

SUMMING UP

Learning Activity

Description	Course title: Learning activity: Summing Up
Task type	Tutorial activity
Timing	End of semester 45 mins
Level	(Dependent on course)
Class size	(Dependent on course)
Learning outcomes	<p>At the end of this activity students should be able to:</p> <ol style="list-style-type: none"> 1. Critically evaluate the performance of their group in regard to the group process (not product). 2. Identify the achievements of their group in terms of effective collaboration, conflict resolution and professional communication. 3. Demonstrate a metacognitive awareness of the skills they have learned through the group work process and the relevance of those skills to their employability.
Method / Instructions	<ol style="list-style-type: none"> 1. Present students with the learning outcomes for this activity, emphasising the relevance of the group work for their professional development (10 mins). 2. Students are mixed randomly in groups that are not their project groups. Each person in the group gives a critical review or summing up of their experience of their project group's process: the ability to communicate effectively and professionally, collaborate on tasks, and resolve conflict. The group discusses similarities and differences in their experiences (15 mins). 3. Using flip chart paper, students make a list on one side of the skills they have developed as a result of the group process. On the other side they briefly describe the scenario through which each skill was developed. Finally, they discuss ways in which these skills could be useful in their professions (15 mins). 4. Take time to sum up the students' group process experience, congratulate them on their achievements, and encourage them to celebrate their successes with a group social event (5 mins).

	mins).
Rationale	<p>In this activity, students reflect on the value of their entire experience of the group work process and relate it to their future professions. The 'review and reflect' dimension provides a powerful metacognitive learning experience. They should now not only have developed their group skills but also be aware that they have these skills and can now consciously develop them further. This 'adjourning' stage of the group process is especially significant for promoting such learning.</p>
Potential issues	<p>Lack of in-depth student engagement in the discussion is always a potential issue. However, the presentation of the learning outcomes and the relevance of the activity should encourage students to engage.</p>
Handouts/ resources for students	