## Porquê trabalhar em grupo?

• **para desenvolver a capacidade de comunicação pessoal**

• **para estimular a resolução de pb's com a ajuda de pares**

• **para receber e partilhar conhecimentos e aptidões**

• **para desevolver aptidões genéricas, tais como, liderança, negociação, organização, espírito de equipa**

• **para resolver pb's maiores com divisão de trabalho**

• **para melhor identificar e tirar partido das competências inatas de cada um (e das suas limitações)**

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## Objectivos do trabalho de grupo?

1. **Aprender a analisar um pb e identificar possíveis soluções**

2. **Exercitar / treinar técnicas específicas das disciplinas (construção, teste e melhoramento de programas)**

3. **Desenvolver o "produto" especificado, e satisfazer os requisitos adicionais, e garantir a sua conformidade**

4. **Aprender / treinar a apresentação de resultados, quer sob a forma de relatório, quer em comunicação oral**

5. **Exercitar a auto-avaliação e a avaliação de colegas**

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## Regras e normas que o grupo deve definir

• **calendarizar reuniões e definir as respectivas agendas**

• **caracterizar o papel do líder** (nota: rotatividade obrigatória, em cada 2 semanas)

• **identificar as diversas tarefas e alocá-las pelos membros de acordo com as suas capacidades:**
  • elaboração das actas de reuniões
  • pesquisa e análise da informação pertinente
  • manutenção do caderno de projecto
  • construção, teste e integração de código (todos se devem envolver)
  • preparação do(s) relatório(s) e da comunicação oral

• **como lidar com desentendimentos entre pessoas**

• **consequências para quem não cumpre / trabalha**

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## Como vai o grupo ser avaliado?

• **como um grupo:**
  • pelo progresso manifestado ao longo do semestre
  • pela qualidade do(s) relatório(s) (estrutura, clareza, rigor, ...)
  • pela qualidade do produto (funciona conforme a especificação, satisfaz requisitos extras, solução robusta, ...)
  • pela qualidade da comunicação oral
  • ... ?

• **individualmente, enquanto membro do grupo:**
  • pela sua intervenção em cada sessão de avaliação
  • pelo conhecimento demonstrado do projecto como um todo
  • pela avaliação feita pelos colegas
  • ... ?

## Helping students manage their group meetings

For groups to be effective, they must have regular and productive meetings. Group members need to know what their fellow members are thinking and doing on the assignment. For this to occur, it is important that groups have open communication and stay task focused as much as possible. It is very easy for groups to avoid making decisions and let valuable time slip away. On average, groups will meet once a week for approximately one hour. This meeting usually takes place straight before or after class. Due to their short time frame (ie. usually one semester), groups may only meet around 15 times throughout the semester. It is therefore crucial that each of these meetings is productive. To help this to occur, it is often beneficial for students to take minutes in their meetings and adopt a rotating role structure.

**Taking minutes**

**…**

**Adopting a rotating role structure**

**…**

### Taking minutes

An effective way to help students run effective meetings is for groups to take some form of minutes. Keeping minutes helps a group by:
- providing a structure to their meetings
- keeping meetings running to time
- keeping a record of decisions made and documenting important events
- recording each member's responsibilities
- allowing members to see their progress and achievements over time

While minute taking can be effective, many students (particularly first year undergraduates) do not know how to keep them. Federman Stein and Hurd (2000) has addressed this concern by providing students with a meeting report template. This template is easy to complete and covers key areas of an effective meeting. It is recommended that groups receive a copy of an adapted version of this template before each meeting (or in bulk at the beginning of the semester). It is also advisable for students to keep copies of these minutes sheets for their own records.

### Adopting a rotating role structure

One of the biggest problems in student-based group work is the existence of equal status (ie. each member having the same power in the group). When equal status groups meet, an informal pattern of leadership and followership will emerge almost immediately. Unfortunately, the adoption of leadership tends to be driven more by personality and often results in conflict (particularly if there is more than one dominant student in the group). Rather than let the leadership role(s) emerge, it is far better for groups to adopt a rotating role structure.

A rotating role structure is one where the position of leadership is deconstructed and distributed or shared among the group members (rather than being bestowed on any one member). This means that all group members are responsible for a specific function or leadership duty and thus tend to be more active in group meetings. This is particularly true for students who tend to speak up less in groups (eg. through shyness, cultural norms, etc.), as they have the positional power to enact the roles.

### Adopting a rotating role structure *(cont.)*

There are a number of functional role typologies available. The most generic comprises these five roles:
- "Facilitator" - who is responsible for chairing the meeting
- "Time keeper" - who ensures that the meeting keeps to time
- "Recorder/notetaker" - who is responsible for taking the minutes of the meeting
- "Devil advocate" - who is responsible for critically examining the ideas of the group members and trying to avoid "group think" emerging within the group
- "Team players" - who support the other roles through active followership

For group meetings to run effectively, it is important that these five roles are played. Rather than allowing them to emerge or be picked, it is best if these roles are randomly assigned in the first meeting and then rotated on a regular basis (eg. weekly or fortnightly). By rotating the roles, each student has the opportunity to develop skills in each role and observe it being played by the other members. Students should also be encouraged to provide each other with feedback so as to encourage peer-learning.

*http://www.iml.uts.edu.au/learnteach/enhance/groupwork/unit4.html*

**Study Skills: Team Work Skills for Group Projects**
by Kristin Feenstra

*In a perfect world, group projects would be no problem.*

*There would be no conflict, no slacking, everyone would contribute and things would run smoothly according to schedule. Yeah right... in a perfect world.*

***Group projects breed terror in most students' hearts.*** *"Anything but group projects," we plead. "I'll work extra hard and do it myself but please don't make me have to work in a group."*

*The reality is that you can't get away from group projects in university or college. So what's a student to do?*

*Here's what some students had to say about surviving and thriving in your group work: …*

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**Teamwork in School, Work and Life**
by Hannah Nichols

*It's the first day of class and the professor announces that a large percentage of your mark will be based on a series of group assignments. You are to work with a group all semester, completing various projects, worth varying marks. You look around and realize that you don't really know anyone in the class.*

*Why do professors do this? By third year, I was so tired of group projects and of being stuck with lousy groups who never did their share of the work. So finally I raised my hand and asked why so much groupwork.*

*The answer? …*

# TEAM MEETING REPORT

**Name of group** ............................................... Date of meeting ...........................

Members present ....................................................................................................

Members absent ....................................................................................................

**Summary of meeting**

**Things to be done by members**

| What? | Who? | By when? |
|---|---|---|
| ............................................... | ............................................... | ............................................... |
| ............................................... | ............................................... | ............................................... |
| ............................................... | ............................................... | ............................................... |
| ............................................... | ............................................... | ............................................... |
| ............................................... | ............................................... | ............................................... |

**Our next meeting will be held ...** ...............................................................