# What are the challenges that you face related to student accountability if you incorporate collaborative strategies in class?

(Mary, Alex, Danney, Chris): grading, ensuring that everyone is doing the work/difficult to figure out who did the work (sometimes students lie, too nice to each other); Alex: I don't want to be a cop, to police learning; Danney: contract grading; Alex: turn group work into individual production that can be assessed individually; Danney: What about time? Group projects take a lot of time--are we wasting time when we assign group work? Mary: leverage technology to make group work more efficient. Danney: How do you separate students into groups? Mary likes the "speed-dating" approach to forming collaborative groups. Alex: When I don't assign groups, they tend to work together badly/Have students turn in proposals/preferences on topics and then build groups around shared interests. Alex: Have students write up refections on what each member of the group did. Chris: Use categories/language from AAC&U rubric before collaboration starts and as part of reflection on what other members of the group contributed.

Brian, Kim, Karen: speed-dating??? do a group project but an individual response for grade (great group project, but student unable to write; bad project, but student wrote well); oral communication skills, if a student does great work but can't communicate either with other teammates or to present the work; the flip side, students who can hide their absence of work well; passive aggressive behaviors between group members that sabatoge the project

(Lori/Chris/Brad/Carol) I have a specific set of guidelines by which group members may "fire" another group member.  The fired group member then becomes a "contract worker" (aka, day laborer) for other groups for a lower grade.

Students have to assess each other (confidentially).

OR, a student that does not contribute to the group has to do the whole project as an individual project (but, sometimes this isn't a "punishment" as there are some students who would rather work alone).

Challenges:

    - Strong students take over the group

    - Weak students step back and let others do more

    - Divisions of labor aren't equal

    - Interpersonal dynamics get in the way of people's ability/willingness to contribute to the group product

    - Students work separately on pieces of assignment rather than working collaboratively

    Mike/Scott/Monica-

    Not allowing all students to practice with equipment.

    Garmins/Ipads collect spatial data, control o

    Equipmemt challenges: managing who has it and for how long - another responsibility for instructor when already limited by time, media lab to take care of this, what if equipment breaks or dissapears under student's control