



Sway Assignment Report

Navigating Group Dynamics: Balancing Contributions, Criticism, and Crisis

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Timelines

Completion deadline:	Apr 7, 2025, 02:30 PM
Opinion deadline:	Apr 2, 2025, 11:59 PM

Info

Instructor:	[Redacted]
Min. chat time:	20 minutes
Created on:	Apr 2, 2025, 12:24 PM
Chat threads:	24 (22 disagree)

Topics

Group Work: Contrasting Work Styles

Jamey, balancing personal and academic obligations, agrees to his tasks but his time constraints limit him to working close to deadlines. Twice, the team completes and submits his portion before he can start. He thanks them, but feels uneasy. As the final deadline nears, Arjun criticizes Jamey for not contributing, arguing he should have started earlier. Jamey insists he was never given the chance. Arjun decides to inform the instructor about Jamey's lack of participation. What do you think about the statement: "I would handle the situation like Arjun."

Group Work: Expectations

Min's personal motto is "C's get degrees!" as he juggles school and work to support his family. He puts in just enough effort to pass while ensuring he can keep up with his job. In his group project, he contributes what he can, knowing that as long as his teammates complete their parts, the team will likely score at least a 95, even without his finished contribution. Hours before the deadline, Renee realizes Min hasn't completed all of his assigned tasks. Min, still at work, explains he can't finish. John suggests letting it go since the point loss would be minimal, but Renee decides to work late into the night to finish his portion herself, concerned about the team's grade. What do you think about this statement? "I would handle the situation like Renee."

Group Work: Ghosting Group Member

For the past three weeks, your team member Miranda has been unresponsive and hasn't contributed, despite promising to. Lucas has taken on her share of the work. With one week left, Miranda explains she was dealing with a car crash aftermath but is now ready to help. Cassandra empathizes with the situation, but believes she should have reached out long ago. Cassandra wants to inform the instructor about the situation so that Miranda does not get credit for the project. Chelsea thinks they should allow Miranda to contribute whatever she can in the final week and receive the same credit as the rest of the group. What do you think about this statement? "I would handle the situation like Chelsea suggests."

Group Work: Lone Wolf

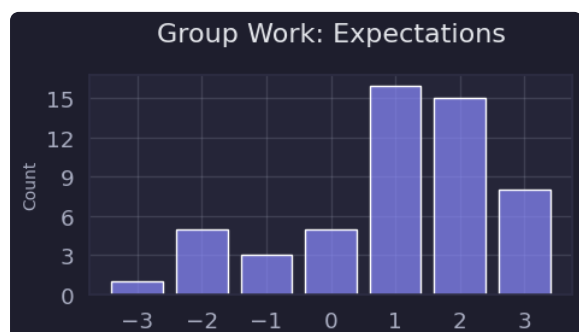
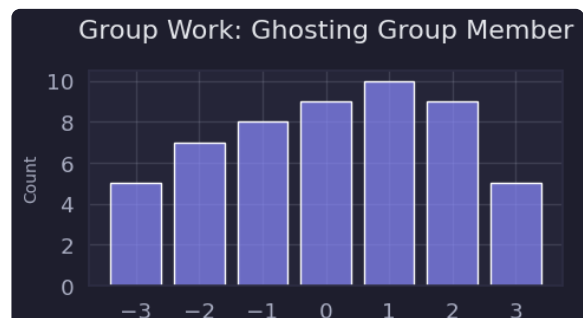
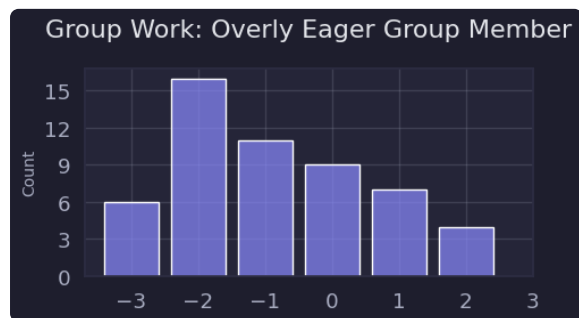
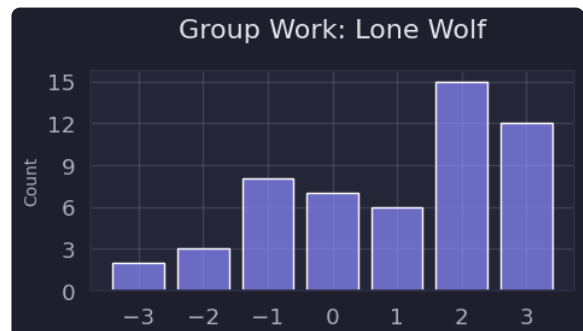
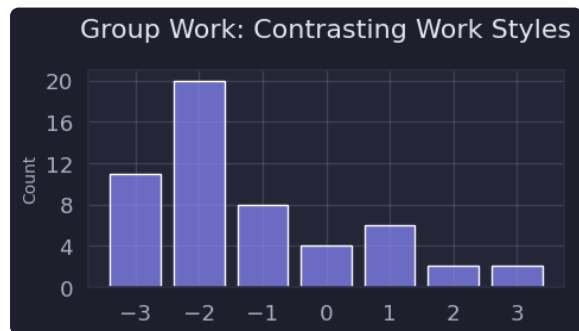
Carl's group has been unresponsive, leaving him to handle most of the work alone. Despite repeated reminders and attempts to delegate, he has received little help. He submitted Part 1 late and is now struggling with Part 2, due tomorrow, as he waits for teammates to deliver their promised contributions. His friend Alisha suggests leaving the group to finish the project alone (if the instructor allows it). Carl, however, wants to keep pushing his team, hoping the looming deadline will motivate them to contribute. What do you think about this statement: "I would handle the situation like Alisha suggests."

