# Course Description

The course will focus on the examination of group theories and research about interpersonal communication; exploration of the functioning of groups and the consequence of group interaction in the development of the individual. In this course the student will study a combination of theoretical studies with a practical understanding of human dynamics, as these occur in work and life.

# University Learning Outcomes (ULO)

* **ULO1:** Knowledge of Human Cultures and the Physical and Natural World
* **ULO2:** Intellectual and Practical Skills
* **ULO3:** Personal and Social Responsibility
* **ULO4:** Integrative and Applied Learning
* **ULO5:** Immersed in the Critical Concerns of the Sisters of Mercy of the Americas

# Program Learning Outcomes (PLO)

* **PLO1:** Apply theoretical and practical knowledge in support of your professional practice. (ULO 2, 4)
* **PLO2:** Utilize educational research and develop your own research interests and agenda. (ULO 2, 3)
* **PLO3:** Examine and critique the economic, political, cultural, historical, and social influences that impact education in the United States. (ULO 1, 3, 5)
* **PLO4:** Apply policies, statutes, and rules established by state and local agencies relating to judicious application of disciplinary methods and behavioral procedures. (ULO 3, 4)
* **PLO5:** Identify and use instructional methods and curricula that are appropriate and effective in meeting the needs of individual learners. (ULO 1, 2, 4, 5)

# Course Learning Outcomes (CLO)

* **CLO1**: Utilize group theories to think systematically about group process and dynamics.
* **CLO2**: Analyze how individual strengths and weaknesses contribute to the overall group dynamics.
* **CLO3**: Gathers information from group interactions and analyzes potential risks to the group process.
* **CLO4**: Analyze the attributes and responsibilities of effective group leadership.
* **CLO5**: Applies an understanding of individual and group motivation to create an effective learning environment for teachers and students.
* **CLO6**: Facilitates group collaboration with students, faculty, staff or parents to create a school climate that fosters student achievement.

# Student Expectations

Students are expected to:

* Ask probing and insightful questions related to course content.
* Make meaningful and relevant connections and application to their own learning process.
* Be productive and contributing members of class discussions.

# Required Course Materials

Johnson, D.H. & Johnson, F.P. (2013). *Joining together: group theory and group skills* (11th ed.)

Boston, MA: Pearson Education, Inc. ISBN 9780132678131

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# Suggested Point Values

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| --- | --- | --- |
| **Assessment** | **Point Value** | **Due** |
| **Week One** |  |  |
| Week 1 Team Task: Topic Selection | 20 |  |
| Week 1 Discussion: Group Stages Development | 20 |  |
| Week 1 Journal Entry | 20 |  |
| **Week Two** |  |  |
| Week 2 Discussion: Best Versus Worst Team | 20 |  |
| Week 2 Paper: Emotional Intelligence | 60 |  |
| Week 2 Team Task: Project Management Log, Chunking, and Timeframe | 20 |  |
| Week 2 Journal Entry | 20 |  |
| **Week Three** |  |  |
| Week 3 Discussion: Leadership Characteristics | 20 |  |
| Week 3 Quiz: Group Process and Theory | 50 |  |
| Week 3 Worksheet: Leadership Skills Assessment | 20 |  |
| Week 3 Team Task: Research and Rationale | 20 |  |
| Week 3 Journal Entry | 20 |  |
| **Week Four** |  |  |
| Week 4 Discussion: Productive Versus Unproductive Groups | 20 |  |
| Week 4 Case Study: Group Leadership – Conflict Resolution | 60 |  |
| Week 4 Team Task: APA Citations | 20 |  |
| Week 4 Journal Entry | 20 |  |
| **Week Five** |  |  |
| Week 5 Knowledge Check: Types of Power | 50 |  |
| Week 5 Discussion: Six Thinking Hats | 20 |  |
| Week 5 Discussion: Freedom Writers Analysis | 20 |  |
| Week 5 Team Task: Outline and Annotated Bibliography | 20 |  |
| Week 5 Journal Entry | 20 |  |
| **Week Six** |  |  |
| Week 6 Discussion: Cooperative Learning | 20 |  |
| Week 6 Discussion: Community in the Classroom | 20 |  |
| Week 6 Team Task: Handouts and Assessment | 20 |  |
| Week 6 Journal Entry | 20 |  |
| **Week Seven** |  |  |
| Week 7 Team Task: Review and Finalize Presentation | 20 |  |
| Week 7 Team Presentation | 250 |  |
| Week 7 Discussion: Presentation Feedback | 10 |  |
| Week 7 Paper: Group Dynamics Analysis | 60 |  |
| Week 7 Journal Entry | 20 |  |
| **Total Points** | **1000** |  |

