A Checklist for Online Group Work

(adapted from Bart, 2010)

Preparation
◊ Students understand the value of both the process and product of the collaboration.
◊ Students have guidance concerning how to work asynchronously and synchronously.
◊ Group size is small enough to allow for full participation of all participants.
◊ Students have had numerous opportunities to establish a learning community prior to group projects.

Assignment
◊ Assignment is an authentic measure of student learning.
◊ Students (and the product) will benefit from collaborative work.
◊ Students have clear guidelines of the expected outcome of the collaborative assignment.
◊ Assignment creates a structure of positive interdependence in which individuals perceive that they will succeed when the group succeeds.
◊ Assignment is scheduled to allow adequate time for preparation and communication.
◊ Assignment is designed in a manner to allow students a level of personal agency.

Technology
◊ Students are provided with the tools and instructions to facilitate online (and off-line) communication.
◊ Each group has a collaborative workspace within the online course (i.e., groups in Catcourse shell).
◊ Students have technology skills relevant for asynchronous communication.
◊ Back-up procedures are in place to deal with technology failure.**

Assessment
◊ Grading and/or evaluation strategies differentiate between the process and product.
◊ Strategies are in place to monitor interaction processes.
◊ Clear grading rubrics/criteria are provided at the start of the assignment to guide student work.
◊ Self and peer evaluations are included in the process to monitor individual involvement and accountability.