Group Work: Overly Eager Group Member

Neil, an experienced software developer, is quickly learning the full-stack pipeline and has taken on most of the final project's work, leaving you, Jacob, and Andres with only basic documentation tasks. Concerned about the approaching deadline, Neil often completes tasks assigned to others. Jacob believes Neil should work on whatever he wants, trusting that since Neil is taking on the extra workload voluntarily, he won't complain about the rest of the team's limited contribution. Andres, however, worries that the team's lack of participation could impact the final grading. Stacy suggests discussing the issue with Neil to establish a more balanced division of labor, but Jacob argues that since tasks were already delegated and Neil still took them on, a conversation may not change anything. Meanwhile, Andres wants to inform the instructor that Neil is preventing others from contributing to the codebase. What do you think about this statement? "I would handle the situation like Jacob."

Opinion Distribution

Opinion scale: -3 Strongly Disagree to +3 Strongly Agree



Instructor Report

This assignment tasked students with examining a range of group work dilemmas—from contrasting work styles and unresponsive teammates to overly eager contributors and last-minute emergencies—while debating whether to confront issues directly with teammates or involve the instructor. Discussions probed ethical responsibilities, communication protocols, and the balance between compassion and accountability, with Guide frequently urging deeper scrutiny and reflection.

Themes

- **Common ground emerged around the value of timely, direct communication.** Many participants agreed that even brief, proactive updates (e.g., a quick text) can set clear expectations and help manage varying personal challenges.
- **Persistent disagreements centered on the threshold for instructor involvement.** One side maintained that immediate escalation is justified when team members repeatedly fail to contribute, while others argued that internal resolution should be prioritized unless communication fully breaks down.
- **Guide was instrumental in sharpening the debate and challenging oversimplified positions.** Guide's pointed questions pushed participants to examine nuances—such as balancing individual hardships with team accountability—and to clarify what constitutes fair collaboration.

Insights

- **Technical feedback surfaced as a secondary concern during intense discussions.** A few students asked technical questions about the chat progress indicator, suggesting that technical follow-up may be helpful.
- **Real-world dilemmas were effectively mirrored in the debates.** Students demonstrated how practical challenges—such as uneven workload distribution and unclear communication norms—directly impact both academic outcomes and professional readiness.

Possible Misconceptions

- **Assuming that personal emergencies always justify extended silence was a recurring point.** Several participants implied that a traumatic situation might excuse communication breakdowns, yet the discussions revealed that prolonged non-communication (e.g., several weeks) can undermine trust and group cohesion.
- **Over-reliance on extra documentation as a safeguard was also questioned.** While some argued that recording additional contributions ensures fairness in grading, others noted that such evidence can be subjective and may not address underlying issues of miscommunication.