# Course Schedule

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| --- | --- | --- |
| **Week** | **Start** | **End** |
| One | <insert start date> | <insert end date> |
| Two |  |  |
| Three |  |  |
| Four |  |  |
| Five |  |  |
| Six |  |  |
| Seven |  |  |

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| **Week One: Theories of Group Dynamics** | | | |
| ***Learning Objectives*** | | ***Alignment*** | |
| * 1. Identify principles of group dynamics, including components of group process and group theory. | | CLO1 | |
| * 1. Identify the major characteristics of each stage of the group development process. | | CLO1 & CLO3 | |
| * 1. Compare approaches and theories to group development. | | CLO1 | |
| ***Resources, Activities, and Preparation***  *Utilize these resources and complete these activities in preparation for your graded assignments.* | | ***Alignment*** | ***AIE*** |
| **Readings and Videos**  **Review** the following resources:   * Ch. 1 & 2 of *Joining Together* * [Historical & Theoretical Overview of Groups](https://cloud.ensemblevideo.com/Watch/Zk5w2BJy)   **Share** your thoughts, ideas, and questions regarding these resources in the Week 1 General Discussion forum. | | 1.1, 1.2, & 1.3 | Content Review and Discussion = **1 hour** |
| **Team Presentation Guidelines**  The culminating assignment in this course is the Team Presentation, due Week 7. For this assignment, your team will prepare a 30- to 45-minute staff training/development presentation on a topic of your choice. The presentation must include self-advancing audio narration and may be created with a tool or technology your team is comfortable using. You may find the following resources helpful to create your presentation:   * [Add Narration to a Presentation](https://support.office.com/en-us/article/Add-narration-to-a-presentation-0b9502c6-5f6c-40ae-b1e7-e47d8741161c#bm5) * [Record a Slide Show](https://support.office.com/en-us/article/Record-a-slide-show-89247c7b-c73a-4e6d-8b7f-a207c79cb902)   To help you and your team progress toward its presentation, each week of the course includes a Team Task assignment that must be carried out via discussion in the Group Discussion Board on your Learning Team Page.You are expected to participate in discussion throughout the week and will be individually graded on that participation. The following Team Taskassignments are due each week:   * Week 1: Topic Selection * Week 2: Project Management Log, Chunking, and Timeframe * Week 3: Research and Rationale * Week 4: APA Citations * Week 5: Outline and Annotated Bibliography * Week 6: Handouts and Assessment * Week 7: Review and Finalize Presentation     **What’s next?**   * Review the Team Presentation Guidelines and Team Presentation Rubric, and be prepared to discuss the assignment requirements with your team. * Complete the Week 1 Team Task: Topic Selection assignment with your team. | | NA |  |
| **Weekly Participation and Discussion**  The purpose of the weekly discussions is to provide you with a way to synthesize the concepts presented in this course. Each week, you will respond to the discussion questions with a substantive post of 200 to 250 words that addresses all the prompts for the question by 11:59 p.m. EST of the listed due date. By the conclusion of each week, Sunday at 11:59 p.m. EST, you will make at least one substantive comment of 100 to 150 words to three of your classmates’ posts for each assigned discussion question. Your comments must further the discussion by following the RISE model for meaningful feedback. It is recommended that you check in periodically throughout the week to ensure that you are meeting the participation requirement.  **Review** the [RISE Model for Peer Feedback](http://elwray.squarespace.com/feedback). | | NA |  |
| ***Supplemental Resources and Activities***  *Explore these optional resources to deepen your understanding.* | | ***Alignment*** | ***AIE*** |
| **Adobe Connect Live Discussion**  **Review** [Adobe Connect Resources](https://sites.gmercyu.edu/student-resources/adobe-connect-resources/).  **Participate** in the scheduled live session with the course instructor. This session will provide an overview of the class and discuss the major assignments in the course.  **Prepare** to ask questions concerning the content of the week and the course as a whole.  Note: A recorded lecture will be made available to those who are unable to attend the live session. | |  | Live Discussion: lecture and discussion = **1 hour** |
| ***Graded Assignments***  *Complete these graded assessments by the end of the week unless specified otherwise.* | | ***Alignment*** | ***AIE*** |
| **Week 1 Team Task: Topic Selection**  Using the Group Discussion Board on your Learning Team Page, discuss with your teammates which of the following topics you would like to pursue for the team presentation, due in Week 7:  Eligible topics include the following:   * Emerging technologies that benefit group collaboration * Intercultural communication competence: obstacles and strategies * Restorative justice * Research-based tools for faculty collaboration * Other topics as approved by your instructor   **Designate** one team member to notify your instructor of your team’s topic choice. Once your team has agreed on a topic, your designated team member must create a new thread in the Topic Selection forum, and post the topic your team has selected.  *Note:* Topic choices will be granted on a first-come-first-served basis. Teams that do not select a topic by 11:59 PM (EST) on Sunday of Week 1 will be assigned a topic. | | COURSE | Team Collaboration = **1.5 hour** |
| **Week 1 Discussion: Group Stage Development**  **Respond** to the question in the Week 1 Discussion: Group Stage Development forum by Thursday:   * Consider your experience with a group you have participated in or observed (e.g., PTA, school committee, teacher’s union, or church group). What stage of the group process was or is the group operating in? What evidence shows this?   **Post** constructive criticism, clarification, additional questions, or your own relevant thoughts to 3 of your classmates' posts by Sunday. | | 1.2, 1.3 | Discussion: one post and replies to three other posts = **1 hour** |
| **Week 1 Journal Entry**  **Write** a journal entry that reflects on this week’s content (readings, videos, multimedia, etc.) and provides an update on the status of your learning team. Your journal entry should include the following:  **Weekly Content Reflection (200 to 300 words)**   * Comparison of approaches and theories to group development * Minimum of two resource links (video clip, web link, article, etc.) that support your comparison   **Learning Team Update (200 to 300 words)**   * How is it going with your learning team this week? * What are your expectations going into this group assignment? * Are there any concerns or questions?   *Note:* Your post in this journal is only visible to your instructor.  **Submit** this journal entry by 11:59 p.m. (EST) on Sunday of Week 1. | | 1.1, 1.3 | Review Instructor Feedback = **0.5 hour** |
| **Total** |  |  | **5 hours** |

