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7-2019

### Group Work Works

Graham Glanville  
*CCT College Dublin*

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# Group work works

## *Social Learning and Higher Education*

*Graham Glanville*  
*July 2019, CCT College Dublin*

# Agenda (1 hour lecture)

- Some heavy stuff first, lots of theor
- Lets expand on some more theory
- Lets pause and reflect on the theor
- Lets do a quiz to test if you've been
- Lets throw in some new stuff on to
- And a conclusion for good measure
- And a thank you slide

Sounds like fun, doesn't it?



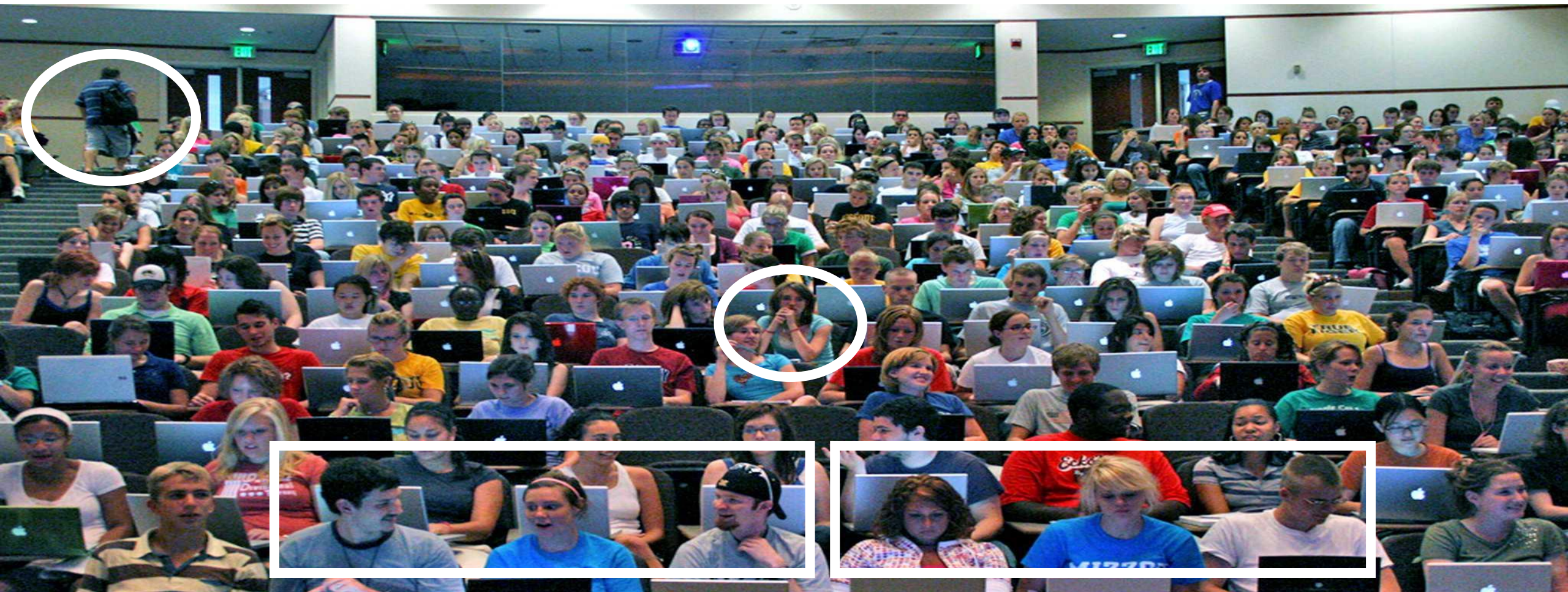
# The Brochure

eh, hello?! (blur her out, quick!)





# The Reality



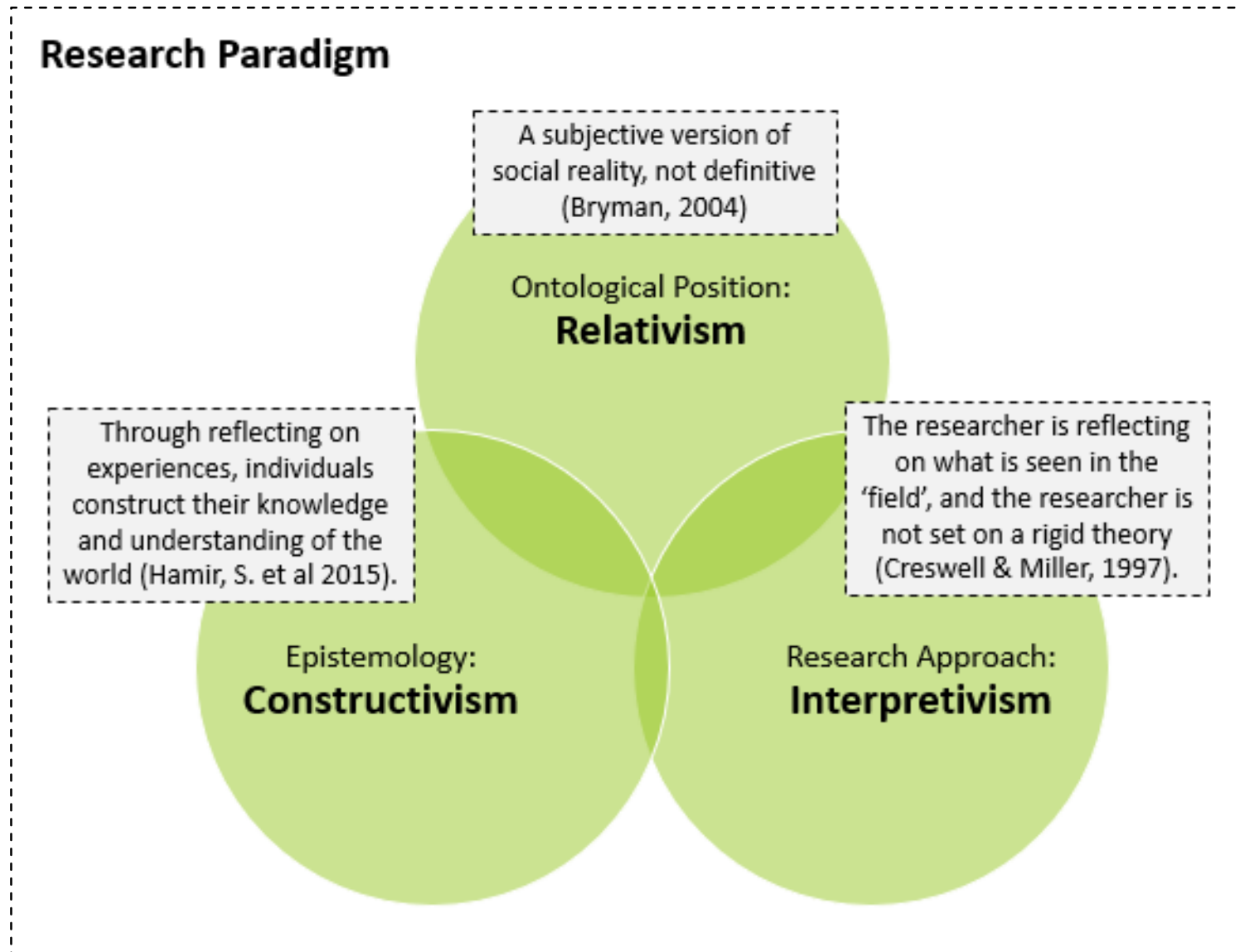


# The view from the back of the classroom

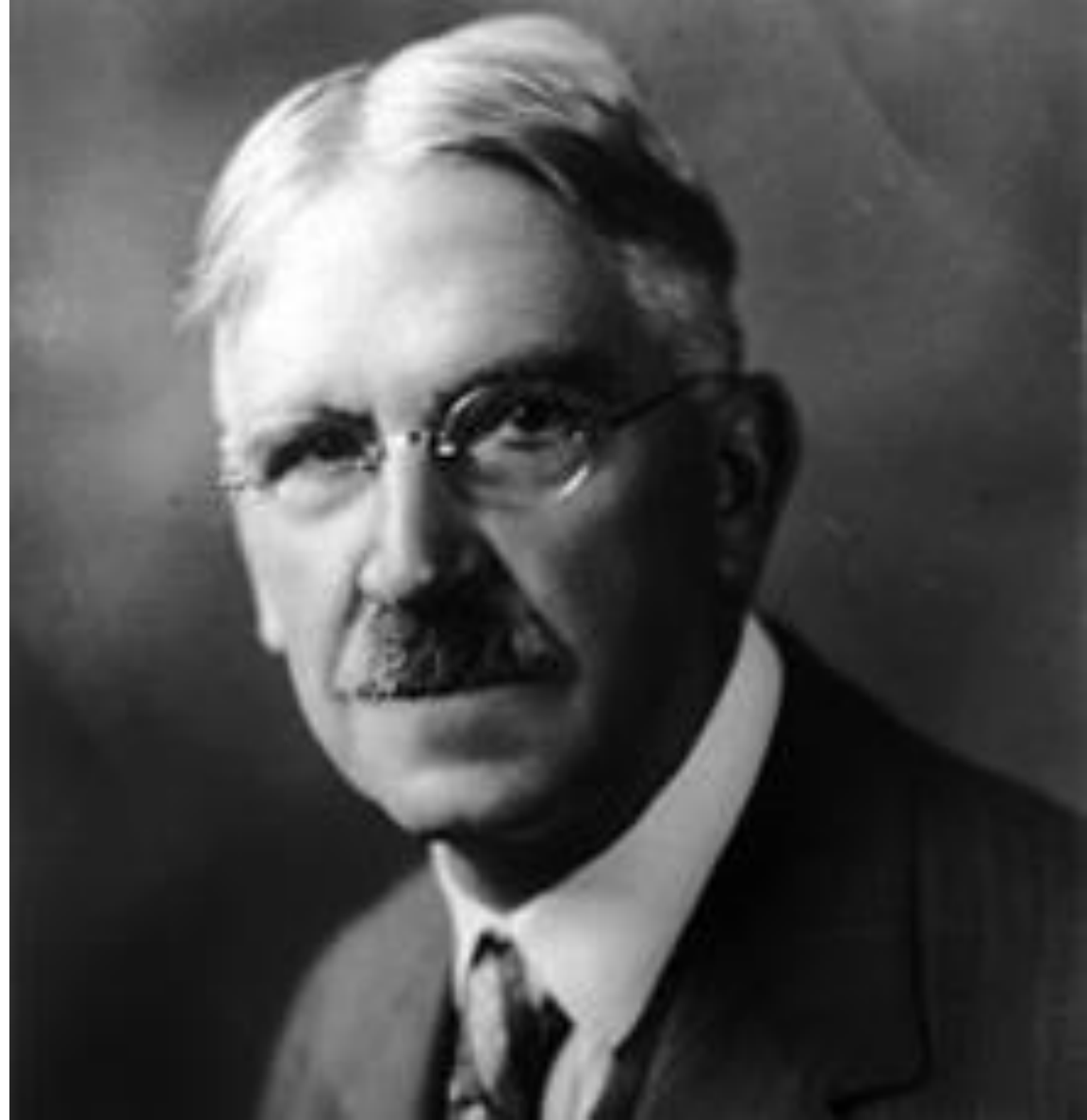


This is what typically happens in Graham's class....

# About me (it's ALL about ME!)



**Dewey** (1966) stressed the importance of an education system that offers ***equality of opportunity for everyone***, and the importance of thinking and reflecting on how this could be embedded into teaching practice



**John Dewey**

*American philosopher, psychologist,  
and educational reformer*



# Pedagogy v Andragogy

**Andragogy** refers to methods and principles used in adult education. The word comes from the Greek ἀνδρ- andr-, meaning "man", and ἄγωγός agogos, meaning "leader of"; it literally means "**leading man**", whereas "**pedagogy**" literally means "**leading children**" (Wikipedia)



Andragogy means we're doing it all wrong!

Knowles' theory (1967) can be stated with six assumptions related to the motivation of adult learning:

- **Need to know:** Adults need to know the **reason** for learning something.
- **Foundation: Experience** provides the basis for learning activities.
- **Self-concept:** Adults need to be responsible for their decisions on education; **involvement** in the **planning** and evaluation of their instruction.

