

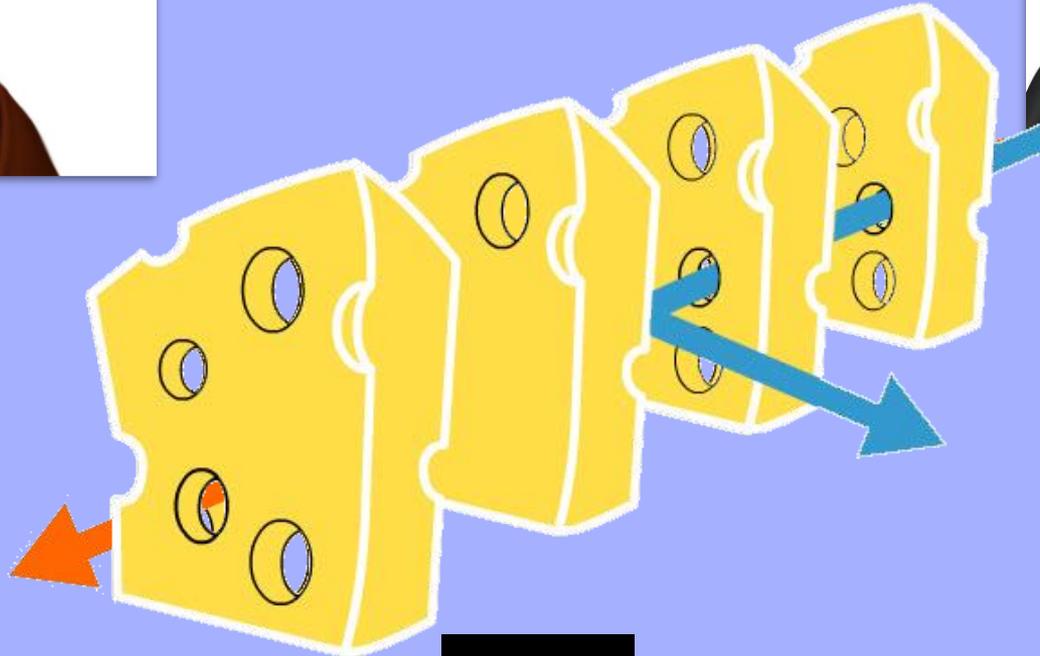
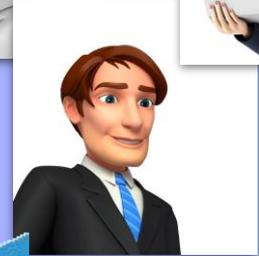
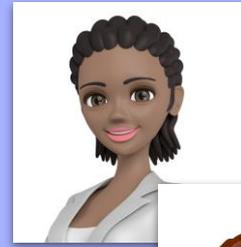
“

Group projects in education are very similar to taxes: generally we know that they are important and why they are needed, but very few people think fondly of them.

Sean Nufer

June 9, 2016 in [Higher Education](#)





Why Group Work?



Heather Herdman
HWM710 - Research
Methods for Wellness
Programs

“I was one of those students that always hated group projects because I invariably ended up with somebody who didn’t do their work and I figured I could do it better myself...I always thought students would feel the same way. But **I was encouraged to try it out and it’s been great.”**

Why Group Work?



“In health and wellness employment situations **graduates will have to work with teams**. They have to work with people from different departments, often with people that have very different backgrounds. You’ve got to have a way of bringing those people together. So this **course’s project is a nice way to introduce people to the fact that you’ve got to learn to work with people that may come at things from a very different perspective** than you do.”

Why Group Work?



30 people in a graduate research class

Projects distributed throughout the program

Semester Group Project ▾



Semester Group Project

Nearly all assignments this semester are components of your final semester project, which is a team project. The assignment is explained in detail below, with the week shown when each deliverable is due. Please be aware that many of these deliverables will require more than one week to complete, so plan ahead!

Please carefully read the [Group Project Overview](#) section in this course for more important instructions regarding this project.

The purpose of this assignment is for your team to develop a research project for a particular setting in which you can imagine working once you graduate. Given your setting, which you will need to briefly describe, you are to identify a health promotion topic that you will study over the course of this semester. You will be using a Focus Group Technique and a Survey to collect data on your topic of interest.

Introduce the group project early

Set communication expectations

Communication

Groups will collaborate **exclusively** through the Semester Group Research Project workspace. Below are a few things to note of how to get the most out of the group project.

- You have many options to structure and track the project asynchronously, meaning you can make progress even when not all members can communicate in real time. The asynchronous options include: milestones, tasks, comments, and separate video recordings that can be compiled together.
- You can also schedule synchronous meetings when you need to work together in real time to make decisions, generate ideas, or give feedback. **Your assigned project leader for each lesson should record synchronous meetings so group members and your professor can review them later.**

PLEASE NOTE Group members are free to work together as they see fit, including using live meetings and/or asynchronous work as is most useful for members. However, each group is responsible for meeting all action item deadlines. No group will share its work with any other group.

Why a Group Project?

Learners' reactions to group projects are frequently polarized: some people find real value in them, and some want to run away as quickly as possible. **Before you make up your mind where you stand, consider that the inclusion of a group project in HWM 710 is a conscious decision made after much consideration and deliberation.** The instructors, designers, and industry experts who have helped to shape this course have highlighted some reasons why a group project is useful:

- Working closely in teams is an integral part of the health and wellness management profession. It is important that you practice the collaboration skills and methods necessary to work effectively in a team.
- The research project that you are a part of in this course will offer you an opportunity to demonstrate your leadership skills. Leadership skills are important for any professional in a formal job role that includes managing people.
- In general, online learners benefit more from group work than learners in face-to-face classes because the lack of community can otherwise be quite daunting, especially when starting a new program. You will have the opportunity to get to know other people in the program; chances are, some of these will be the same people you see in future courses.

