

# *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.

Bart, M. (2010). How to design effective online group work activities. *Faculty Focus*, Sept. 20, 2010.