

5.2 Goal Setting and Expectations in Collaborative Research

For Teachers:

Once students have completed preliminary reading and engagement of the stimulus materials for this module, they will join small groups of 3-5 (per The College Board's suggestion for Task 1) and begin setting group norms and expectations.

Teachers may choose to assign groups or allow students to form groups of their choosing. The same is true of the official high-stakes task of Module 8 (there are positives and negatives to each approach, but teachers are encouraged to do what is best for their student populations). It is strongly suggested to group students by major topic interests that would clearly form based on areas of expertise or interest (especially for CTE pathways) and should provide enough diversity of views and perspectives to ensure that each group member brings something different to the collaboration process. This will ensure good coverage of the group question throughout the research process so that groups have good material to choose from in synthesizing their collaborative statements and, eventually, their combined presentations (see Module 7).

Teachers may choose to provide students an introduction to collaboration in the research process, highlighting the differences from task delineation in other group work endeavors, along with tips and suggestions for best practices in collaborative settings. It is important to include an introduction to the overall task of Module 7 so that students can make the best choices regarding group completion. Students will be tasked with reflecting on their personal strengths and weaknesses and sharing them with the group to ensure that tasks are divided fairly, that all group members understand their responsibility, and that accountability can be maintained throughout the process.