Lessons

- **Clear guidelines on communication expectations should be emphasized.** Establishing concrete protocols for regular updates and defined thresholds for escalation can help prevent misunderstandings and maintain group integrity.
- **Balancing leadership roles with collaborative involvement is key.** Future sessions might benefit from discussing how to ensure all team members gain meaningful, hands-on experience while still capitalizing on the strengths of proactive contributors.

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Chat Threads

 Only threads with 10 or more messages are shown and processed for summaries. Student names are redacted for privacy.

Students discuss Group Work: Ghosting Group Member

- **Students debated how to handle a group member's last-minute emergency and its impact on team fairness.** They questioned whether Miranda should receive full credit if she contributed minimally, while also considering extra credit for Lucas who carried extra work, showing evolving viewpoints on individual accountability within group assignments.
- **Guide actively challenged the students to refine their criteria for fairness and transparency in group work.** Its probing questions led the students to contemplate the limits of peer verification and the potential role of institutional oversight in confirming emergencies.

Student 1, you've suggested institutional verification rather than peer verification, which raises questions about trust and authority in academic settings. If Miranda provides evidence to the professor but not to the group, how would that affect the group dynamic moving forward? Would you still feel comfortable working with her, or would there be lingering doubts about her reliability?

Students discuss Group Work: Overly Eager Group Member

- **Students debated the dynamics of group work, with Student 1 supporting Neil's voluntary leadership and Student 2 emphasizing the need for proactive communication.** Their conversation evolved from initial support for letting capable individuals take charge to recognizing that unbalanced contributions and poor dialogue can hinder team learning.
- **Guide actively challenged the students by probing the responsibilities tied to de facto leadership and the importance of clear communication.** Its questions urged both students to consider whether trust in a leader is sufficient or if explicit, early conversations are necessary for fair and effective teamwork.

Student 1, you mentioned maintaining Neil as the leader while still splitting work. This raises an interesting question: Is there a difference between being a technical leader versus a project manager? Could Neil have maintained technical oversight while still allowing others to contribute meaningful code?

Students discuss Group Work: Overly Eager Group Member

- **Students examined the group work dilemma by weighing a hands-off approach versus proactive intervention.** They debated whether allowing one member to take on extra work was fair or if it risked missing important learning opportunities, with some students acknowledging laziness as a factor in their preferences.
- **Discussion unfolded as Student 1 and Student 2 shared mixed perspectives on the ethical nuances of group dynamics.** While one leaned toward accepting individual choice, the other noted that initiating a conversation might be necessary to reduce anxiety about grades and ensure balanced contributions.
- **Guide consistently prompted deeper analysis of fairness, responsibility, and communication within the group.** Its interventions steered the conversation back on track, urging students to transition from minimal engagement to a substantive discussion about the ethical implications of group work.

Students discuss Group Work: Expectations

- **Students debated the fairness of compensating for an underperforming team member, discussing whether members should cover for each other or strictly adhere to individual responsibilities.** They weighed the importance of holding every member accountable against understanding personal challenges, suggesting that clear documentation and timely communication with instructors might be key.
- **Students expressed contrasting views on how external commitments should impact group work contributions, with one emphasizing strict accountability and the other hinting at the need for systemic accommodations.** Their discussion evolved from initial agreement on repairing the team's output to a more nuanced debate about balancing personal priorities with group fairness.
- **Guide played an active role in challenging the students' assumptions about fairness and responsibility in group projects.** Its interventions pushed the students to consider how adjusting project structures and encouraging early communication could address both individual limitations and collective academic standards.

Student 1, you've highlighted a key issue - the difference between understanding someone's circumstances and ensuring fair contribution. How might group projects be structured differently to accommodate diverse student situations while still holding members accountable? Reflect on whether proactive communication could preempt imbalances in workload distribution.

Students discuss Group Work: Expectations

- **Students generally supported Renee's decision to complete Min's work, seeing it as a personal choice driven by the desire for quality results.** Their comments revealed that anxiety, perfectionism, and the need for recognition played significant roles in their decision-making. The exchange highlighted an underlying tension between group responsibility and individual standards.
- **Students explored the conflict between acknowledging personal hardships and maintaining team standards in group work.** They debated whether completing another's work was more about achieving a higher grade or upholding professional responsibility. The conversation revealed evolving perspectives as they weighed moral and ethical dimensions against practical concerns.
- **Guide played a proactive role in challenging the students' assumptions and prompting deeper reflection on their reasoning.** Its interventions questioned the sole reliance on perfectionism as a motivating factor and urged consideration of broader implications like team reputation and ethical standards. Guide's targeted queries helped steer the discussion toward a nuanced analysis of individual versus group obligations.

Student 2, if there's no obligation to complete Min's work, why do you agree with Renee's decision to do so? The scenario poses a real dilemma between personal standards and group responsibility. How do considerations like learning opportunities and professional reputation weigh against the minimal grade impact you mention?

This deeper inquiry pushes you to articulate whether ethical commitment or personal habit is driving your response.

Students discuss Group Work: Ghosting Group Member

- **Students debated whether Miranda's prolonged unresponsiveness warranted equal credit despite her circumstances.** Student 1 argued that a simple text could have prevented the issue, while Student 2 highlighted that some emergencies might justify delayed communication. Their discussion eventually moved towards the consensus that Miranda should contact the teacher and clearly communicate with the group.
- **Guide played a crucial role by prompting students to re-examine their assumptions about communication expectations and team responsibilities.** It challenged the participants to consider if three weeks of silence can ever be justified and pushed them to articulate the specific remedial actions Miranda should take. The conversation evolved as students agreed on the need for clear resolutions while maintaining compassion towards Miranda's situation.

Student 1, I appreciate your point about compassion, but how do you respond to Student 2's argument that even with a car crash, sending a quick text wouldn't have been difficult? This raises an important question about the minimum communication expectations in group work. Is there ever a situation where complete radio silence for three weeks is justified when others are depending on you? And what responsibilities does Miranda have now to make things right beyond just contributing in the final week?

Students discuss Group Work: Contrasting Work Styles

- **Students converged on communication as the key to resolving group work issues rather than immediately escalating to the instructor.** They shared personal experiences highlighting how a timely conversation could clear up misunderstandings and set expectations for future collaborations.
- **Students underlined the importance of establishing clear responsibilities and regular check-ins to manage diverse work styles and schedules.** Their discussion evolved from initial personal anecdotes into a broader consensus that structured, informal meetings could effectively balance accountability and flexibility.
- **Guide consistently pushed the discussion deeper by challenging assumptions about shared responsibility and the thresholds for involving an instructor.** Its probing questions urged students to consider specific team agreements and preemptive strategies that might prevent issues from escalating unnecessarily.

Student 2, considering what we've discussed about communication, do you think there's a point where it's appropriate to involve an instructor, even after attempting conversations? What specific circumstances would justify escalation in your view?

Students discuss Group Work: Lone Wolf

- **Students analyzed the challenges of group work by debating the balance between individual effort and collective responsibility.** They highlighted communication breakdowns as a central issue, discussing whether instructor intervention or solo action would be more fair when teammates are unresponsive. Their conversation evolved from questioning the available contextual details to agreeing that persistent lack of communication might justify prioritizing personal success.
- **Guide engaged the students by questioning underlying assumptions about fairness and accountability in group settings.** It pressed for deeper ethical reflections on how much effort justifies continued group commitment versus shifting focus to individual academic progress. Its interventions led the students to further delineate the limits of personal responsibility when reasonable efforts to communicate have been exhausted.

Students discuss Group Work: Overly Eager Group Member

- **Students weighed the merits of an overly eager team member taking on most of the work against the potential loss of collaborative learning opportunities.** Their conversation revealed a split perspective where one side favored letting the motivated member proceed unimpeded, while others argued for more discussion on equal task distribution to ensure everyone gains hands-on experience.
- **Guide played an active role by repeatedly challenging the students to consider long-term impacts and ethical responsibilities in team projects.** Its interventions pushed the discussion deeper by questioning whether immediate efficiencies might sacrifice essential skill development and collaborative learning, sparking further debate among the students.

Student 1, your focus on individual achievement risks sidelining the importance of collective learning; if one member consistently shoulders the workload, the rest may miss out on critical hands-on experience. Student 2, consider how this imbalance could lead to long-term skill gaps that may hurt everyone's professional growth. Are short-term gains truly worth the risk of underdeveloped competencies?

Reflect on what measures might ensure that every team member benefits from the project's learning opportunities and contributes meaningfully to future challenges. How might a brief, candid conversation with the overachiever recalibrate the effort for the benefit of the entire group?

