Group working in transition: reflective questions

Pre-university student experiences of group working

1) What kinds of group working have students experienced prior to your programme and how do these compare with the kinds they will experience once they are on the programme?

2) How is group working assessed in your discipline (or related relevant disciplines) in pre-University curricula?

3) How might prior experiences have informed students’ attitudes towards group working?

Group working in your programme

4) What role(s) does group working play in your programme? What is it intended that students will learn through engagement with group work?

5) When does group work take place in the programme? How do group work tasks across the programme relate to one another in terms of their intended learning outcomes, types of support, methods of assessment etc.?

6) Do the expectations regarding group working change over the course of the programme and if so, how is this reflected in the way tasks are assessed?

Supporting group working across the programme

7) How are the purposes and value of group working introduced and explained to students?

8) How, and in what ways, is student engagement with group work tasks structured and supported?

9) Where group work tasks are assessed, what methods of assessment are used and why? For example, what is the balance between assessment of output(s) and assessment of processes?

Supporting group working in the first year of study

10) What are the specific purposes for group work tasks in the first year?

11) What are the expectations for group working in the first year? What is it expected students will be able to do/learn to do through their engagement with group work tasks?