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DIVE – DIDACTICS OF DIVERSITY
Method Evaluation
Julia Keil und Jan Schröder GbR
www.2kroner.de

Preliminary thoughts:

As a trainer/educator/facilitator it is of uttermost importance to reflect on our role in and our contributions to the learning settings we offer „our“ learners. In itself it is a process without a final goal. It is much rather an ongoing ever evolving process that offers means of reflection on both methods and mindsets that the trainer/educator/facilitator puts in use.

In our strive, to continuously work with our tool box, 2Kroner attended several courses facilitated by Katharina Debus (Dissens e.V., Berlin). During one of those courses a method/exercise evaluation tool was presented to participants. The tool – a sheet with guiding/principle questions – is adapted in the evaluation of methods that 2Kroner harvested on our journey within our Erasmus+ project “**DIVE – Didactics of Diversity**”. The project was carried out in cooperation with the Icelandic course provider InterCultural Ísland and co-financed by the Erasmus+ programm of the European Union.

METHOD: “ASSIGNING ROLES FOR GROUPWORK”

Resources

Guðrún Pétursdóttir: Diverse Society – Diverse Classrooms (2018) (print)

Katharina Debus: Matrix zur Methodenplanung und –auswertung (online)

https://interventionen.dissens.de/fileadmin/Interventionen/Methoden-Planung_und_-Auswertung_-_Interventionen.pdf

InterCultural Ísland: “Sensitisation training on discrimination, racism, diversity” (2021) (course)

„Cooperative learning in groupwork settings with assigned roles“ based on the course “Sensitisation training on discrimination, racism, diversity” by InterCultural Iceland in September 2021



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COOPERATIVE LEARNING

A shift towards a cooperative learning approach by trainers/trainers/facilitators requires a clear image of the purpose of such a paradigm shift and lots of preparation. – Both of the trainer/teacher/facilitator and of the learner. Overall cooperative learning can be interpreted as an array of tasks performed in group settings, with varying degrees of intentional complexity of the tasks, while catering to both individual and group diversity. As such it aims to reduce negative experiences in regards to (institutional) learning processes as well as embrace the fact that all learners learn differently. This should not be confused with an “Everybody has to love everyone” approach. It is rather a “I don’t have to like everybody, but I can work with people different from myself, without pulling others nor myself down” approach. Traditionally group work has a tendency to enhance social power dynamics that exist outside of a learning task group. This is closely connected with student/learner status in both the seminar room as well outside of the seminar room. This “traditional” kind of group work is exactly not what cooperative learning methods propose. Instead intentional and intentionally structured group task can counter-act experiences based on student status. One way of conducting intentional change is outlined here:

METHOD: “ASSIGNING ROLES FOR GROUPWORK”

AIM/PURPOSE?	BENEFITS/RISKS?	REQUIREMENTS/SETTING?
Based on cooperative learning approaches up to 6 roles (e.g. 6 members of an individual group) can be assigned within a group: The Organiser is responsible for reading instructions out loud to the group, has to check in that all group members understand the instruction, make sure every group	Clear cut roles map out clear responsibilities and as such minimize the risk of having bored or inactive group members. At the same time they allow for individual ownership of aspects of the group process and it encourages communication between different roles. Another benefit is that learners get	Material requirements: Role cards with clear instructions/descriptions, color and/or shape coordinated buttons so that roles are visibly and distinguishable. Task sheets for each group. The task sheets need to be prepared in such a way that they are suitable for role based group tasks (e.g. clear time slots).

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<p>member is involved and listened to, and they are the only person that is allowed to call the trainer/teacher/facilitator. The Reporter presents all group members and their roles during final presentations, they take notes of group answers, discuss with the group what will be reported and how, and they make sure everyone has a part to play in final group presentations. The Harmoniser encourages mutual help and endorsement of contributions in the group, they give positive feedback and make sure nobody is left out. The Timekeeper is responsible for time limits and thus takes time when group members are in discussion and warns the group when time is running out, they also develop an overall timeframe at the beginning of the groupwork. The Material Manager is responsible for gathering all materials the group has deemed necessary to fulfill their tasks (e.g. paper, pens, etc.) as well as returning them when the task is completed, they are also the only person who is allowed to leave the workdesk.</p>	<p>accustomed to the setup quite quickly and learn to anticipate what is coming next.</p> <p>Implementation requires strong and cohesive leadership from the facilitator/trainer, as learners without prior experience might be overwhelmed and confused in the beginning.</p> <p>Also, an unreflected distribution of roles might contribute to a reinforcement of negative (read: excluding) student status behavior.</p> <p>As a trainer you might know the students in your learning group that might have either a strong desire or a fear of a certain role. This is often the case with <i>The Organiser</i> and <i>The Reporter</i> role. When introducing <i>Group Roles</i> in your teaching practice the very first time we recommend to anticipate those wishes and to assign desired roles in the first round. Otherwise there might be the risk that learners reject their individual roles, drop out</p>	<p>Setting requirements: The facilitator/trainer needs to have ample time to introduce this “new” way of setting up group tasks. Roles need to be explained and there has to be time to answer questions. E.g. role rotation has to be explained and the facilitator needs to be cautious to not ascribe new status to certain roles. Place the role assignments visible in the room to make it easy for every participant to identify their assigned role and workgroup.</p> <p>Overall the biggest transformations can be expected in settings where facilitator/trainer and learners spend more time together. E.g. not suitable for a singular 90 minute event. But certainly suitable for a whole day, 2 day event or courses of longer duration.</p> <p>Room/space requirement: Arrange tables and chairs as well as materials in a way that lends itself to this type of group work. A traditional full frontal seminar room is not the best setup. Huge tables with too much distance between</p>
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<p>If the group(s) contain of only 4 people it is possible to assign double roles. For this purpose we recommend to select a person that carries out both <i>The Harmonizer</i> and <i>The Reporter</i> role.</p> <p><i>The Moderator</i> can be added whenever group work needs to consist of 5 or 6 people. They decide who speaks and that the group sticks to the topic(s). And if 6 or 7 people are required, the role of <i>The Observer</i> can be added. They conduct a meta analysis of the group process and can contribute to reflections after fulfillment of the task(s) at hand.</p> <p>The overall aim is to equip each participant with a specific responsibility on top of the group task(s). Each role is equally as important to the group process. However, the roles differ in such a way that some roles are more verbally expressive while others are not. Also, they cater to different skill sets. This can be utilized to give learners the opportunity to try out roles they usually do not inherit.</p>	<p>off the process or even sabotage it (un-)willingly. However, this only constitutes a risk during the initial introduction of group roles in cooperative learning. Later on participants will be familiar with the rotating roles.</p> <p>The roles are supposed to be means to reach a common goal, they are not a goal by proxy.</p> <p>The better the planning by the facilitator, the better the outcome. And the better the facilitator knows the learners, the more effective the role assignment.</p>	<p>participants are equally not as helpful. You should be able to create single group pods. The single group pods and clusters should have enough space from each other to avoid disturbing noise as many tasks involve talking and discussions within the groups. For example: Too much noise can be particularly disturbing for elderly learners or learners hard of hearing. Assign a defined place for each group to prevent chaos.</p> <p>Planning! Planning! Planning! ...and patience!</p>
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