Students discuss Group Work: Lone Wolf

- **Students debated Carl's ethical obligations in group work by weighing personal responsibility against teamwork.** Student 1 argued that Carl should balance his needs with those of his teammates, while Student 2 maintained that repeated non-responsiveness justifies prioritizing his own academic performance.
- **The discussion evolved as students considered external outreach and alternative communication methods.** Student 1 suggested that reaching out on different platforms might help, whereas Student 2 emphasized that consistent failures should prompt involving the professor to avoid undue burden.
- **Guide played a clarifying role, challenging student assumptions and encouraging deeper analysis of group accountability.** Its questions pushed students to consider when supporting struggling teammates shifts into enabling free-riders, prompting a more nuanced examination of ethical duty in collaborative settings.

Student 1, interesting point about reciprocal obligations. If teammates break their commitment, do you think that fully releases Carl from his? Are there any circumstances where you'd recommend sticking with the group?

Students discuss Group Work: Contrasting Work Styles

- **Students debated whether handling a consistently late team member is justified by protecting the overall group grade.** Student 1 emphasized that delayed work could lead to rushed, error-prone outcomes, while Student 2 argued that personal circumstances might warrant more understanding. The discussion revealed differing views on balancing academic responsibility with empathy for potential hardships.
- **Guide pushed the conversation toward rethinking team communication and accountability.** It questioned if the team's proactive intervention was fair without first checking in with the delayed member, prompting the students to consider deeper implications of internal team support. The intervention also encouraged exploring the limits of accommodating individual challenges in professional settings.

Student 2, I'd like to challenge your interpretation of the scenario. The text states that the team completed the portion before Student 3 could start, suggesting a recurring pattern of delay rather than isolated incidents. This indicates that protecting the team's performance might sometimes require decisive action rather than leniency. How would you balance maintaining team standards while remaining considerate of personal struggles?

Students discuss Group Work: Ghosting Group Member

- **Students examined the balance between compassion and accountability regarding a group member's last-minute return.** They discussed whether Miranda's personal misfortune justified her communication lapses and uneven work distribution, with Student 1 emphasizing empathy and Student 2 stressing the need for timely updates.
- **The discussion evolved around the consequences of poor communication and how much work remains to be done.** Students debated that while emergencies can warrant leniency, consistent communication is crucial for fairness, with both sides outlining conditions that might tilt the balance.
- **Guide played a central role in deepening the analysis by prompting students to define the boundaries of understanding versus enabling unacceptable behavior.** Its interventions repeatedly pushed for a more nuanced assessment of fairness, encouraging students to consider context, timing, and potential repercussions on group dynamics.

Student 2, you're emphasizing compassion and second chances, but I'm curious: Where do you draw the line between understanding and enabling irresponsibility? Is there a point where Miranda's lack of communication would become unacceptable to you, even with her car crash explanation?

Students discuss Group Work: Ghosting Group Member

- **Students debated Miranda's accountability during an emergency, with one arguing that a severe situation could justify delayed communication while still maintaining responsibility.** They discussed whether Miranda should work on an alternate assignment or contribute in the final week, highlighting the tension between empathy and fairness in group work.
- **Guide played a pivotal role by prompting the students to clearly define acceptable communication thresholds and fair contributions under extenuating circumstances.** Its questions nudged the students to consider both the ethical implications for the group and the balance between personal hardship and collective responsibility.

Student 1, you're considering the severity of Miranda's situation as a key factor. What would be your threshold for acceptable vs. unacceptable lack of communication? Three weeks is quite long.

Students discuss Group Work: Ghosting Group Member

- **Students debated the fairness of awarding full credit to a member who was unresponsive for weeks.** They discussed whether Miranda's late contribution, even after a traumatic event, justified equal credit or if her lack of communication should result in a point deduction. The conversation revealed a tension between empathy for personal crises and the need for consistent accountability.
- **Students examined the role of communication in maintaining group efficiency and fairness.** One student argued that any excuse should still be paired with timely communication, while another highlighted the realistic challenges during emergencies. Their discussion evolved into a consensus for a middle-ground approach—acknowledging both effort and the impact of silence.
- **Guide actively prompted deeper analysis by challenging assumptions and urging students to explore ethical nuances.** It questioned whether Miranda's explanation justified her absence and pressed the group to consider the implications for other teammates who had to compensate for her lack. This intervention helped steer the debate toward integrating accountability with compassion.

Student 1, that's a nuanced position. You're balancing accountability with compassion. What do you think about the communication aspect here? Miranda didn't reach out for three weeks - does her explanation about the car crash justify that complete silence, or should she have managed that differently regardless of her circumstances?