# Faculty Notes

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| Week Two: Social Skills That Enhance Group Dynamics | |  |  |
| ***Learning Objectives*** | | ***Alignment*** | |
| * 1. Identify the social skills that will enhance group dynamics. | | CLO2 | |
| * 1. Examine the roles and expectations of group members at the various stages of a group. | | CLO4 & CLO5 | |
| * 1. Prepare a self-analysis of social skills that articulates strengths and weakness. | | CLO2 | |
| ***Resources, Activities, and Preparation***  *Utilize these resources and complete these activities in preparation for your graded assignments.* | | ***Alignment*** | ***AIE*** |
| **Readings and Videos**  **Review** the following resources:   * Ch. 3 & 4 of *Joining Together* * [Group Development Process & Member Responsibilities](https://cloud.ensemblevideo.com/Watch/Pk74SeBz) * [Group Member Interpersonal Skills](https://cloud.ensemblevideo.com/Watch/Na65EgLj)   **Share** your thoughts, ideas, and questions regarding these resources in the Week 2 General Discussion forum. | | 2.1, 2.2 & 2.3 | Content Review and Discussion = **1 hour** |
| ***Graded Assignments***  *Complete these graded assessments by the end of the week unless specified otherwise.* | | ***Alignment*** | ***AIE*** |
| **Week 2 Discussion: Best Versus Worst Team**  **Consider** the best, most insanely great and worst teams you have ever been a member of. You might consider, for example, teams you have been a member of in your professional, personal, academic, community, or religious life.  **Respond** to the following in the Week 2 Discussion: Best Versus Worst Team forum by Thursday:   * Briefly describe the insanely great team.   + What was the secret of this team’s success?   + How were the group goals developed and accomplished?   + How effective was the communication within the group?   + What roles were evident within the group? How did it contribute to the group success?      * Briefly describe the worst team.   + What were the issues that made the group challenging?   + What roles were missing within the group? How did this contribute to the group challenges?   **Post** constructive criticism, clarification, additional questions, or your own relevant thoughts to 3 of your classmates' posts by Sunday. | | 2.2 | Discussion: one post and replies to three other posts = **1 hour** |
| **Week 2 Paper: Emotional Intelligence**  **Complete** the [Emotional Intelligence Self-Assessment](http://www.maetrix.com.au/meit/eitest.html), and review your results.  **Write** a 350-word reflective paper that analyzes your results. It must adhere to the following:   * Identify the strengths and weaknesses of your social skills based on the scores of the assessment. * Include an action plan that describes ways you can improve your weaknesses and maintain or enhance your strengths. * Use APA formatting, including a cover page, headers and footers, margins, double-spacing, references, etc. An abstract is not required. Use the APA Format for Papers document as a formatting resource.   **Submit** this assignment as a Word document by 11:59 p.m. (EST) on Sunday of Week Two. | | 2.1 & 2.3 | Review Instructor Feedback = **0.5 hour** |
| **Week 2 Team Task: Project Management Log, Chunking, and Timeframe**  Now that your team has selected its topic, it is time to discuss how you will approach the various components of this project.  **Complete** the following in the Group Discussion Board on your Learning Team Page:   * Provide an update on the group’s progress. * Create and develop a project management log. * Chunk the larger project into mini-tasks. * Determine a timeframe for completion. * Assign group members to complete the various tasks. * Discuss the various software options and the skillset of your team members.   The Project Management Log Post is due by 11:59 p.m. (EST) on Sunday of Week 2. | | COURSE | Team Collaboration = **3 hours** |
| **Week 2 Journal Entry**  **Write** a journal entry that reflects on this week’s content (readings, videos, multimedia, etc.) and provides an update on the status of your learning team. Your journal entry should include the following:  **Weekly Content Reflection (200 to 300 words)**   * Comparison of approaches and theories to group development * Minimum of 2 resource links (video clip, web link, article, etc.) that support your comparison   **Learning Team Update (200 to 300 words)**   * How is it going with your learning team this week? * Have there been any highs or lows you would like to share? * Are there any concerns or questions?   *Note:* Your post in this journal is only visible to your instructor.  **Submit** this journal entry by 11:59 p.m. (EST) on Sunday of Week 2. | | 2.1, 2.2 | Review Instructor Feedback = **0.5 hour** |
| **Total** |  |  | **6 hours** |

