

# Students Collaborating for Shared Success through Group Projects Creating a Sweet Melody



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Blinn College, Bryan Texas

Name \_\_\_\_\_

### **Guidelines - Group Teaching Project:**

1. You will have 2 Class Periods to work together.
2. Each group will present ½ of a Chapter to the remainder of the class.
3. Each presentation should be 60-70 minutes.
4. You are graded as a group so be prepared to participate.
5. You can use the following suggestions for your presentation:
  - a. Case Studies
  - b. Student Stories
  - c. Make a Power Point
  - d. Adapt the Cengage Power Point
  - e. Use the Facilitator's Manual for activity suggestions
  - f. U-Tube Videos
  - g. White Board activities
  - h. Make an activity (Kahoot, Jeopardy, etc.)
  - i. BE CREATIVE!!!!
6. Each group will turn in a participation sheet with each member of the group listed and what their role in the project was.
7. Each group member will fill out a group rubric rating each member, yourself included to make it truly anonymous.

### **Chapter Assignments**

Group # 1 {Chapter 5, pp.164-176} Group will present March 30/31, 2020.

Group #2 {Chapter 5, pp. 177-198} Group will present April 1/2, 2020.

Group #3 {Chapter 6, pp. 200-209} Group will present April 8/9, 2020.

Group #4 {Chapter 6, pp. 210-231} Group will present April 13/14, 2020.

### Group Contact Information

Name	E-mail	Phone#
1.		
2		
3		
4		
5		
6		

### Anonymous Group Rubric Group # \_\_\_\_\_

Group Member Name	Did they collaborate with peers / support the group?	Did they come prepared? Clear understanding of the material and added relative material to the presentation?
1.	Yes No	Yes No
2.	Yes No	Yes No
3.	Yes No	Yes No
4.	Yes No	Yes No
5.	Yes No	Yes No
6.	Yes No	Yes No

## Oral Presentation Rubric: Group Chapter Presentation

Teacher Name:

Group

Names: \_\_\_\_\_

CATEGORY	4	3	2	1	
Collaboration with Peers	Almost always listens to, shares with, and supports the efforts of each other in the group.	Usually listens to, shares with, and supports the efforts of others in the group. Does not cause "waves".	Often listens to, shares with, and supports the efforts of others in the group but sometimes not a good team member.	Rarely listens to, shares with, and supports the efforts of each other in the group. Often is not a good team member.	
Content	Shows a full understanding of the topic.	Shows a good understanding of the topic.	Shows a good understanding of parts of the topic.	Does not seem to understand the topic very well.	
Props	Group uses several props that show considerable work/creativity and which make the presentation better.	Group uses 1 prop that shows considerable work/creativity and which make the presentation better.	Group uses 1 prop which makes the presentation better.	The group uses no props OR the props chosen detract from the presentation.	
Preparedness	Group is completely prepared and has obviously rehearsed.	Group seems pretty prepared but might have needed a couple more rehearsals.	Group is somewhat prepared, but it is clear that rehearsal was lacking.	Group does not seem at all prepared to present.	
Speaks Clearly	Speaks clearly and distinctly all the time.	Speaks clearly and distinctly most of the time.	Speaks clearly and distinctly some of the time.	Often mumbles or cannot be understood.	
Class Activity	Included relevant activities to engage student participation	Included one relevant activity to engage student participation.	Included an irrelevant activity.	No activity included.	
Time	Session lasted 60-70 minutes	Session lasted 45-60 minutes	Session lasted 30-45 minutes	Session was less than 30 minutes	

Comments:

Total out of 28 \_\_\_\_\_

Final Grade \_\_\_\_\_

## Guidelines – Group Teaching Flyer

### Note:

1. Save flyer as a **word document**. **Be sure to proofread and avoid plagiarism as all flyers will be sent through Turnitin.com.**
2. Upload your Flyer to the Group Dropbox before the due date.

### Directions:

1. Choose a difficult or challenging textbook to read or a difficult concept to learn. Your concept or topic and be from any textbook.
2. Create a study/reading strategy for that particular textbook or concept.
3. Think of a byline for the flyer that would catch a person's attention.
4. Cite sources for any quotes and include links for any videos to avoid plagiarism. Use only royalty free graphics or Creative Common graphics.
5. Handwritten examples are fine to use. However, keep in mind that all of your information must fit on one page. **Type everyone names on the flyer.**
6. See examples below by clicking on the link. **More examples are posted in eCampus, Resources.**
7. Review the Rubric closely in your group to meet all guideline.

Reading Strategy for History – R2D2 (I didn't know that my students knew R2D2.  
Created by a Native American student.)

<http://www.howtostudy.org/blog/wp-content/uploads/2013/10/R2D2-history-jake.pdf>

<http://www.howtostudy.org/blog/wp-content/uploads/2018/05/Sociology-Brochure.pdf> (This is a good example, but it is not on 1 page).

<http://www.howtostudy.org/blog/wp-content/uploads/2018/05/Psychology-Reading-Strategies.pdf>

Video Gaming Reading Strategy – done all in text.

<http://www.howtostudy.org/blog/wp-content/uploads/2015/10/video-game-strategy.pdf>

## Oral Presentation Rubric: Teaching Flyers

Group Members			
1.			
2.			
3.			
4.			
5.			
CATEGORY	3	2	1
<b>Collaboration with Peers</b>	Almost always listens to, shares with, and supports the efforts of each other in the group.	Usually listens to, shares with, and supports the efforts of others in the group. Does not cause "waves."	Rarely listens to, shares with, and supports the efforts of each other in the group. Often is not a good team member.
<b>Content</b>	Shows a full understanding of the topic displaying research	Shows a good understanding of the topic with minimal research	Shows little understanding of the topic with no research
<b>Props</b>	Teaching Flyer displayed considerable work/creativity and engaging	Teaching Flyer displayed minimal work/creativity with slight engagement.	Teaching Flyer displayed lacked creativity and engagement
<b>Preparedness</b>	Group appeared confident and prepared to present	Group had minimum confidence and preparedness	Group lacked confidence and was not prepared
<b>Time</b>	Session lasted 15 minutes	Session lasted 10-15 minutes	Session lasted less than 10 minutes

**Possible points:      15**

**Group points:      \_\_\_\_\_**

**Comments:**

### Group Contact Information – Teaching Flyers

Name	E-mail	Phone#
1.		
2		
3		
4		
5		

### Anonymous Group Rubric Group # \_\_\_\_\_

Group Member Name	Did they collaborate with peers / support the group?	Did they come prepared? Clear understanding of the material and added relative material to the presentation?
1.	Yes No	Yes No
2.	Yes No	Yes No
3.	Yes No	Yes No
4.	Yes No	Yes No
5.	Yes No	Yes No
6.	Yes No	Yes No

**If you have any questions, please e-mail us.**

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