**Readiness:** Adults are most interested in learning subjects having

# Let's do some group activities!

**Phew, thought  
he was going to  
yap on!**









# Complete these proverbs:

1. A \_\_\_\_\_ in time saves nine
2. Don't \_\_\_\_\_ the talk if you can't walk the walk
3. Haste makes \_\_\_\_\_
4. Lie down with dogs, wake up with \_\_\_\_\_
5. \_\_\_\_\_ twice, cut once
6. The squeaky \_\_\_\_\_ gets the grease
7. Discretion is the \_\_\_\_\_ part of valour

1. Stitch
2. Walk
3. Waste
4. Fleas
5. Measure
6. Wheel
7. Greater

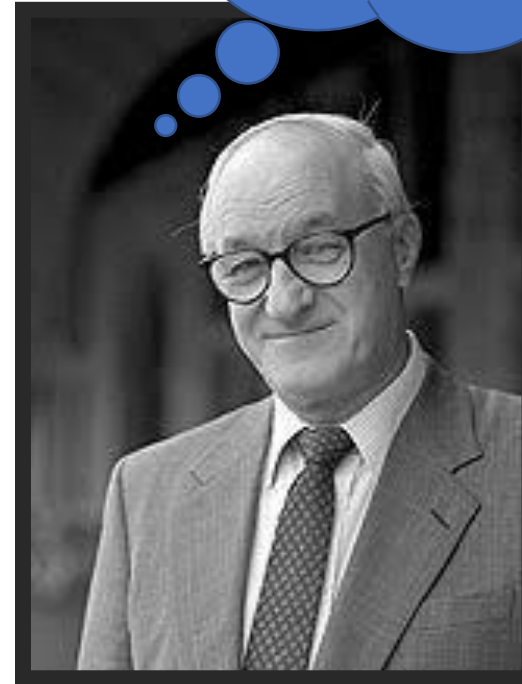


# Social Learning: *key contributors*



**Lev Vygotsky**  
Psychologist

*“The true direction of the development of thinking is not from the individual to the social, but from the social to the individual”*



**Albert Bandura**  
Psychologist

*“Accomplishment is socially judged by ill defined criteria so that one has to rely on others to find out how one is doing”*

I hope Graham stops sending me emails, I will never respond to him, ever.

**Check this books out, worth a read!**

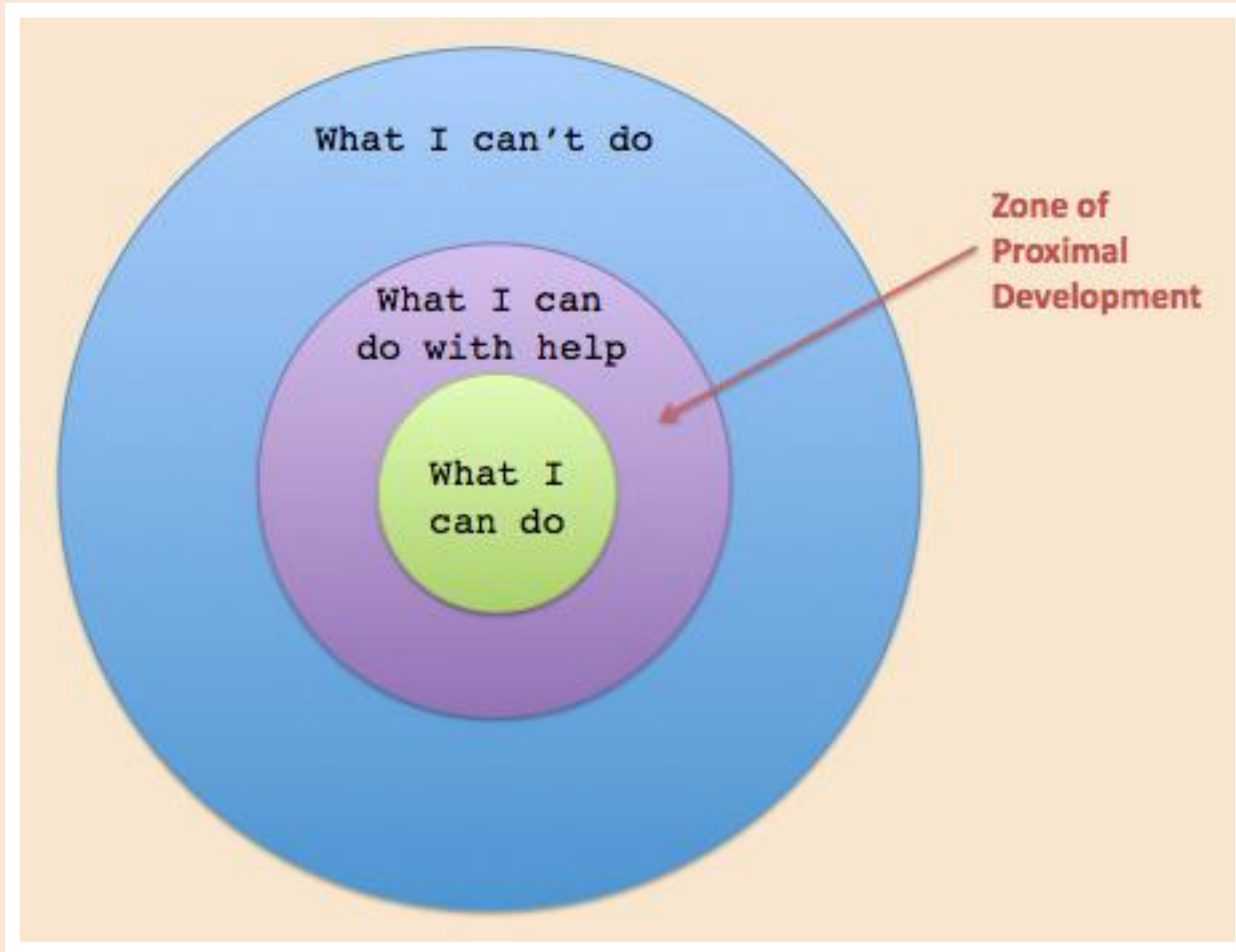
Bandura, A. (1986) *Social Foundations of Thought and Action: Social Cognitive Theory*. U.S.A: Pearson Education.

