

Group Roles and Responsibilities

Instructional Strategy – What is it?

When doing group work, faculty assign students key roles and responsibilities for effective group collaboration. Group roles foster equitable participation and engagement by providing the opportunity for each student to contribute to the group and to build conceptual understanding interdependently. All roles are necessary to promote effective collaborative learning. These roles and associated responsibilities are meant to set norms around how to engage in productive discourse.

Why does it work?

By giving students an identity and a role in the group, they are able to participate in a more equitable manner and create a sense of community as each member of the group relies on each other. By giving students a specific role and responsibility that requires the rest of the group to be dependent on them, a sense of belonging can be created between students. Ensuring that the students are able to stay in the same group for an extended period of time helps to form bonds.

How to do it:

1. **Preparation required:** Print out group role cards to distribute to students (sample on next page).
2. On the first day of group work, define the roles and explain the scoring system (if you choose to use it). Allow students to ask questions about the roles and scoring system.
3. Each day, randomly assign roles to students within their groups.
4. The student acting as the Facilitator will be asked to evaluate their group members using the Role Scoring Sheet (see below). This sheet allows the Facilitator to score their group members (and himself/herself) based on the specific responsibilities associated with each student's role and general participation.

Suggested adaptations:

- As the groups start to work on their first lesson or assignment together, here is how you can structure your students' group interactions:
 - Instruct students to read the problem individually or as a group, and then to discuss the problem to make sure that all members of the group understand the task.
 - Provide students time to think individually about the approach to solving the problem, and jot down an outline or a plan for their approach.
 - Have the groups discuss their different approaches and follow through collaboratively solving the problem.

- Implement group roles and responsibilities routine on Day 2 to establish the classroom norms.
- During the first three weeks, prompt students to adhere to their roles and responsibilities.

Potential pitfalls/challenges:

- Setting and maintaining scoring standards
- Depending on age and experience, students can have difficulties scoring themselves and others honestly

Group Roles:

<p style="text-align: center;">Facilitator</p> <p>Responsible for:</p> <ul style="list-style-type: none"> ● Initiating group discussion on a lesson by asking for input or questions ● Making sure that everyone in the group has a chance to talk and express their ideas and opinions and ask questions ● Making sure that the group remains on task ● In some models, evaluating the participation of their fellow group members at the end of class 	<p style="text-align: center;">Recorder</p> <p>Responsible for:</p> <ul style="list-style-type: none"> ● Writing down the group's responses for questions asked ● Writing down all notes for the instructor ● Reviewing all members' responses and notes for completeness ● Writing up the final assignment to be turned in
<p style="text-align: center;">Monitor</p> <p>Responsible for:</p> <ul style="list-style-type: none"> ● Checking their group's understanding before moving on ● Making sure that every group member understands the solution(s) that the group is submitting ● Reviewing the group members' roles and responsibilities for the day ● Keeping track of time and informing the group when time is running out 	<p style="text-align: center;">Presenter/Liaison</p> <p>Responsible for:</p> <ul style="list-style-type: none"> ● Presenting the group's responses ● Discussing group work with the instructor ● Discussing the group's responses and/or posing questions to other groups

Scoring

Here's how every role is scored:

- Excellent: 4-5 of the above are done well.
- Satisfactory: 2-3 of the above are done well.
- Needs Improvement: 0-1 of the above done well.

Date	
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Group	1	
Role	Name	Score
FAC		
MON		
REC		
PRES		

Group	4	
Role	Name	Score
FAC		
MON		
REC		
PRES		

Group	2	
Role	Name	Score
FAC		
MON		
REC		
PRES		

Group	5	
Role	Name	Score
FAC		
MON		
REC		
PRES		

Group	3	
Role	Name	Score
FAC		
MON		
REC		
PRES		

Group	6	
Role	Name	Score
FAC		
MON		
REC		
PRES		

- This sheet allows the Facilitator to score their group members (and themselves) based on the specific responsibilities associated with each student's role and general participation.
 - Scoring is to be determined by class (i.e., teacher, teach and students, group of teachers working together)