Group Assignments

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)

- 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
Example #2: Social Innovation and Activism
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.

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)
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