Vygotsky, L. S. (1978) *Mind in society: The development of higher psychological processes*. Cambridge, MA: Harvard University Press.

# **Social Learning: *Key stuff***

- MKO (Most Knowledgeable Other)
- ZPD (Zone of Proximal Development)
- Social Learning Theory (lot's of general stuff)
- Social Cognitive Theory (Bandura's specific theory)

# Zone of Proximal Development (Vygotsky)





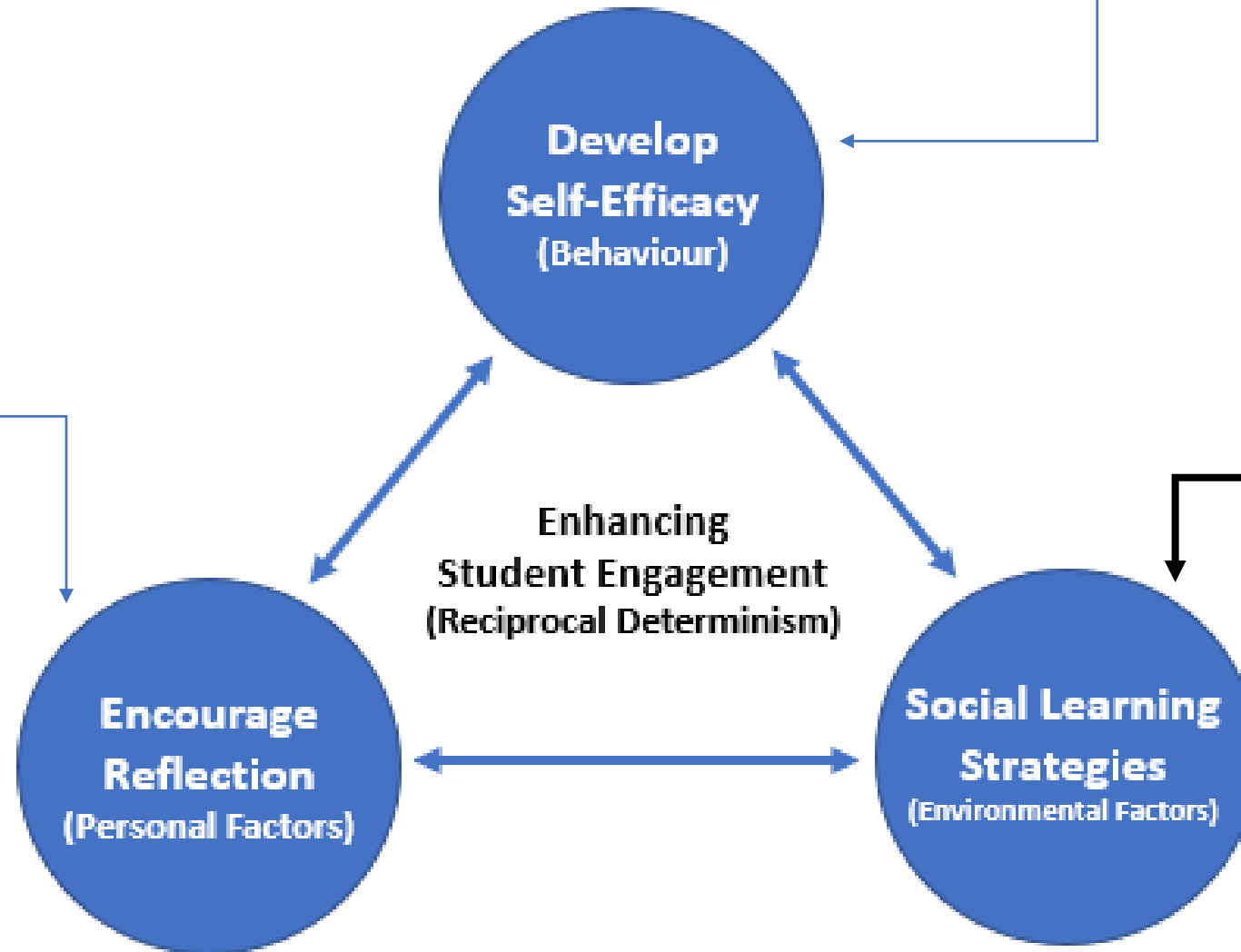
## Conceptual Framework: Enhancing Student Engagement

