



Deliberate Skills Development Worksheet

Leader: Steve Roach

Group/Research Team: Set of project implementation teams

STEP 1. Define goals and group structure.

- a. Workshop or Meeting Type: Project team meeting, after end of project
- b. Meeting Goals(s)/Objective(s): To learn what is effective and ineffective in the project development process.
- c. Group size: Groups are self selected
- d. Group Assignment: Review the development process over the past 9 months
- e. Role assignments: None
- f. Room arrangement: large classroom, moveable chairs
- g. Materials needed for each group: 3x5s, post-its, white board & markers

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:

- The agenda:
 - Safety
 - Affinity Groups
 - Timeline
 - Lessons
- Task I: Introduction
 - Introduction

Individually, take 30 seconds, answer the question: What is *wisdom*?

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

Why might a 70 year old have it and a 19 year old not?

How do you get wisdom?

Large group discussion. {Get them to explain that wisdom comes from reflection on experience.}

Describe the purpose is to learn from the experience.

- **Task 2: Safety**
 - Every thing we do here is optional. You know best how to obtain wisdom. If you want to sit out for an exercise, that's OK. If you just want to observe, that's OK. It will have no impact on your grade.
 - I want to inventory how people feel about participating with me. On a 3x5 card, write a number between 1 and 5:
 5. I can say and talk about anything.
 4. I can talk about most things, but some things may be difficult.
 3. I'll bring up a few things, but not everything.
 2. I am not bringing up anything.
 1. I will just sit here and agree.
 - Score and write scores on board. This needs to be public. If there are no issues, move on. If there are many 1, 2, and 3 responses, then a safety exercise is needed.

- **Task 3: Affinity Groups**
 - This is a no-talking exercise. Stand. Move closer to people with whom you worked closely during the project and further away from people you did not work with.

- **Task 4: Timeline**
 - Each group gets post-its. Draw a timeline from Aug-May on the board.
 - Each group should think about the process in the classes during the past 9 months. Identify major events in the project. These are not necessarily deliverables, but things that happened. You'll get about 15 minutes for this. The exercise is inclusive, not consensus. Make a different post-it for each event.
 - In groups, discuss all the events. After discussion, select your top 3-9 events. The question is what are the most significant events and major accomplishments.

 - After time, have groups put their post-its on the timeline.

 - Review the timeline. (5 minutes). As a group, what observations can you make about the timeline?
 - On flipchart: Topics:
 - What worked well that we don't want to forget
 - What did we learn
 - What should we do differently next time
 - What still puzzles us
 - What should we discuss in greater detail
 - Possible questions:
 - What stands out as most significant?
 - What surprises you?
 - What don't you understand?

- What patterns do you see?
- What needs discussion?

- Task 6: Lessons

- i. Describe how you have structured positive interdependence: None
- j. Describe how you have structured individual accountability: None
- k. Criteria for success: Good advice on how to improve process; student understanding of what was accomplished; student understanding of what could have been done differently.

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.

Monitor groups during discussions.
Acknowledge good feedback during discussion.

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

a. Describe how well the group functioned:
Safety was not an issue. Pizza was a good idea. Good engagement during student discussions, a great deal of advice on how to run the project, a lot of good questions about the conduct of the course.

b. Notes on individuals: _____ N/A _____

c. Suggestions for improvement: