



Faculty: _____ Peer Observer: _____
 Course: _____ Lesson Topic: _____
 Room: _____ Observation Date/Time: _____

Behaviours associated with Effective Groupwork

	Observed	Not Observed	Comments
1. Selects/creates an activity which clearly lends itself to group process.			
2. Gives clear instructions for the activity, orally or in writing.			
3. Clearly explains the purpose and expected outcome of each group activity.			
4. Breaks the activity down into a clear, manageable sequence or process when reviewing the instructions.			
5. Checks to see if students understand the instructions.			
6. Models the task or a part of the task before placing the students into groups.			
7. Assigns specific roles for each student, or allow group to assign specific roles.			
8. For each role, identifies specific behaviours necessary for completion of the task.			
9. Assigns specific locations for groups.			
10. States a fixed amount of time in which students must complete the activity.			
11. Allows students an appropriate amount of time to complete the activity satisfactorily.			
12. Takes an active role; checks progress, provides feedback and guidance; keeps students on task.			
13. Takes a facilitative rather than a dominating or disruptive stance while monitoring small groups in process.			
14. Allow sufficient time after the small group work to process the activity as a unified group.			