

Curious Researcher Teaching Groups

Purpose: These student-led group presentations will help students become familiar with information in their research writing text--The Curious Researcher. Five groups of students will each be in charge of presenting one chapter from The Curious Researcher.

Description: Students will be divided into five groups—one for each chapter of The Curious Researcher. Groups will be scheduled to present on appropriate days while students are working on their assigned researched essays. For example, when the class first begins working on their researched essays, Group I will present on Chapter I: The First Week.

This site includes directional advice for groups along with a "Teaching Group Evaluation Form" that can help you evaluate each group and a "Teaching Group Member & Self-Evaluation Form" for students to complete and give to you.

Suggested Time: Each group presentation will take 15-30 minutes spread out over the five weeks or so your class works on their researched essays.

Procedure: Divide students into five groups, one for each of the five chapters of The Curious Researcher. Schedule dates on which the various groups will present. Give each student a copy of the information that follows—"TEACHING SECTIONS OF THE CURIOUS RESEARCHER." This information serves as directional advice for each group. Go over it in class with students.

TEACHING SECTIONS OF THE CURIOUS RESEARCHER

Direction for Groups: Get in contact with your members ASAP so that you can decide how to divide your chapter. Through Blackboard, you can send emails and exchange files to your entire class, or a particular person. Your group needs to get together and plan your presentation prior to your assigned presentation date.

Think like a teacher: What material will be most relevant to the class at this point? Which pages should they pay close attention to? How can you present the material so that students will grasp it? Which exercises will work best at this stage in the writing process?

You can use our projector with the Internet, handouts, Power Point slides, and/or demonstrations. The consol also plays DVDs and CDs. Handouts that mark-out your overview of the chapter work well, though your classmates can also make notes. If you want students to bring materials to class for your presentation (handbooks, photos, ads, magazines, paper drafts, etc), you may send them emails through Blackboard, or make an announcement beforehand. I am also willing to help you as needed, so if there is something I can do let me know.

Think as a student: Which exercises worked best for you at this stage? Which were forgettable? If you lead an exercise in class, test it before you present so that you know how long it will take, and how many you'll have time for. Confer between members on which ones seemed most effective. Make sure any assignments you give the class for homework will help them advance their papers, but you are authorized to do so.

Note: Some chapters have a lot going on, so you'll need to really focus on covering the most pertinent material and exercises with the class. Also keep in mind the readings and journals we're working on at the stage of drafting you present for. How might you choose/phrase your exercises or chapter material discussed to fit in with our process? Will your classmates have drafts in hand to work with? Should they bring in sources or pre-draft material?

Following is an evaluation form for your use as you evaluate the various groups and give them feedback on their presentations.

Teaching Group Evaluation Form

Course and Section:

Presentation Date:

Group Members:

Chapter Presented:

Evidence of Preparation (scale of 1 - 5):

Notes:

Presentation of Main Points (scale of 1 - 5):

Notes:

Use of Extra Media, if applicable (1 - 5):

Notes:

Choice of Exercises (1 - 5):

Notes:

Involvement of Group Members (1 - 5):

Notes:

Last, here's a form you can ask each group member to complete that will provide you with information about each student's contribution to the group.

Teaching Group Member & Self-Evaluation Form

Course and Section:

Presentation Date:

Group Members:

Chapter Presented:

Rate Preparation of Each Group Member (scale of 1 - 5):

Notes to add:

Rate Your Preparation (scale of 1 - 5):

Notes to add:

Who Made the Most Effort? Why?

Who Made the Least? Why?

Considering your group's honest interest in conveying the most crucial information to the class at the appropriate stage of drafting (preparation, methods, participation), what mark (1 - 5) do feel your group realistically deserves?

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