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| Week Three: Leadership Skills and Facilitating Groups | |  |  |
| ***Learning Objectives*** | | ***Alignment*** | |
| * 1. Identify the leadership skills that will enhance group dynamics. | | CLO2 | |
| * 1. Analyze the effects an individual’s leadership skills have on group dynamics. | | CLO4 | |
| * 1. Analyze your leadership skills for strengths and areas for improvement. | | CLO2 | |
| ***Resources, Activities, and Preparation***  *Utilize these resources and complete these activities in preparation for your graded assignments.* | | ***Alignment*** | ***AIE*** |
| **Readings**  **Read** Ch. 5 & 10 of *Joining Together*.  **Share** your thoughts, ideas, and questions regarding these resources in the Week 3 General Discussion forum. | | 3.1, 3.2, 3.3 & 5.2 | Content Review and Discussion = **1 hour** |
| ***Graded Assignments***  *Complete these graded assessments by the end of the week unless specified otherwise.* | | ***Alignment*** | ***AIE*** |
| **Week 3 Discussion: Leadership Characteristics**  **Respond** to the following in the Week 3 Discussion: Leadership Characteristics forum by Thursday:   * Reflect on your experiences with past leaders and the characteristics of effective leadership. Consider specific examples when you have experienced a good leader versus a poor leader. What was the effects of the leader on the group dynamics in both positive and negative cases? Describe the key actions and behaviors of the person that you’ve experienced as your best leader. * What does leadership mean to you?   **Post** constructive criticism, clarification, additional questions, or your own relevant thoughts to 3 of your classmates' posts by Sunday. | | 3.1, 3.2 | Discussion: one post and replies to three other posts = **1 hour** |
| **Week 3 Quiz: Group Process and Theory**  **Complete** the Group Process and Theory Quiz by 11:59 p.m. (EST) on Sunday of Week 3. | | 1.1, 1.2, 2.2 |  |
| **Week 3 Worksheet: Leadership Skills Assessment**  **Complete** the [How Good Are Your Leadership Skills?](http://www.mindtools.com/pages/article/newLDR_50.htm) assessment, and **examine** your results.  **Record** your responses for each statement. You will need this information to interpret your total score and complete this assignment.  **Create** a SWOT analysis chart or graphic that interprets the results of this activity. You may use the SWOT Analysis Chart as your template or design one of your own. Your chart or graphic must also answer the following questions:   * What have I learned about myself that is new? * What have I confirmed about myself that I already knew? * How will this information effect the way I approach group work?   **Submit** this assignment by 11:59 p.m. (EST) on Sunday of Week 3. | | 3.3 | Review Instructor Feedback = **0.5 hour** |
| **Week 3 Team Task: Research and Rationale**  This week, your team should be researching its topic and determining the rationale for the topic’s importance.  **Complete** the following within the Group Discussion Board on your Learning Team Page:   * Provide an update on the group’s progress. * Determine which software application will be utilized for your team presentation. * Determine the rationale for the importance of the topic. * Discuss ideas for a video clip interview with an authority. * Discuss ways to incorporate creative demonstration of the concept (i.e., movie or TV show take-off, live skit, group exercise, game show, etc.). * Post at least 3 sources (per team member) for team review and consideration.   The Research and Rationale Post is due by 11:59 p.m. (EST) on Sunday of Week 3. | | COURSE | Team Collaboration = **3 hour** |
| **Week 3 Journal Entry**  **Write** a journal entry that reflects on this week’s content (readings, videos, multimedia, etc.) and provides an update on the status of your learning team. Your journal entry should include the following:  **Part I: Weekly Content Reflection (200 to 300 words)**   * Comparison of approaches and theories to group development * Minimum of 2 resource links (video clip, web link, article, etc.) that support your comparison   **Part II: Learning Team Update (200 to 300 words)**   * How is it going with your learning team this week? * Have there been any highs or lows you would like to share? * Are there any concerns or questions?   *Note:* Your post in this journal is only visible to your instructor.  **Submit** this journal entry by 11:59 p.m. (EST) on Sunday of Week 3. | | 3.1, 3.2 | Review Instructor Feedback = **0.5 hour** |
| **Total** |  |  | **6 hours** |

