Assigning Group Roles



Group work allows students to learn interactively as well as develop interpersonal and collaborative skills.

Students expected to participate actively prepare themselves better for class.

- Define each role clearly to the whole class. Highlight that all students' primary role is active participant in the group.
- The following are four roles commonly used to improve the organisation of group work:

Manager – direct the discussion to include everyone

Recorder – makes notes

Speaker – reports back to the class

Timekeeper – keeps the group informed of the time as directed by the teacher

Tips

- It is advisable that a whole school approach is adopted with regards to the roles common to group work.
- A set of name-badges could be prepared for each class. Alternatively, these roles could be on cards or in the school journal.
- Students could be encouraged to take a photo of the notes from the group work to support homework and revision.
- If there is more than 4 in a group, students could share roles, in particular recorder and speaker.
- If you ask students to work in groups, be clear about your purpose and communicate it to them. This could remove objections that students may have about group work being a potential waste of time.
- Ideally the group work only forms part of the lesson, which is used to inform the
 next steps in the learning. It is helpful to make students aware of this link between
 the two phases.

Key Skills

All the Key Skills can be taught using a group work approach

Resources

Name badges with roles

Room Layout

Arrange students in groups of 4

Assessment

As well as playing their role, students listen to each other, carefully evaluating their own and other student's responses to the task in hand.

Students work as a group tackling more complex assessment tasks set by the teacher.

Students develop their own ideas by listening to others.

Supporting Homework

Students can prepare for group work through researching key ideas on the topic in question.



Further Information

Further reading and support on implementing this strategy is available on www.jct.ie



