

Div Lit Week 9 - Co-operative Learning Process 2: **Group and Self Assessments**

1. Objectives of class:

- Conduct a team self-assessment and develop a plan for improvement (Activity 1)
- Conduct a self-assessment on dynamics of power and privilege in group and equip students to manage these behaviours (Activity 2)

There are two self assessment activities involved in this class. The first is a *Team Quality Assessment* and the second *Keeping Privilege in Check*. Each has its own Materials and Method.

Team Quality Assessment (25 mins)

2. Material:

- Self and Team Assessment 1 (1 copy for each student)

3. Method:

- Ensure students are sitting in their base groups.
- QUESTION: "How are your groups working? And how are you working in your group? Today we are going to find out."
- HAND OUT Assessment Charts. Each student individually completes an assessment of their own (How am I doing?) and the group's (How is the group doing?) performance in the different areas indicated, by making short comments in the boxes. Explain to them that this task is evaluative, but is meant to establish a benchmark for celebration and/or improvement.
- They then discuss both group and self assessments.
- Based on this discussion they then need to identify one area in which they would like to improve and propose ways for achieving that goal as a team.
- Each group feeds back to class on what strategies to improve they decided on.
- Then ask each student to identify one area in which they would like to improve and propose ways for achieving that goal as an individual (They must do this individually outside of class).

Group Success: Everyone in the group has participated actively; there has been some reflection on group process.

Accountability: Group members share strategies for improvement with the large group.

Debrief: What is one goal that you can start on immediately?

Keeping privilege in check (20mins)

4. Material:

- Self and Team Assessment 2 (1 copy for each student)
- *To equalize power among us we need to keep ourselves in check in whatever ways we have privilege* by Margo Adair & Sharon Howell handout, which can be found at <http://www.racialequitytools.org/resourcefiles/adair.pdf> (1 copy for each student).

5. Method:

- Once again ensure students are in their base groups.
- QUESTION: “We’ve assessed how your groups are working generally, now we are going to assess how your groups are working with regards to diversity. Like the previous exercise we’d like you to assess both your group and yourself.”
- HAND OUT: Assessment worksheet. Each student individually identifies marginalizing behaviours they have seen in the group (Yes, I have seen this in the group), and themselves (Yes, I have done this).
- DISCUSS: Ask students to report back and facilitate discussion. Encourage *self* reflection rather than accusation. Elicit how these dominating behaviours impact on other students, if possible and feasible.
- DISCUSS: “How do these behaviours impact on the extent to which everyone can contribute fully in the group?” & “What can you do to make sure no-one in marginalized in your group?” questions.
- HANDOUT: Adair and Howell, as guide to managing these behaviours.

Group Success: Everyone in the group has participated actively; there has been some reflection on group process.

Self and Team Assessment 1

	How am I doing?	How is the group doing?
Timelines		
Cooperation / Teamwork		
Responsibility		
Adaptability / Versatility		
Quality of Work		
Initiative		
Dependability		
Attendance		
Communication		
Contribution		

Identify one area in which you would like to improve and propose ways for achieving that goal as a team.

Self and Team Assessment 2

Despite our best intentions we find, more often than not, that we duplicate the patterns of power we find so abhorrent in dominant culture. *Privilege is invisible to those who have it.* To create a context which embraces diversity, in which no one is marginalized, a conscious and ongoing effort is required. By noticing and changing what we take for granted, we make room for everyone's contribution.

The following is often typical privileged behaviours in group interactions. **Which of these have you seen in your group and in yourself?**

Those in privileged positionalities tend to:	Yes, I have seen this in our group.	Yes, I have done this.
Interrupt more often		
Often unilaterally set the agenda		
Defend their mistakes by focusing on their good intentions		
Take up most of the airtime, and often speak first		
Assume they are more capable		
Take responsibility for, think for, or speak for others		
Trivialise the experiences of others		
Assume everyone has the same options as them		
Assume the visible reality is the only one operating		
Reduce difficulties to personality conflicts		
Patronise		

How do these behaviours impact on the extent to which everyone can contribute fully in the group?

What can you do to make sure no-one is marginalized in your group?

Adapted from: *Breaking Old Patterns Weaving New Ties: Alliance Building* by Adair & Howell

