

Assigning Group Roles to support student engagement with learning in the physically distanced classroom and to engage with learning from home



Group work allows students to work interactively and develop interpersonal and collaborative skills. Students connect with one another and appreciate the value of listening and speaking. When the expectation is that students are expected to participate actively, they prepare themselves better for class.

Assigning Group Roles in the physically distanced classroom

- Define each role clearly to the whole class. Highlight that all students' primary role is active participant in the group.
- The following are four roles commonly used to improve the organisation of group work:
 - *Manager* - direct the discussion to include everyone
 - *Recorder* - makes notes
 - *Speaker* - reports back to the class
 - *Timekeeper* - keeps the group informed of the time as directed by the teacher.
- Cue cards with raised hand, question, comment could be used in the physically distanced classroom.

Assigning Group Roles while engaging with learning from home

- Groups could be selected in class or online by the teacher. Zoom Breakout rooms for example, can be used to assign groups online:
 - Roles assigned to individuals in each group to include:
Manager, Recorder, Timekeeper, Speaker.
- Teacher moves between individual groups to observe and guide discussion. (This facility is also available online).
- Upon completion of task, the entire group link in with teacher via larger online group call for full class discussion. The presenter from each team shares their groups findings.
- Tools such as symbols/emojis/chat which are features shared by most online platforms, are useful for the purpose of discussion.
- It is important that students receive clear communication about the purpose of the groupwork task. This is particularly important in the socially distanced/remote classroom where the aim is to socially engage learners toward self-directed learning.

* Assigning Group Roles can be used to support Teaching, Learning and Assessment in *all* subjects as well as the Level 1 Learning Programmes (L1LPs) and the Level 2 Learning Programmes (L2LPs)

Key Skills

- Managing myself
- Managing information and thinking
- Working with others
- Communicating

Assessment

- Self-Assessment Reflection
- Students communicate with one another
- They evaluate their own and other students' responses to the task
- Students develop their own ideas by listening to others and offering their opinions
- Feedback: from teacher and peer throughout the task, oral and/or written

Inclusion of all Learners

- Groupings that support and challenge appropriately
- Real time - relevant
- Can be completed in small groups
- Student led
- Positive affirmation and reinforcement
- Develops leadership qualities
- Peer support and tutoring
- Oral communication not necessary

Resources

- One to one digital devices with internet connection



Further Information

https://jct.ie/wholeschool/classroom_strategies

[L1LPs/L2LPs](#)

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