# Faculty Notes

**Week 3 Quiz: Group Process and Theory:** This quiz is auto-graded by Blackboard. The quiz and answer sheet are located below this assignment in Week 3. You may distribute the quiz on a case-by-case basis if certain students have difficulty accessing or taking the quiz.

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| Week Four: Creating Productive Groups | |  |  |
| ***Learning Objectives*** | | ***Alignment*** | |
| * 1. Determine the characteristics associated with productive groups. | | CLO5 | |
| * 1. Analyze group member’s roles and behaviors and the effects on creating productive groups. | | CLO5 | |
| * 1. Apply theoretical knowledge to practical examples of group facilitation. | | CLO6 | |
| ***Resources, Activities, and Preparation***  *Utilize these resources and complete these activities in preparation for your graded assignments.* | | ***Alignment*** | ***AIE*** |
| **Readings and Videos**  **Review** the following resources:   * Ch. 8 & 13 of *Joining Together* * [Strategies for Productive Group Work](https://cloud.ensemblevideo.com/Watch/Bk78MjPa)   **Share** your thoughts, ideas, and questions regarding these resources in the Week 4 General Discussion forum. | | 4.1, 4.2, 4.3, 5.2, 5.4 & 7.1 | Content Review and Discussion = **1 hour** |
| ***Graded Assignments***  *Complete these graded assessments by the end of the week unless specified otherwise.* | | ***Alignment*** | ***AIE*** |
| **Week 4 Discussion: Productive Versus Unproductive Groups**  **Respond** to the following in the Week 4 Discussion: Productive Versus Unproductive Groups forum by Thursday:   * Share an experience where you worked with a productive group and another example of a less productive group. Analyze the differences between the two groups, and explain why you think one worked better than the other did. What characteristics of productive groups were evident or lacking in your examples?   **Post** constructive criticism, clarification, additional questions, or your own relevant thoughts to 3 of your classmates' posts by Sunday. | | 4.1, 4.2 | Discussion: one post and replies to three other posts = **1 hour** |
| **Week 4 Discussion: Group Dynamics Case Study**  **Create** a case study (250-word minimum) that demonstrates a task group that is being unsuccessful in accomplishing its goals.  **Post** your case study as a new thread in the Week 4 Discussion: Group Dynamics Case Study forum. Include your initial thoughts on how you could resolve the case. This post is due by Thursday at 11:59 pm EST.  **Review** at least 3 case studies posted by your classmates, and **recommend** a solution to each. This post is due by Friday at 11:59 pm EST.  **Post** your final thoughts on how you would resolve your own case. Include an explanation of how you came to this decision based on your peers’ feedback. This post is due by Sunday at 11:59 pm EST. | | 4.3 | Discussion: one post and replies to three other posts = **1 hour** |
| **Week 4 Team Task: APA Citations**  This week, your team should be continuing its research, but also narrowing your resources for use in the presentation and annotated bibliography.  **Complete** the following within the Group Discussion Board on your Learning Team Page:   * Provide an update on the group’s progress. * Post at least 3 sources (per team member) for team review and consideration. * Post links for all videos being considered. * Post the finalized citations (APA format) for the three research-supported articles. You may use the APA Format for Papers document as a resource for APA-consistent citations. * Discuss methods to create interactive opportunities for the audience.   The Citations Post is due by 11:59 p.m. (EST) on Sunday of Week 4. | | COURSE | Team Collaboration = **3 hour** |
| **Week 4 Journal Entry**  **Write** a journal entry that reflects on this week’s content (readings, videos, multimedia, etc.) and that provides an update on the status of your learning team. Your journal entry should include the following:  **Weekly Content Reflection (200 to 300 words)**   * Comparison of approaches and theories to group development * Minimum of 2 resource links (video clip, web link, article, etc.) that support your comparison   **Learning Team Update (200 to 300 words)**   * How is it going with your learning team this week? * Have there been any highs or lows you would like to share? * Are there any concerns or questions?   *Note:* Your post in this journal is only visible to your instructor.  **Submit** this journal entry by 11:59 p.m. (EST) on Sunday of Week 4. | | 4.1, 4.2 | Review Instructor Feedback = **0.5 hour** |
| **Total** |  |  | **6.5** |