Despite these benefits, group projects can still be challenging logistically and socially. As you work through this project, please feel free to give feedback to the instructor, as well as on the course surveys, to help us continue to improve the process.

▶ Explain the purpose of group work

Build In Formative Assessments

Grade Reminder

*A special note about grades on the Semester Project. You receive two grades on each part of the project. The first, or “preliminary” grade is what you receive when you first complete the project. At that time, I give you a preliminary grade along with significant feedback on how to improve that score. Your final grade – the one that actually counts – comes after you review the feedback and revise the section. You have two weeks to submit that revision from the time that you receive my feedback. At that time, I will revise your grade based on your responses to my feedback. Please note: you are not required to revise any submission, it is purely optional. ALSO, please note that no revision will receive higher than 90% of the possible points. This is to allow for those groups who scored above a 90% on the preliminary grade to benefit from their diligence and effort! Thus, if your group received a 90% or higher on any particular semester project submission, there is no score adjustment that will take place, however I will respond to your revision, which you may find useful as you are pulling together the final project.

Use Tools that Support Group Work

Google Docs

The screenshot displays the Google Docs interface. The main document area contains two paragraphs of text. The first paragraph discusses operant conditioning, mentioning B.F. Skinner and the concepts of reinforcement and punishment. The second paragraph discusses behaviorism, mentioning its study by neuropsychologists and its application in classrooms for students with disabilities. The version history sidebar on the right shows a list of changes made by different users (Eric, Kaitlyn, Imani, Calla, Matthew) on various dates in April 2016. The current version is highlighted as 'April 14, 2016, 7:14 PM' by Eric.

There are many methods to for learning and education. One prominent behavioral method includes operant conditioning. B.F. Skinner was considered the father of operant conditioning. Operant conditioning has two major parts that affect behavior: reinforcers and punishers. Reinforcers cause a certain behavior to be repeated. Positive reinforcement is when the person receives a positive stimulus and it causes a certain behavior as a result. Negative reinforcement is when you behave a certain way to to remove a certain stimulus. Operant conditioning affects outside behavior. You cannot tell what the inward behavior or feelings because you can not observe it.

Many forms of behaviorism been study by neuropsychologists for many years, a once **dominant** theory, operant conditioning, while less influential, still provides guidance for how to think about neuropsychology in the classroom. Many recent studies using operant conditioning focus on people with disabilities such as autism, dyslexia, and traumatic brain injury. These studies have shown clues as to how operant conditioning can be applied in a K-12 classroom towards students with disabilities. Conditioning has been proven to be a powerful force in learning, looks to provide great benefits to those with disabilities, especially to K-12 students suffering from brain injuries.

The effects of traumatic brain injury on children affect how they function and school socially, physically, and educationally. Depending on the region of the brain that gets injured, there are a variety of conditions that can result. Depression is a prominent disease that happens from brain injury and have severe effects on children developing in school. Children may have a harder time making new friends because they may believe that everyone hates them. There will be little social interaction with others and the affected child

Version history

Total: 6 edits

Only show named versions

April 2016

- ▶ April 14, 2016, 7:14 PM
Current version
Eric
Matthew
- ▶ April 1, 2016, 11:05 PM
Eric
- ▶ April 1, 2016, 9:39 PM
Kaitlyn
Eric
- ▶ April 1, 2016, 8:02 PM
Kaitlyn
Imani
Eric
- ▶ April 1, 2016, 6:29 PM
Eric
Calla
Matthew
Calla
- ▶ April 1, 2016, 5:21 PM
Eric

Use Tools that Support Group Work

YouSeeU (Bongo)

Group videos, documents and links Show hidden

Intro

Video added by S2 ysu



Group comments

ysu S2: Created milestone 1

8/01/2017, 12:20 pm EDT

ysu S2: Added video

8/01/2017, 12:22 pm EDT

ysu S2: Renamed video from __1786_act-28034_149814967782 to Intro

8/01/2017, 12:22 pm EDT

Add Comment

Add

Select video

Record video

Record audio

Transfer video

Combine video

Import from library

Upload document

Add link

Selecting Groups
Based on
Background or
Interest



Session Evaluations & Drawing



 Evaluate Session

- Download and open OLC Conferences mobile app
- Navigate to specific session to evaluate
- Select “Evaluate Session” on session details screen (located under session type and track)
- Complete session evaluation*

*Each session evaluation completed (limited to one per session) = one contest entry

Five (5) \$25 gift cards will be awarded to five (5) individuals

Must submit evals using the OLC Conferences mobile app or website

References

- Brindley, J., Blaschke, L. M., & Walti, C. (2009). Creating effective collaborative learning groups in an online environment. *The International Review of Research in Open and Distributed Learning*, 10(3).
- Curtis, D. D., & Lawson, M. J. (2001). Exploring collaborative online learning. *Journal of Asynchronous Learning Networks*, 5(1), 21-34.
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- Roberts, T. S., & McInerney, J. M. (2007). Seven problems of online group learning (and their solutions). *Journal of Educational Technology & Society*, 10(4).
- Scherling, S. E. (2011). Designing and fostering effective online group projects. *Adult Learning*, 22(2), 13-18.

