




# Group Assignments

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FCTL at UCF Teaching and learning day

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# **Best Practices in every class with a group project (which is all of them)**

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Review of group roles (positive and negative) with document and addressing “high performing leaders”

Rules for group discussion (mindful listening, timeliness, modality)

Clear outline of grading structure for the group project



# Example #1: Communication and the Family



# The “Game of Life”

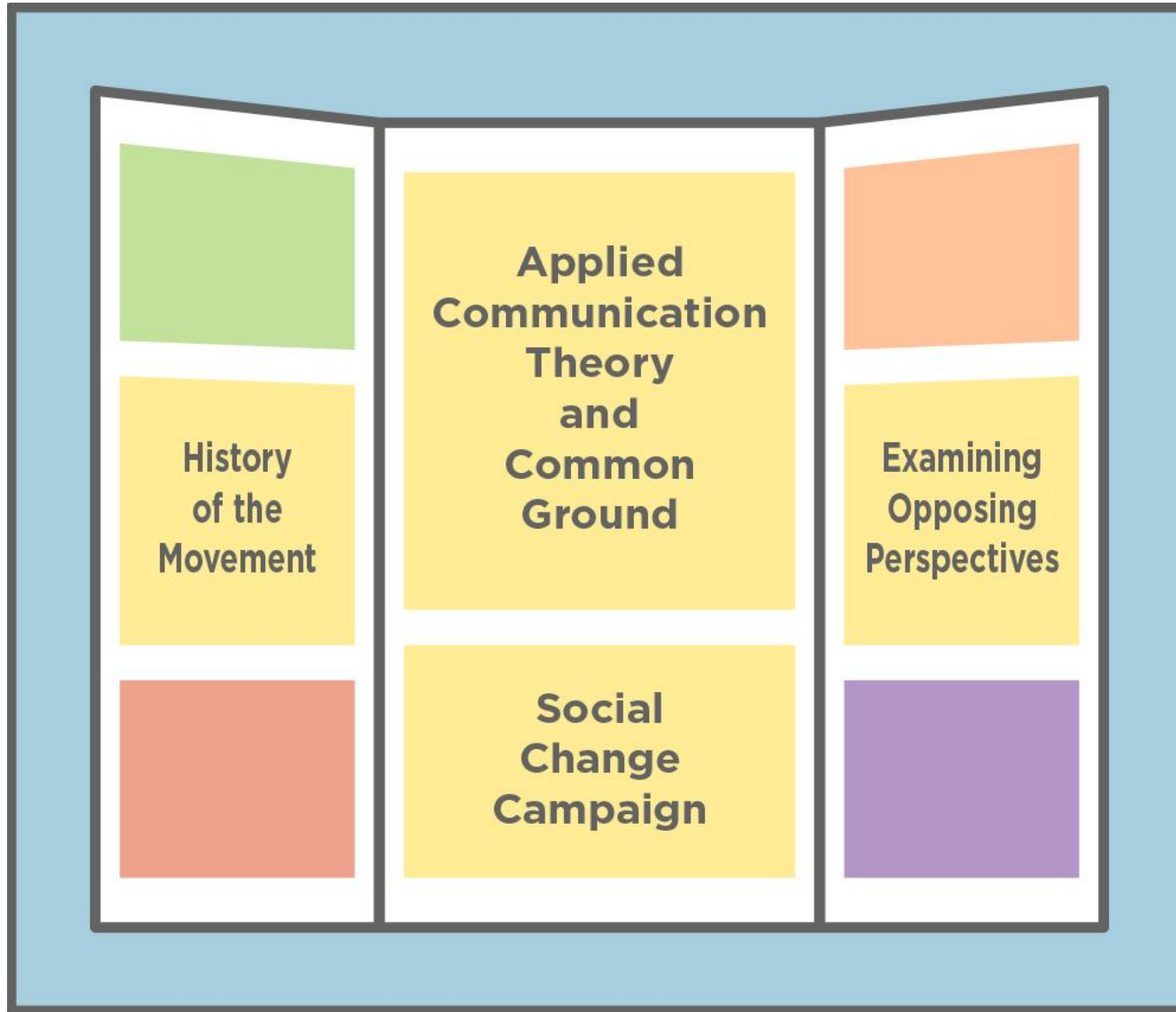
- All instructions are under the start icon
- In each challenge different members are assigned (they do this during week one) roles of leader, participant, or devils advocate
- Participation in discussion is required to get credit for full submission
- Each submission includes a list of members that had full participation, limited participation, or no participation



A scenic landscape of a snowy mountain at sunset with icebergs in the water. The sky is a mix of purple, pink, and orange, reflecting on the calm water. Several icebergs of various shapes are floating in the foreground and middle ground. The mountain in the background is covered in snow and has some dark patches of rock visible.

# **Example #2: Social Innovation and Activism**

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**In their selected cause – groups choose roles needed to be filled for a successful “campaign” (social media director, editor, front line leader, historian, etc.) as they work through the group project.**

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**Final project is a deliverable, not a paper (movie, commercial, poster presentation)**



**Example # 3:  
Communication  
and Gender Issues  
(the group project  
created in the  
pandemic)**

## An overview of our research

The field research was conducted based on 6 seasons of the hit Canadian daytime television show *Schitt's Creek*. This show centers around a wealthy family who loses all of their belongings when their account steals all of their money and flees the country.



The research presented will evaluate each character and each respective relational development within the frame of the following contemporary gender constructs and theories:

- Assessing characters on Sandra Bem's scale of Masculine and Feminine Identification
- Biological Assignment, Sex, Gender, & Romantic Identification
- Toxic Masculinity and Masculine Oppression
- Systemic Gender Bias
- Schafer and Olsen's Five Facets of Intimacy

## Students act as field researchers using a show (6 options given) analyzing them using specific concepts from lecture and readings such as:

- Assessing characters on Sandra Bem's scale of Masculine and Feminine Identification
- Schafer and Olsen's Five Facets of Intimacy
- Biological Assignment, Sex - Gender - Romantic Identification
- Feminist or Anti-Feminist Behavior
- Toxic Masculinity and Masculine Oppression
- Systemic Gender Bias
- Religious Impact on Gendered perspectives
- Intersectionality of Gendered Communication and Issues
- Gendered Violence

### Toxic Masculinity

Toxic masculinity refers to a set of stereotypical negative behaviors or "cultural norms" that are typically seen in masculine figures and are generally seen as harmful in contemporary society but also stem from historic reinforcement of the societal expectation of "masculine qualities & behaviors" from masculine figures.

Behaviors associated with a Toxic Masculinity complex:

- Using or threatening violence.
- Controlling others.
- Acting aggressively.
- Suppressing emotions.
- Trying to appear 'tough'
- Using power over women, 'weaker' men.

### Schitt's Creek



Roland Schitt VS Johnny Rose



### Schafer and Olson's Five Facets of Intimacy



The PAIR or Personal Assessment of Intimacy in Relationships was developed in 1981 by researchers Mark Shaefer & David Olson as a tool for researchers, therapists & educators in order to better assess and provide information on the levels of intimacy within interpersonal relationships.

The Five Facets:

1. Emotional Intimacy
2. Social Intimacy
3. Intellectual Intimacy
4. Recreational Intimacy
5. Sexual Intimacy

Moira & Johnny

Jocelyn & Roland

Patrick & David

Alexis & Ted