(Adapted from Bandura's Reciprocal Determinism Model (1986))

Individual  
reflection on  
activities/tasks

Social interaction, peer  
observation, role and  
responsibility

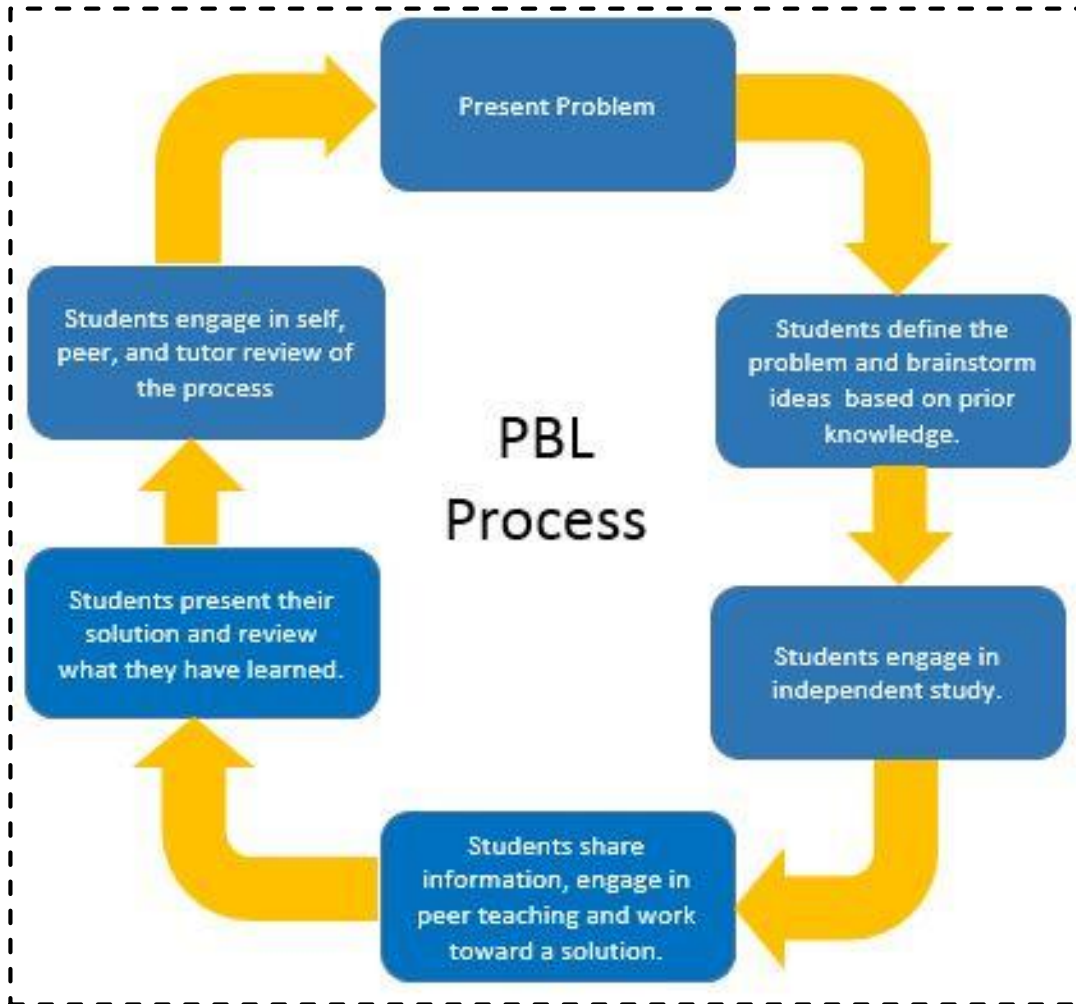
Problem Based Learning  
Peer Assisted Learning



