

The assessment of the product of the group work is situational but, for formal group work, you may consider ways to keep track of each group member's progress. Additionally, you will need to decide how to assess individual group members. Davis (2009) recommends giving students a chance to evaluate their group and themselves. You may ask students to allocate points between the group members or assign percentages to each group member, splitting 100% of the work between all members according to contribution.

Sometimes, a group doesn't function well. Maybe there is no natural leader or there is tension between group members. You may be tempted to break the group up or make changes, but Burke (2011) recommends sticking with the groups as you've formed them. Changing groups will throw off the dynamics of other groups and the problematic group, possibly doing more harm than good. Learning to work with groupmates despite a lack of natural team chemistry is a skill that is applicable beyond the classroom. Encouraging students in "problem group" to work through it will help them develop this skill.

Resources

Burke, A. (2011). Group work: How to use groups effectively. *The Journal of Effective Teaching*, 11, 87-95

Davis, B. G. (2009). *Tools for teaching*. San Francisco, CA: John Wiley & Sons.

McKeachie, W. & Svinicki, M. (14th eds.). (2014). *McKeachie's teaching tips*. Cengage Learning

Slattery, J. M., & Carlson, J. F. (2005). Preparing an effective syllabus: Current best practices. *College Teaching*, 53, 159-164