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| Week Five: Overcoming Group Conflict and Power Imbalance | |  |  |
| ***Learning Objectives*** | | ***Alignment*** | |
| * 1. Differentiate between constructive and destructive power within groups. | | CLO3 | |
| * 1. Describe the influence of culture and gender on the balance of power. | | CLO3 | |
| * 1. Analyze potential risks of group decision-making processes. | | CLO3 | |
| * 1. Explain the source and the resolution of conflict within a group. | | CLO3 & CLO4 | |
| ***Resources, Activities, and Preparation***  *Utilize these resources and complete these activities in preparation for your graded assignments.* | | ***Alignment*** | ***AIE*** |
| **Readings and Videos**  **Review** the following resources:   * Ch. 6, 7, & 9 of *Joining Together* * [Power: What It Is & How To Manage It](https://cloud.ensemblevideo.com/Watch/x9CJk45M) * Six Thinking Hats * [Six Thinking Hats Video: Decision-Making From Different Perspectives](https://www.youtube.com/watch?v=PqmCUAGcsnI)   **Share** your thoughts, ideas, and questions regarding these resources in the Week 5 General Discussion forum. | | 5.1, 5.2, 5.3, 5.4 | Content Review and Discussion = **1 hour** |
| ***Graded Assignments***  *Complete these graded assessments by the end of the week unless specified otherwise.* | | ***Alignment*** | ***AIE*** |
| **Week 5 Discussion: Six Thinking Hats**  **Respond** to the following in the Week 5 Discussion: Six Thinking Hats forum by Thursday:   * How can using the six thinking hats method keep a group moving toward task accomplishment and decrease the possibility of groupthink?   **Post** constructive criticism, clarification, additional questions, or your own relevant thoughts to 3 of your classmates' posts by Sunday. | | 5.3, 5.4 | Discussion: one post and replies to three other posts = **1 hour** |
| **Week 5 Discussion: Freedom Writers Analysis**  **Watch** the following clips from the movie “Freedom Writers”:   * [Freedom Writers – Holocaust Scene](https://www.youtube.com/watch?v=DxkgOpDtx7k) * [Freedom Writers Best Scene](https://www.youtube.com/watch?v=kSlLdItWdhE) * [0 4 - Freedom Writers - E ST - Line game](https://www.youtube.com/watch?v=eYYf-mUmPqI) * [Freedom Writers - The showdown](https://www.youtube.com/watch?v=HU_BueZZNd8) * [Tupac](https://www.youtube.com/watch?v=WleJUy8lDPU) * [Freedom Writers - visit to the Museum of Tolerance (Simon Wiesenthal Center), Los Angeles](https://www.youtube.com/watch?v=jFNJib8MpT0) * [Freedom Writers (5/9) Movie CLIP - You Are The Heroes (2007) HD](https://www.youtube.com/watch?v=AjGIJPE8B8I)   **Respond** to the following in the Week 5 Discussion: Freedom Writers Analysis forum by Thursday:   * What stages of group development are portrayed in the movie? * What effect do culture and gender have on the group dynamics of the film’s characters? * How do the power and influence of cliques cause difficulties for outsiders? * What interventions does the teacher use to develop group cohesion?   **Post** constructive criticism, clarification, additional questions, or your own relevant thoughts to 3 of your classmates' posts by Sunday. | | 3.2, 5.2, 5.4 | Discussion: one post and replies to three other posts = **1 hour** |
| **Knowledge Check: Types of Power**  **Complete** the *Types of Power* knowledge check by 11:59 p.m. (EST) on Sunday. | | 5.1 |  |
| **Week 5 Team Task: Outline and Annotated Bibliography**  Your team should be finishing its research this week. Resources for use in the presentation and the annotated bibliography should now be finalized.  **Complete** the following within the Group Discussion Board on your Learning Team Page:   * Provide an update on the group’s progress. * Finalize any research, and discuss project scope and direction with the team. * Discuss ideas for handouts and assessment or evaluation tools. * Post the final draft of the APA format annotated bibliography. Use the APA Format for Papers document as a formatting resource. * Provide information about the selected video clip of an interview with an authority that will be used in the presentation.   The Annotated Bibliography Post is due by 11:59 p.m. (EST) on Sunday of Week 5. | | COURSE | Team Collaboration = **3 hour** |
| **Week 5 Journal Entry**  **Write** a journal entry that reflects on this week’s content (readings, videos, multimedia, etc.) and that provides an update on the status of your learning team. Your journal entry should include the following:  **Weekly Content Reflection (200 to 300 words)**   * Describe a group experience that illustrates either the constructive or destructive use of power. In this experience, what leadership style was demonstrated? How did it contribute to the experience and results? * Included a minimum of 2 resource links (video clip, web link, article, etc.) that support the description of your experience.   **Learning Team Update (200 to 300 words)**   * How is it going with your learning team this week? * Have there been any highs or lows you would like to share? * Are there any concerns or questions?   *Note:* Your post in this journal is only visible to your instructor.  **Submit** this journal entry by 11:59 p.m. (EST) on Sunday of Week 5. | | 5.1, 5.4 | Review Instructor Feedback = **0.5 hour** |
| **Total** |  |  | **6.5** |