Students discuss Group Work: Lone Wolf

- **Students debated whether Carl should leave his unresponsive group or hold his teammates accountable by involving the instructor.** They discussed the potential benefits of both approaches, with one student initially advocating for independence and the other emphasizing accountability, while concerns about timing and potential hidden contributions emerged.
- **Guide played a pivotal role by challenging assumptions and urging a closer look at the practical risks and strategic gains of each option.** Its questions forced the students to examine the trade-offs between a swift independent path and the possibility of salvaging group input, leading to a more nuanced evaluation of Carl's dilemma.

But this assumes the instructor will be more sympathetic to someone who stayed in a dysfunctional group versus someone who took initiative to solve the problem. Many instructors actually respect students who make difficult but practical decisions when faced with non-contributing teammates. What makes you think staying looks better than proactively solving the problem?

Students discuss Group Work: Ghosting Group Member

- **Students debated the fairness of allocating equal credit when a group member becomes unresponsive due to personal crises.** They contrasted views on whether any last-minute effort should count equally versus adjusting grades to reflect sustained contribution.
- **Guide actively steered the conversation by prompting clarification on contribution thresholds and the professor's role as a mediator.** It challenged students to articulate specific criteria for fair grading and accountability while balancing empathy and responsibility.

Student 1, you've raised an important point about not having full context in these situations. How would you determine if the last-week contributions are enough to warrant equal credit? Is there a threshold where you'd draw the line, or do you think any effort in the final week should count equally?

This gets at a deeper question about fairness in group work - whether credit should be proportional to contribution or if extenuating circumstances should override that principle.

Students discuss Group Work: Lone Wolf

- **Students weighed the pros and cons of sticking with a team versus going solo in response to unresponsive teammates.** Student 1 emphasized teamwork and accountability, while Student 2 argued that persistent non-responsiveness justifies independent work when deadlines loom.
- **The discussion shifted to strategies for addressing group imbalance and ensuring fair credit.** Both students recognized the importance of documenting their contributions and communicating issues with the instructor, highlighting real-world applications of such protocols.
- **Guide played a pivotal role in challenging the students to consider the nuances of accountability.** Its probing questions pushed the conversation deeper into when to escalate issues and how to balance individual efforts against team obligations.

Student 1, what about accountability? You suggested completing more work yourself when teammates don't communicate, but how would you ensure they don't simply benefit from your extra effort without consequences? Would you document your contributions or communicate with the instructor about the imbalance while staying in the group?

Students discuss Group Work: Overly Eager Group Member

- **Students debated the group work issue, weighing whether the overly eager member's voluntary extra work was truly problematic.** They considered both the benefits of efficiency and potential drawbacks in terms of fairness and lost learning opportunities for other team members, with perspectives shifting as the conversation unfolded.
- **Guide challenged assumptions by probing the fairness and power dynamics inherent in the situation.** It pushed the students to reflect on when an imbalance becomes a barrier to learning and whether prolonged dominance by one member might necessitate instructor intervention.

Student 2, interesting question about instructor involvement. Consider this: what if the overly eager member prevents others from meeting course learning objectives. At what point does a team dynamic issue become an educational equity issue. And who should be responsible for ensuring all students have equal opportunity to develop skills - the students themselves or the instructor?

Students discuss Group Work: Ghosting Group Member

- **Students debated how to handle an unresponsive group member by weighing if Miranda should receive full credit despite her delayed participation.** Student 1 argued that Miranda should complete all remaining work and alert the teacher, while Student 2 countered that equal credit might be too generous given her lack of initial contribution.
- **The conversation revealed contrasting views on student versus instructor responsibility in resolving group conflicts.** Student 1 leaned toward teacher involvement for accountability, whereas Student 2 critiqued approaches that shut Miranda out entirely despite her willingness to participate.
- **Guide worked to keep the discussion focused by prompting specifics and ensuring both perspectives were heard.** Its interventions encouraged students to detail their expectations for Miranda's make-up work and to consider if the group might attempt resolution before involving an instructor.

