

Collaborative Learning Technique (CLT)

Workshop Presentation: Collaborating Successfully

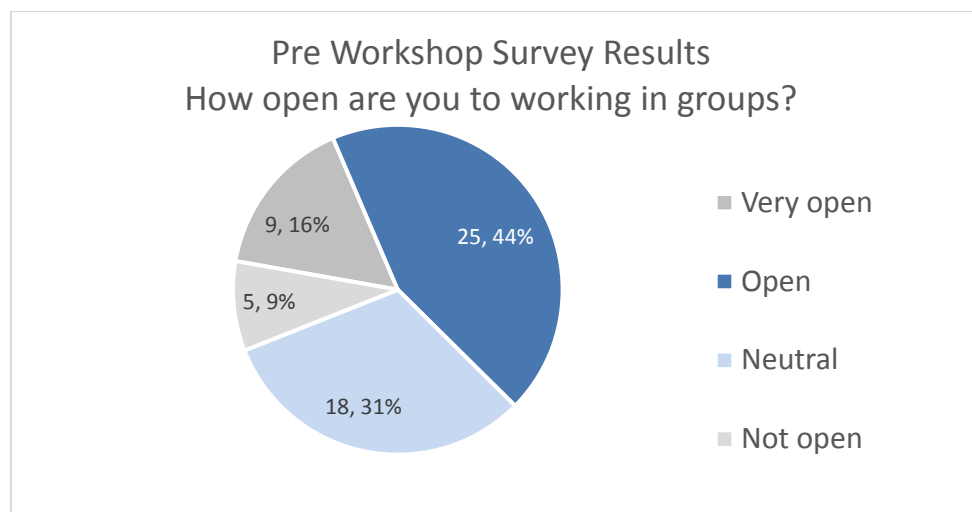
Overview

Group work is an important aspect of college life. Students from the SATAL (Students Assessing Teaching & Learning) Program facilitated an interactive workshop for 57 Core 01 students on how to collaborate effectively with teammates. Using a variety of scenarios, activities and rubrics, SATAL presentation emphasized the relevance of teamwork and the rationale for the activities included in Core 01 Quantitative Assignment #2. Pre-and-Post testing was administered to assess the presentation outcomes.

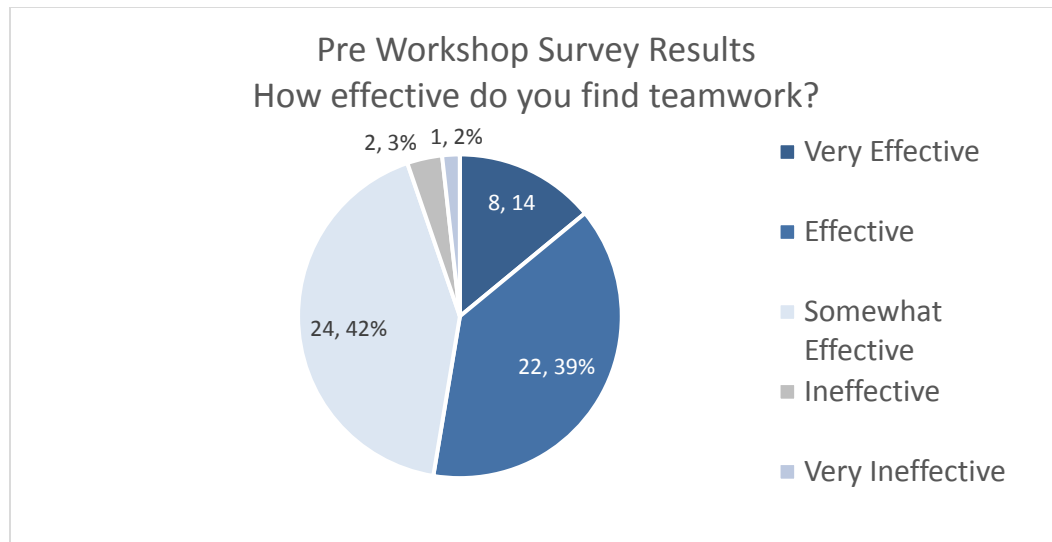
Total # of students: 57 students from three Core 01 courses -Instructor: Michelle Toconis.

Pre- Post Survey Summary results

Core 01 students completed a pre-and- post survey to identify whether the CLT presentation impacted students' openness to teamwork and provided them with strategies to collaborate successfully.



During the pre-workshop survey, 34 or 60 % of the students responded that they were open (25 or 44%) or very open (9 or 16%) to working in groups. Students attributed their openness to their communication skills (6 or 18 %), the benefits of diverse perspectives (6 or 18 % and group interactions (8 or 24%). Students who responded that they were neutral or not open (23 or 40%) attributed their responses to social “loafing” (6 or 26%), group interaction experiences (4 or 17%) and lack of trust in their peers’ abilities to complete assignments (3 or 13%).