# Faculty Notes

**Knowledge Check: Types of Power:** This knowledge check is auto-graded by Blackboard. The knowledge check document and answer sheet are located below this assignment in Week 5. You may distribute the knowledge check document on a case-by-case basis if certain students have difficulty accessing the knowledge check activity. You may also provide the knowledge check answers to students by the end of the week.

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| Week Six: Group Dynamics in Action: Classroom and Students | |  |  |
| ***Learning Objectives*** | | ***Alignment*** | |
| * 1. Discuss how the theories of group dynamics apply to classroom settings. | | CLO1 | |
| * 1. Analyze the group dynamics of various classroom settings. | | CLO2 | |
| * 1. Apply theoretical knowledge to practical examples of group facilitation in the classroom setting. | | CLO6 | |
| ***Resources, Activities, and Preparation***  *Utilize these resources and complete these activities in preparation for your graded assignments.* | | ***Alignment*** | ***AIE*** |
| **Read** Ch. 11 of *Joining Together*.  **Share** your thoughts, ideas, and questions regarding these resources in the Week 6 General Discussion forum. | | 6.1, 6.2, 6.3 | Content Review and Discussion = **1 hour** |
| ***Graded Assignments***  *Complete these graded assessments by the end of the week unless specified otherwise.* | | ***Alignment*** | ***AIE*** |
| **Week 6 Discussion: Cooperative Learning**  **Respond** to the following questions in the Cooperative Learning discussion forum:   * In your own experience, do you find cooperative learning effective? Why or why not? * How do you monitor student progress in groups and ensure that cooperative learning is working for all students in the group? * What are one or more particular challenges you face when working with cooperative groups?   **Post** constructive criticism, clarification, additional questions, or your own relevant thoughts to 3 of your classmates' posts by Sunday. | | 6.2 | Discussion: one post and replies to three other posts = **1 hour** |
| **Week 6 Discussion: Community in the Classroom**  **Part I**  **Post** a 250- to 400-word summary of the methods you use to build community in your classroom in the Week 6 Discussion: Building Community in the Classroomforum. You may support your post with research articles (references should be properly cited following APA formatting guidelines). Address the following prompts in your post:   * How do you promote a sense of inclusiveness in the classroom? * How do you demonstrate the value of diversity in the classroom? * How do you incorporate small group dynamics in the classroom? * What new insights about group dynamics could be used to enhance your ability to build community?   *Note:* Part I is due by 11:59 p.m. (EST) on Thursday.  **Part II**  **Read** the posts of all other students in the class.  **Write** an additional section of your post (250 to 400 words) that incorporates ideas you have gleaned from other students’ posts (minimum of 3), which you may want to incorporate in your own classroom.  *Note:* Part II is due by 11:59 p.m. (EST) on Sunday. | | 6.1, 6.2 | Discussion: one post and replies to three other posts = **1 hour** |
| **Week 6 Team Task: Handouts and Assessment**  **Complete** the following within the Group Discussion Board on your Learning Team Page:   * Provide an update on the group’s progress. * Provide final ideas for creative way to demonstrate concepts related to the topic. * Post handouts (tips for teachers, strategy list, etc.). * Post the assessment or evaluation tools.   The Handouts and Assessment Post is due by 11:59 p.m. (EST) on Sunday of Week 6. | | COURSE | Team Collaboration = **2.5 hour** |
| **Week 6 Journal Entry**  **Write** a journal entry that reflects on this week’s content (readings, videos, multimedia, etc.) and that provides an update on the status of your learning team. Your journal entry should include the following:  **Part I: Weekly Content Reflection (200 to 300 words)**   * Comparison of approaches and theories to group development * Minimum of 2 resource links (video clip, web link, article, etc.) that support your comparison   **Part II: Learning Team Update (200 to 300 words)**   * How is it going with your learning team this week? * Have there been any highs or lows you would like to share? * Are there any concerns or questions?   *Note:* Your post in this journal is only visible to your instructor.  **Submit** this journal entry by 11:59 p.m. (EST) on Sunday of Week 6. | | 6.1, 6.2 | Review Instructor Feedback = **0.5 hour** |
| **Total** |  |  | **6** |

