



Deliberate Skills Development Worksheet

Leader: Steve Roach

Group/Research Team: Mixed Research Groups

STEP 1. Define goals and group structure.

- a. Workshop or Meeting Type: Research Group Meeting
- b. Meeting Goals(s)/Objective(s): To evaluate a draft presentation for a national workshop; to practice critiquing presentations.
- c. Group size: Groups of 3, mix of undergraduate and graduate students
- d. Group Assignment: Watch presentation, critique presentation
- e. Role assignments: Time keeper; checker of participation; recorder
- f. Room arrangement: conference room
- g. Materials needed for each group: hardcopy of slides

STEP 2. Plan the workshop or meeting.

State how you will explain and structure the task:

- h. Outline of workshop or meeting: Describe the steps for running the workshop or meeting and setting up the task. Include what expected behaviors you expect from the groups and how/when you will convey it to them. Include how you will structure intergroup cooperation.

Steps:

- Split into groups, assign roles.
 - Task 1: Discuss what is the purpose of a technical talk? 2 minutes
 - Should get answers such as disseminate, networking, training,
 - Task 2: What makes a presentation “good”; Report out.
 - Task 3: Observe presentation
 - Task 4: Review talk in groups. 10 minutes.
 - Task 5: Report out. Engage each group.
- i. Describe how you have structured positive interdependence: Role assignments and common goals.

Adapted from Johnson, D.W., Johnson, R.T., & Smith, K. *Active learning: Cooperation in the college classroom*, Edina, MN: Interaction Book Company.

- j. Describe how you have structured individual accountability: Calling on students randomly.
- k. Criteria for success: Good advice on how to improve presentation.

STEP 3. Monitor and Guide.

Describe how you plan to monitor and guide the groups as they are performing their tasks or activities. Include in your description what type of observations you will conduct (if any), e.g., rubric or informal monitoring, or if you will conduct a reflection on what worked well and what did not work well. Describe how you will provide feedback to the groups.

Acknowledge good feedback during discussion.

STEP 4. Evaluate and Process (post-mortem).

- a. Describe how well the group functioned:
All students engaged in discussions. I didn't see a lot of evidence of their adherence to the roles; however, it did not seem necessary.
- b. Notes on individuals: N/A
- c. Suggestions for improvement: Improved individual accountability might help.