Pre Workshop Survey Results: How effective do you find teamwork?			
Very Effective or Effective	Category	# of Students (N=30)	% of Students
	Diverse perspectives	9	30%
	A shared workload	6	20%
	Help/learn from peers	4	13%
Somewhat Effective	Category	# of Students (N=24)	% of Students
	Social loafing	7	29%
	Group interactions	4	17%
	Diverse perspectives	3	13%
Ineffective or Very Ineffective	Category	# of Students (N=3)	% of Students
	Social loafing	2	67%
	Other	1	33%

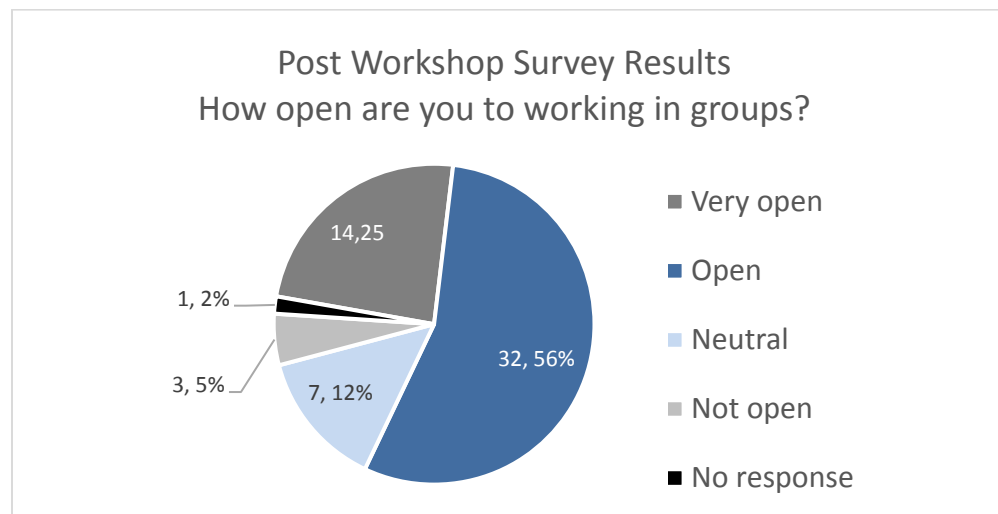
Table 1 displays teamwork effectiveness before workshop presentation

Thirty or 53% students reported that they find teamwork effective (22 or 30%) and very effective (8 or 14%). A large number of these students attributed the success of teamwork to the benefits of diverse perspectives (9 or 30%), a shared workload (6 or 20%), or the help in learning from peers (4 or 13%). Students who reported that teamwork was somewhat effective (24 or 42%) attributed it to social loafing (7 or 29%), group interactions (4 or 17%), and diverse perspectives (3 or 13%). While social loafing was reported as a con in most of the responses (6 out of 7), group interactions was considered pro or con depending on the students' previous experiences with teamwork. Three or 6% of the students described teamwork as ineffective or very ineffective. Two of the 3 students attributed this to social loafing.

Pre Workshop Survey Results:		
What do you look forward to when working in groups?	# of Students (N=57)	% of Students
Diverse perspectives	18	32%
Group interactions	12	21%
A shared workload	9	16%
What do you find helpful to your learning when working in groups?	# of Students (N=57)	% of Students
Diverse perspectives	17	30%
Group organization	7	12%
Group interactions	7	12%
What challenges do you have when working in groups?	# of Students (N=57)	% of Students
Social loafing	25	44%
Group interactions	15	26%
Scheduling	8	14%

Table 2 displays students' expectations when working in groups before presentation

When working in groups, students look forward to diverse perspectives (18 or 32%), group interactions (12 or 21%), and a shared workload (9 or 16%). Students also reported that diverse perspectives (17 or 30%), group organization (7 or 12%) and interactions (7 or 12%) were helpful to their learning when working in groups. Social loafing was the most frequently reported challenge when working in groups (24 or 44%). Group interactions (15 or 26%) and scheduling (8 or 14%) were also listed as challenges.



During the post-workshop survey, 46 or 81% of the students responded that they were open (32 or 55%) or very open (14 or 24%) to working in groups. Compared to the pre-survey results, post-survey responses show a 29% increment in students' openness to working in groups after the workshop.

To assess the presentation learning outcomes, students were surveyed about their level of agreement on three statements after the presentation.

Presentation Outcomes	# of students (N=57)	% of students
Identify the value of teamwork		
Agree (34 or 60%) & strongly agree (22 or 39%)	56	98%
Outline teamwork pros & cons		
Agree (29 or 51%) & strongly agree (27 or 47%)	56	98%
Assess assignment #2 worksheets and forms		
Agree (30 or 53%) & strongly agree (24 or 42% %)	54	95%

Table 3 displays presentation outcomes achievement

Students agreed and strongly agreed that they could identify the values of teamwork and outline the pros and cons of teamwork (56 or 98%). They also agreed and strongly agreed that they could assess their assignment worksheets and forms (54 or 95%).