Students discuss Group Work: Ghosting Group Member

- **Students presented contrasting views on how to address Miranda's prolonged absence and subsequent offer to contribute.** Student 1 highlighted the importance of upfront communication when facing crises, while Student 2 maintained that, if Miranda is truthful, she should be given a chance to make up the missed work.
- **Both students converged on the idea that Miranda's final week contributions should be task-specific and measurable.** They suggested tasks like testing, debugging, and refining the UI/UX to ensure meaningful contribution and to evaluate her impact on the final quality of the project.
- **Guide played an active role by persistently probing the balance between fairness and accountability in the group.** It challenged the students to think about evaluating Miranda's work not just on quality but also on the quantity relative to her prolonged absence, urging a reexamination of equitable grading measures.

Student 1, if you evaluate Miranda solely on the quality of her final week work, how do you reconcile the disproportionate effort of the rest of the group? Should her limited contribution be seen as sufficient or does the overall imbalance in work warrant a differentiated grade? This perspective challenges any assumption that last-minute tasks can fully compensate for three weeks of absence.

Students discuss Group Work: Lone Wolf

- **Students expressed skepticism about leaving the group to finish the work alone.** They noted that with the assignment due the next day, abandoning the group at the last minute could worsen Carl's already challenging situation.
- **Both students dismissed the value of partial teammate contributions given the looming deadline.** Their discussion evolved to a shared view that any unreliable input would likely compound Carl's problems rather than alleviate the workload.
- **Guide challenged the students to reconsider their dismissal of low-quality contributions.** Its probing question pushed them to weigh the potential disadvantages of integrating subpar work against the risk of taking on the entire project alone.

Student 2, you raise an important practical concern about timing. How would you respond to the argument that even partial contributions from unreliable teammates might be more harmful than helpful at this point? The deadline pressure creates a dilemma: waiting for potentially flawed or last-minute work from teammates versus taking complete control of the project.

Consider whether integrating rushed, potentially low-quality contributions might actually create more work for Carl than simply finishing it alone?

Students discuss Group Work: Lone Wolf

- **Students presented contrasting views on whether Carl should switch to working solo.** Student 1 argued that leaving the group was justified due to impending deadlines and the unreliability of unresponsive teammates, while Student 2 stressed the importance of first consulting the instructor, noting that such a step might mitigate negative grading impacts. Their dialogue evolved as both weighed the merits of self-reliance against potential penalties from breaking group cohesion.
- **The discussion refined the criteria for a solo project amid pressure and instructor expectations.** Student 1 highlighted the time sensitivity and stress of awaiting contributions, whereas Student 2 insisted that instructor intervention could provide a safety net before proceeding independently. The conversation revealed a nuanced understanding of when the disadvantages of solo work might be outweighed by the necessity of meeting deadlines.
- **Guide actively guided the conversation by probing critical conditions and urging clarity on decision steps.** It repeatedly challenged both students to consider the consequences of leaving the group versus consulting the instructor, sharpening the focus on instructor expectations and personal accountability. Its targeted questions prompted the students to re-examine their assumptions and articulate specific conditions under which Carl's decision would be most justified.

Students discuss Group Work: Lone Wolf

- **Students debated Carl's dilemma, weighing whether he should follow Alisha's advice to work alone or push his unresponsive group to contribute.** They discussed contacting the professor immediately, gathering evidence via messages, and even considering long-term impacts on teamwork skills.
- **Guide consistently prompted deeper reflection by posing targeted questions and challenging students to justify their recommendations.** Its interventions drove students to explore timing, accountability, and preventive strategies for future group work issues.
- **Students also expressed frustration with the progress indicator, which remained stuck at 80% despite their complete discussion.** They shared technical concerns and repeatedly sought reassurance from Guide while planning to contact support for resolution.

Student 1, that's a good point about timing. How soon do you think Carl should approach the professor if his teammates continue to be unresponsive? And what specific evidence would you recommend he bring to that conversation?

Students discuss Group Work: Contrasting Work Styles

- **Students debated the fairness of awarding credit when one member contributes minimally due to time constraints.** They discussed whether Jamey's limited role warranted full team credit or if grading should reflect individual contributions based on how much work was done.
- **Student perspectives evolved as Student 2 argued for understanding life's unpredictability while Student 1 maintained that work should align with accountability.** Their dialogue showcased the tension between compassion for unforeseen circumstances and the need for fair, merit-based evaluation.
- **Guide played a supportive role by prompting the discussion to weigh practical and ethical dimensions of group dynamics.** Its targeted questions encouraged the students to further explore how communication and grading policies could impact team projects.