(Glanville, 2017)

# Problem Based Learning & Peer Assisted Learning

Student Mentoring Academy @ CCT?



**Need help with your course?**  
UofG Living's peer-assisted learning program can help!

*What is peer-assisted learning?*

- More advanced students providing help and advice to less advanced students in a friendly and supportive environment.
- An opportunity for students to ask questions that they don't feel comfortable asking teaching staff.

*What subject areas can you get help with?*

- Many subject areas are covered in addition to general study preparation, essay and exam support.

*Where can you get more information?*

- Email the program co-ordinator: John Donaldson <[john.donaldson@gla.ac.uk](mailto:john.donaldson@gla.ac.uk)>

# Quotes from research, the good 😊

*‘Sharing ideas with the group’*

*‘I learned I can work in a group.  
Although I most of the times would  
rather work alone, working in a  
group does make problem solving  
a lot easier’*

*‘I wish to spend more time  
working in groups’*

*‘Working with others  
in a group with  
different points of  
view’*

*‘That we could all talk about what we were learning  
and sharing our knowledge’*

*‘To do things step by  
step and listen to the  
team’*

*‘Sharing ideas, working  
as a group was the most  
positive thing’*



# Class Rep. Email.....*after my research!*

I hope this email finds you well.

I have received a lot of great feedback about the session from yesterday and people keep asking when is going to be the next one. I reply that the school was trying to accommodate a new one soon but was not able to give an exact date...for now.

So, my question is if we will have some other sessions (1 or 2 more) and what do you need from us (the class) to make it happen. How can we encourage these volunteers to keep helping us? (i.e.school recognition for CV purposes)

On the other hand, and for the school to keep into account from the upcoming year. This is what students like the most about the session:

- Exercise similar to the project (they covered main topics seen on class)
- The volunteers explained clearly the exercise and went with all of us step by step which make it more easy from everyone to understand and follow up.
- Having students giving support, gave confidence when making questions and clear doubts.

Finally, please extend my gratitude to all the volunteers on behalf of the class( which I am pretty sure you already did) for the great session, and thank you for taking action regarding this issue. We truly appreciate it!

Kind regards,

# Quotes from research, the bad 😞

*'We didn't finish the whole project so that was not fun'*

*'We needed the teacher to help us more, and we needed more time'*

*'As I wrote before, I did not get the main idea of the project. I felt that we missed one class that could be used to learn code (since it is a programming class) and apply it to the main assignment. The idea of project in a group we already had in the business class'*

*'Planning!  
That's boring!'*

*'As we don't have much practice programming, it was frustrating to all of us not to have enough time'*

# Conclusion (Homework 😊)

- What is learning? How do YOU define this?
- What is Pedagogy? What is Andragogy? Does it matter anyway?
- How do I assess individuals in group assignments? How do I assess the group as a whole?

*“The true direction of the development of thinking is not from the individual to the social, but from the social to the individual”*

- Lev Vygotsky



# References

Email me, I've tons for you if you're interested!