Lastly, students completed a minute paper about the three most important things they learned during the SATAL presentation on teamwork. At the top of the list, students reported learning Google docs use and the purpose for Core 01 quantitative assignment #2 (20 or 35%), the value of taking advantage of their own skills by completing the group resume (14 or 25%), how to communicate effectively (13 or 23%), and again the pros of teamwork (13 or 23%).

Minute Paper Responses	# of students N=57	% of students
Google Docs (general use/purpose)	20	35
Take advantage of the team's skills	14	25
Communication skills	13	23
Pros of Teamwork	13	23
How to prevent social loafing	11	19
Ways to resolve time conflict	7	12
Ways to resolve group disagreements	6	11

Table 4 displays minute paper most frequent responses

Once Core 01 assignment #2 was submitted and graded, the instructor shared students' completed activities and grades from the experimental and control groups. Grades and students' responses were compared and summarized in the tables below. The self and group assessment results display that students from both groups, the experimental and control gave equally high

number of points for all the categories in the list. Regarding the assignment #2 final grade, the experimental group gained a letter grade higher than the control group.

Courses	Section	Self Assessment	Group Assessment	Points/Grade
Experimental	22	32.7 (93%)	32.9 (94%)	29.4 (84%) B
	09	32.7 (93%)	32.5 (93%)	29.8 (85%) B
	23	31.5 (90%)	30.2 (86%)	30.8 (88%) B
Control	15	32.4 (93%)	32.6 (93%)	27.3 (78%) C

Table 5 displays self/ group assessment activity responses and assignment #2 grades from the experimental and control courses.

The students' comments on what went well from the experimental courses were descriptive and focused on the value of collaborating with each other, sharing ideas, etc., for instance the most frequent response was "we worked well together" (21 or 37%). However, while a few comments from the control group mentioned that working together went well (5 or 26%), 4 or 21% of the students mentioned that they preferred working on their own (4 or 21%). The most occurring idea in the control group was that "there was no clashing ideas between members".

Reflective Activity: What went well?			
Experimental Group N= 57	# or %	Control Group N=19	# or %
Sharing ideas	21 or 37%	When we met up in person and worked together	5 or 26%
We worked well together	21 or 37%	No clashing ideas	5 or 26%
Using Google Docs	13 or 23%	When we split up the work and worked separately	4 or 21%
When we met up in person and worked on it together	11 or 26%	Group meetings	4 or 21%

Table 6 displays most frequent students' comments from the experimental and control group on the reflective activity.

Data Analysis

The CLT presentation impacted Core 01 students in the experimental group in the following way: 1) Compared to the pre-survey results, post-survey responses show a 29% increment in students' openness to working in groups after the workshop. 2) After the presentation, most of the students noted that they could identify the value of teamwork (56 or 98%), outline teamwork pros, cons (56 or 98%) and assess assignment #2 worksheets and forms (54 or 95%). 3) The most common topics students reported learning through the presentation were Google docs use and the purpose for Core 01 quantitative assignment #2 (20 or 35%), the value of identifying teammate's skills by completing the group resume (14 or 25%), how to communicate effectively (13 or 23%), and again the pros of teamwork (13 or 23%). 4) The average grade for the assignment #2

was a letter grade higher (B) in the experimental courses than those in the control group (C). However, this conclusion was arrived by taking the course average grade which could be the result of a few individuals doing (or not doing) very well. 5) Although the self and group assessment points were equally high among groups, students' comments on what went well from the experimental courses were more descriptive and focused on the value of collaborating with each other, sharing ideas, etc., for instance the most frequent response was "we worked well together" (21 or 37%). Moreover, while a few comments from the control group mentioned that working together went well (5 or 26%), 4 or 21% of the students mentioned that they preferred working on their own (4 or 21%). However, the fact that the experimental group is larger than the control group could have skewed the findings.

Conclusion and Recommendations

Findings seem to suggest that the CTL presentation helped the subjects to become aware of the benefits of developing teamwork skills, the rationale behind Core 01 assignment #2 activities, and how to resolve group dysfunctions. Also, the presentation seems to have helped the subjects' communication skills since most of them reflected positively about their team contribution. Reviewing the google doc functions benefited students' interactions as well. A quick assessment halfway into the assignment could have helped students to gauge each other's contribution and distribute points more thoughtfully during the self and group assessment activity. This peer-led workshop seems to have assisted the experimental group or at least a few students to gain better final grades in the assignment than the rest. Finally, the peer-to-peer nature of the presentation seems to have contributed to the achievement of the above mentioned findings, although anecdotal since we are yet to find out from future presentations.

SATAL would like to reiterate this project in other Core 01 courses. If we were to carry out this project again, SATAL will adjust the research design and administer the pre-and post-survey to both groups: experimental and control.