

Design and Facilitation of Small Group Activities

TA Institute, CTLT
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Learning objectives

BTEOTWPWBAT:

- Describe the cognitive, behavioural, and social benefits of cooperative learning
- Analyze steps to plan and design small group activities
- Identify and create solutions to possible challenges in designing and implementing small group activities
- Discuss components of successful facilitation

Cooperative learning involves participants working together to complete shared goals and achievements. It should be designed to maximize participant's own and each other's learning.

JIGSAW

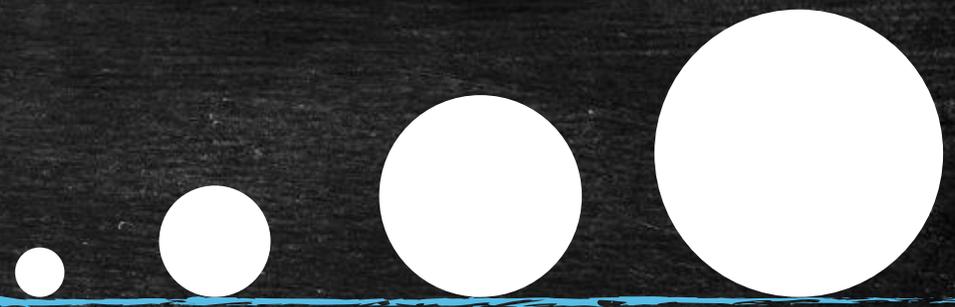


- Join your “home group”
 - Read your assigned source of information (no need to memorize!)
- Join your “expert group” – others who have the same handout
 - Read through the handout together
 - Discuss points you found interesting, surprising
 - Answer the following questions
 1. Together, decide what are the three most important aspects you will teach your home group (write these down!)
 2. Together as experts and from experience, can you add any other benefits to cooperative learning?
 3. Together as experts, can you think of any negative aspects to cooperative learning?
- Rejoin your home group – teach each other the most important things you learned

Ten Tips for Success with Cooperative Learning

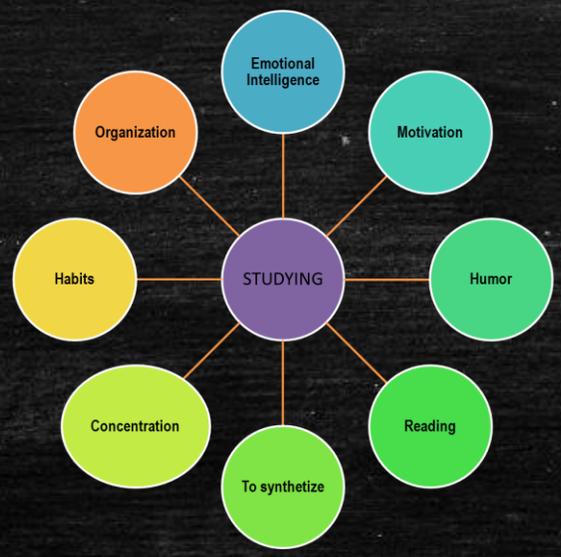
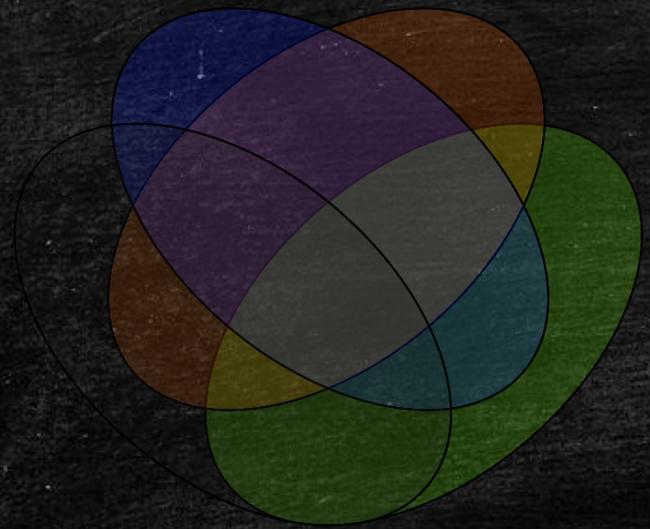
1. Planning and preparation.
2. Ensure that everybody clearly understands the instructions for the activity before beginning. It is a good idea to keep instructions posted during the activity.
3. Design activities with a specific goal in mind that will help students meet a learning objective.
4. Structure the activity that will allow students to work on other skills, such as communication, critical thinking, problem-solving, etc.
5. Create the will to work together (via teambuilding and class building) before moving to academic tasks.
6. Begin with highly structured and brief cooperative tasks, move slowly to unstructured and longer projects.
7. In the case of large group activities, try assigning roles to make it more manageable and keep everyone on task.
8. Plan how you will monitor group progress and assess students' learning.
9. Be flexible in adjusting time and content to the needs of the groups.
10. Don't try to reinvent the wheel; begin with proven, structured student interaction strategies.

SNOWBALL



Round 1: (7 mins)

In your group, visually represent which CoLTs you could use for content delivery, consolidation/application, group discussion, and assessment. Feel free to add your own collaborative techniques!



SNOWBALL



Round 1: (7 mins)

In your group, visually represent which CoLTs you could use for content delivery, consolidation/application, generate discussion, and assessment. Feel free to add your own collaborative techniques!

Round 2: (5 mins)

Pair up with another group and present your findings. Are they different? The same? Defend your choices.

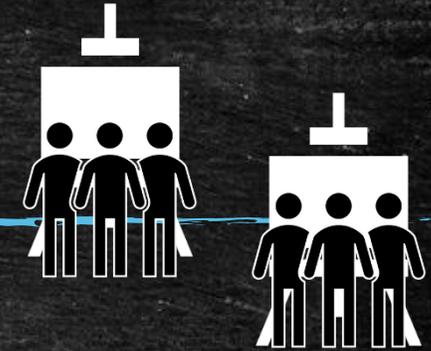
Round 3:

Large group discussion.

Collaborative learning activities are extremely versatile and can be designed/adapted to suit every learning purpose. Do we have any reasons to **not** use them?!

...but what about the challenges involved with designing and implementing them?

GALLERY WALK/PASS THE PROBLEM



Round 1:

Read the posted case and list some steps that could be taken **in advance** of the activity to prevent the challenge(s) from happening.

Round 2:

Read the posted case and preventative measures. List what you could do **during** the scenario to solve the problem(s).

Round 3:

Read the posted case, the preventative measures, and the “in the moment” actions. Finally, record some actions you would take **after** the scenario.

FISHBOWL - DEBRIEF



1. Each person should take less than one minute to summarize their unique experience.
2. On the paper provided, generate a "Good Facilitator To-Do List"

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Value line

Jigsaw

Snowball (mini)

Gallery Walk

Pass the Problem

Fishbowl

Roleplay/demo

Randomly number

Draw matching
item

Based on individual
thinking

Left out game