issues
  • the person who isn’t going to show up to write paper won’t show up to write the proposal either
• **Option A**
  - Service Learning Contract......................................................10% (group)
  - Service Learning Hours..........................................................15% (indiv)
  - Service Learning Reflective Journal.......................................15% (indiv)
  - Service Learning Group Presentation.................................10% (group)

OR

• **Option B**
  - Paper Proposal...........................................................................6% (group)
  - Literature Review......................................................................7% (indiv)
  - Business Analysis.....................................................................7% (indiv)
  - Group Final Paper.....................................................................20% (group)
  - Group Paper Presentation.......................................................10% (group)
EVALUATION

• Ask student to evaluate themselves and the group, students tend to be very honest about their work.
• If someone hasn’t done the work, they don’t get the grade.
• If I have been seeing their work all term, it’s pretty easy to know who isn’t doing the work.
ACCOUNTABILITY:

• SL students write a contract for their organization.
• In class they create a contract for their group. It asks them to spell out expectations and penalties such as how many times:
  • someone can miss a meeting
  • not respond promptly to an email (they decide what this means)
  • fail to complete a task
• There are consequences for failing to adhere to these contracts.
CONFLICT IS TO EXPECTED:

• My goal is to model the kind of behavior I’m trying help them achieve in their group. Which isn’t avoiding the problem till then end of term and then bad-mouthing the group.

• I try to show them the value of non-violent communication.
FINAL THOUGHTS

• Social inequalities and hierarchies are often (always?) reproduced in group work situations.
• Diverse groups have been outcomes, but often because there is conflict. Teaching students how to deal with conflict is always important.
reconsidering the SELF in the group project

Stacy Isenbarger
Assistant Professor, Art + Design
we know what we are up against.

Kamil Kotarba, 2015
“If Cbaumus and Bukowski had written *A Confederacy Of Dunces* and combined it with the screenplay for *Office Space*, it would have been this book. A triumphantly, weirdly hilarious comedy.”

—NEAL POLLACK, author of *Never Mind The Pollacks*

Right: Fred Muram, from *Rug Series*, 2008
If I can get over my assumptions of the group mentality, they might too…

Right: Fred Muram, from *Rug Series*, 2008
TIME
THE ME ME ME ME ME GENERATION
Millennials are lazy, entitled narcissists who still live with their parents
Why they'll save us all
BY JOEL STEIN

Cover May 20, 2013
Lazy
Self-Seeking

Cover May 20, 2013
Lazy
Self-Seeking
Open-minded
Liberal
Upbeat
Friendly
Politically Open
Seek Equality
Other “Delightful” Headlines:

The Millennial Generation Is Not As Quick To Leave Home

Adulthood, Delayed: What Has the Recession Done to Millennials?

From Led Zeppelin to Breaking Bad: The Lamest Generation

Why Millennials Can’t Grow Up

A Generation of Idle Trophy Kids

Most Millennials Resist the ‘Millennial’ Label
maybe we can use this labeling problem to our advantage...
"Okay Folks, let’s…”

(just do some research on the Social Facilitation Effect, for starters, Floyd Allport…)

Greely Myatt
Who inspires you?

[ insert art star here ]
Vincent van Gogh, Self-portrait, 1989
Oil on canvas, 24”x 19”
Vincent van Gogh, 1989
Oil on canvas, 24”x 19”

Paul Gauguin, *Self Portrait: Les Miserables*
1888, oil on canvas, 45x55cm
establish transforming role from the start
(pursuing this is already their strength)

A lil’ LOVE NOTE from my SYLLABUS:

A large part of this class’s success is dependent on your participation. This doesn’t only refer to your attendance and drive towards your work—but also includes your critical attitude, willingness to be expressive, openness to experiment, and the positive character you add to our classroom community. Therefore, be open to change and prepared to affect this community in a positive way. This is your class – become a key player in it and make it work for you.
attempt to control tone of engagement
(facilitate. facilitate. facilitate.)

FIRST DAY CHALLENGE MUSTS
FOR TEAM BUILDING

1. collective ownership easily perceived
   2. various challenges offered
   4. active discussion
3. rewarding to the resourceful & responsive
   5. academically engaged play
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Rhythm Line-Up Challenge,
First Year Design Class

establish rules of engagement
(but not who does what)
discuss roles only after engagement
(otherwise they will stick with their old labels)

“Holding the Line Conflict Challenge”, First Day Group Challenge in Beginning Sculpture.
build allies
(be creative & keep in mind it’s a process)

Marcelo Cidade, Amor e odio a Lygia Clark, 2006, Brass
organize them
(but not just for their strengths)
make them be honest with themselves
(but not just for their strengths)

Positive Assessment Saboteurs Assessment
via Shirzad Chamine

http://positiveintelligence.com/assessments/
<table>
<thead>
<tr>
<th>STYLE</th>
<th>MOTIVATION</th>
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<tr>
<td></td>
<td>Independence</td>
</tr>
<tr>
<td>Assert</td>
<td>Controller</td>
</tr>
<tr>
<td>Earn</td>
<td>Stickler</td>
</tr>
<tr>
<td>Avoid</td>
<td>Avoider</td>
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More information found through Positive Intelligence via Shirzad Chamine
share your weaknesses
(vulnerability can’t just be in their court)
The **Pleaser** compels you to gain acceptance and affection by helping, pleasing, rescuing, and flattering others constantly.

*[Working as a team]* it has you lose sight of your own needs by letting everyone go ahead of you and wasting enormous time trying to gain everyone’s approval and goodwill. It gets you to sacrifice your own progress and then feel resentful about it.
don’t reward the leader to quickly
(challenge them instead)
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(and yes, it hurts me to even state this)
UNTRANSLATABLE WORDS PROJECT, DOVRAT MERON
ANXIETY
FEAR
SHAME

UNTRANSLATABLE WORDS PROJECT, DOVRAT MERON
attempt to normalize discomfort through disruptive engagement

Marcelo Cidade, Amor e odio a Lygia Clark, 2006, Brass
try it without the grade
(trust self/peer assessment that comes inevitably from shared experience.)

Greely Myatt, *four corners*
give them space
(even when it gets messy)
Two-Dimensional Design Class, Reaction in Space Exercise, 2010
share collaborations that work
(esp. during a slump or when they hit a wall)

In a 2007 photograph, library associate Kelsie Raddas reads the book “I Ain’t Gonna Paint No More!” to a crowd gathered at Pre-School Story Time at the Lacey Timberland Library. Toni Bailey
“Masterpieces are not single and solitary births; they are the outcome of many years of thinking in common, of thinking by the body of people, so that the experience of the mass is behind the single voice.”

Virginia Woolf

Bruce Nauman, Fifteen Pairs of Hands, 1996, white bronze with painted steel base, edition Artist Proof, 15 parts each: approx. 52 x 12 x 12 inches
Your voice is the confluence of inspiration, dedicated practice, and strategic risk.

Todd Henry, Author of *Louder than Words, Harness the Power of Your Authentic*