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| Week Seven: Group Dynamics in Action: School and Colleagues | |  |  |
| ***Learning Objectives*** | | ***Alignment*** | |
| * 1. Discuss how the theories of group dynamics apply to colleagues within the school setting. | | CLO1 | |
| * 1. Analyze the group dynamics of colleagues within the school setting. | | CLO2 | |
| * 1. Apply theoretical knowledge to practical examples of group facilitation within the school setting. | | CLO6 | |
| ***Resources, Activities, and Preparation***  *Utilize these resources and complete these activities in preparation for your graded assignments.* | | ***Alignment*** | ***AIE*** |
| **Read** the following:   * Barth, R. S. (2006). Improving relationships within the schoolhouse. *Educational Leadership*, *63*(6), 8–13. * [Professional Learning Communities: What Are They And Why Are They Important?](http://www.sedl.org/change/issues/issues61.html)   **Share** your thoughts, ideas, and questions regarding these resources in the Week 7 General Discussion forum. | | 7.1, 7.2, 7.3 | Content Review and Discussion = **1 hour** |
| ***Graded Assignments***  *Complete these graded assessments by the end of the week unless specified otherwise.* | | ***Alignment*** | ***AIE*** |
| **Week 7 Team Task: Review and Finalize Presentation**  **Complete** the following within the Group Discussion Board on your Learning Team Page:   * Provide an update on the group’s progress. * Review team members’ contributions, and offer constructive opportunities for improvement. * Analyze presentation for pace and flow of visual and audio components. * Review presentation for criteria/requirement satisfaction.   The Final Presentation Post is due by 11:59 p.m. (EST) on Friday of Week 7. | | COURSE | Team Collaboration = **2 hour** |
| **Week 7 Team Presentation**  **Prepare** your 30- to 45-minute staff training or development presentation with audio and self-advancing narration according to the Team Presentation Guidelines and Team Presentation Rubric.  **Submit** one copy of your presentation to your instructor by 11:59 p.m. (EST) on Friday of Week 7.  **Post** a second copy to the Presentation Feedback discussion forum by 11:59 p.m. (EST) on Friday of Week 7. | | 7.3 | Team Collaboration = **1 hour** |
| **Week 7 Discussion: Presentation Feedback**  **Review** each team’s presentation in the Presentation Feedback discussion forum.  **Post** questions, feedback, constructive criticism, clarification, or your own relevant thoughts for each presentation by 11:59 p.m. (EST) on Sunday**.** | | 7.3 | Team Collaboration = **1 hour** |
| **Week 7 Paper: Group Dynamics Analysis**  **Observe** a committee or group that you are not a part of, such as a school board, a staff meeting, a PTA meeting, a department or grade-level meeting, or another group meeting in an educational setting.  **Write** a 350-word paper that analyzes the group dynamics at play in the meeting your observed. Your paper must include the following:   * Brief description of attendees and topics covered * Brief narrative summarizing what took place during the meeting * Analysis of the group dynamics: Discuss how the theories of group dynamics were evident in the meeting, citing specific examples to support your points. * Use APA formatting, including a cover page, headers or footers, margins, double-spacing, references, etc. An abstract is not required. Use the APA Format for Papers document as a formatting resource.   **Submit** this assignment as a Word document by 11:59 p.m. (EST) on Sunday of Week 7. | | 7.1, 7.2 | Review Instructor Feedback = **0.5 hour** |
| **Week 7 Journal Entry**  **Write** a journal entry that reflects on the course content (readings, videos, multimedia, etc.) and that provides a reflection of your team presentation experience. Your journal entry should include the following:  **Part I: Course Content Reflection (250 to 400 words):** Include an evaluation of the materials and topics covered in this course and a reflection of the materials you gleaned the most from.  **Part II: Learning Team Reflection (250 to 400 words):** Reflect on the team presentation assignment, suggestions for future teams that might improve the experience, and overall take-always that you will carry into the future.  *Note:* Your post in this journal is only visible to your instructor.  **Submit** this journal entry by 11:59 p.m. (EST) on Sunday of Week 7. | | COURSE | Review Instructor Feedback = **0.5 hour** |
| **Total** |  |  | **6 hours** |

# Breakdown of Academic Instructional Equivalencies

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|  | **AIE Hours** |
| **Week 1** |  |
| Required | 4 |
| Supplemental | 1 |
| **Week 2** |  |
| Required | 6 |
| **Week 3** |  |
| Required | 6 |
| **Week 4** |  |
| Required | 6.5 |
| **Week 5** |  |
| Required | 6.5 |
| **Week 6** |  |
| Required | 6 |
| **Week 7** |  |
| Required | 6 |
|  |  |
| **Total Required Hours** | 41 |
| **Total Supplemental Hours** | 1 |
| **Total Hours** | 42 |