Announcements:
- Upcoming Talks: 10/31 - Stats, Thursday 3:30pm room 356

REMAILDER: MAKE SURE YOU ARE DOING YOUR CLASSROOM VISITS. DON'T GET BEHIND!

1) 5 minutes: Introduction of topic.
   a) Did you find giving the evaluation helpful?
   b) Tim to tell a meaningful and uplifting story to set the stage for the seminar.
      i) Elliot to possibly present material from work experience fundraising.

2) 10 minutes: Small group discussion, do you use group work?
   a) Start with some of the negative experiences, Why do you believe group work has failed in your classroom?
   b) What issues do you have doing group work as a student.
   c) Positive stories, ask specifically for what worked in your classroom.
   d) Positive stories, what worked as a student?

3) 10 minutes: Group discussion, reading:
   a) Scientific
   b) Informal
   c) Formal
   d) Importance - clearly explain the objective of today's seminar.
      i) Collaborative learning can improve the classroom experience for all students.
      ii) It is an effective way to give hands-on experience, empower students, and is learning value-added because it supplements other methods well (homework/lecture/study).
      iii) Collaborative learning is an investment. You need to spend the time and implement it properly to get the results you desire.

4) 10 minutes: Tim to present meaningful information from the collaborative learning seminar he attended?

5) 20 minutes: LECTURE Group work (FOCUS ON TIME EFFECTIVENESS OF GROUPS!!!!):
   a) In most cases we have a low opinion of group work because it was implemented poorly when we were students and as teachers we fall into the same traps.
   b) Another common issue with group work is that students' have a low opinion of group work because:
      i) They don't want to get stuck doing a majority of the work
      ii) They perceive group work to be extra work (and don't want to do any).
c) Using pairs, or groups of four is ideal for accountability.
   i) Accounta-bili-buddy, story from Elliot
   ii) Easier for students to arrange out of class work times.
   iii) Changing the pairs for each assignment means you don’t need to worry about people that drop from assignment to assignment.

d) 2 vs. 4?
   i) 4-more brainstorming, more creativity, not usually driven by one individual
   ii) 4-works well if someone drops, so it is no longer a group of 1.
   iii) 4-Base groups article.
   iv) Studies show groups with at least as many females as males will help with females feeling more comfortable.

e) Less structure:
   i) small
   ii) large

f) More structure
   i) Consistent vs. inconsistent
   ii) homo vs. heterogeneous
   iii) specific roles
   iv) Competition between groups?
   v) Classroom layout and assignment form
      (1) 10 min small
      (2) 10 min big

6) **10 minute lecture: Incorporating group work?**
   a) Informal
   b) Time effective
   c) How to build group work into your lecture notes
   d) Provide a list?

7) **Discussion: how will you incorporate group work?**
   a) Two parts: memorizing and regurgitating.
   b) Don't memorize too much, break it into pieces
   c) Focus on the most important stuff
   d) Repetition over time is the most important part
   e) Write it, say it, sing it
   f) Instead of unlearning things that are wrong, try to re-learn them correctly, but differently. Dessert vs. desert.

**Homework for next time:**
Incorporate at least one group assignment into your class, write a brief summary of the experience or none?