

## Method sheet

Name:

Class / Course:

Subject:

Date:

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# ▷ Group Work III

<b>application and intention</b>	<p>Guiding group work can be effectively supported by giving the group structural help in tackling the topic and identifying the functions of each group member (see examples).</p> <p>Group moderators should be fully aware of their own roles during group work. It might be useful to check on those groups that might need help in the beginning, because of the group composition and it is always very useful to let all groups know where the moderators will be during a group phase in case some of the groups do have questions. In any case, the teacher/moderator/instructor or teacher trainer takes himself/herself back considerably and accompanies this learning cycle without giving too many inputs. The role in this method is more one of a facilitator.</p> <p>This method is useful for identifying specific situations in a group. It is the core part of group work, but needs to be prepared very well and can itself be structured by the moderator in a way it is needed for the work.</p>
<b>examples</b>	<p>Structural advice for dealing with topics could cover splitting up a topic, for example into</p> <p>Activities, problems, perspectives and conditions Objectives, resistance and new ideas; or Arguments for and against; or Problems and solutions.</p> <p>Role functions within the group can be given to</p> <ul style="list-style-type: none"><li>• <b>Chairpersons</b> (people in charge making group work productive and taking initiative)</li><li>• <b>Time managers</b> (people who make sure that the given time is used wisely and effectively)</li><li>• <b>Note takers</b> (people who written down group results and present findings to the other groups later)</li><li>• <b>Process observers</b> (people who take an outside perspective and document the kind of discussion currently going on in the group.)</li></ul>
<b>notes</b>	