

GROUPWORK ROADMAP

This guide was developed by our [UCD Students as Partners in Teaching and Learning](#). This is a resource for students by students.

Students are encouraged to work through this **checklist** to prepare themselves for working on a group project. Teaching staff who want to include this as a resource for group work assignments are invited to download the MS Word version of the document to include or remove elements as needed. The UCD Teaching and Learning Student Guide, [Surviving Group Work – Tips for Students](#), has additional resources and insight that you may find helpful in this process.

STEP 1: Establish Ground Rules

Creating group rules lays the foundation for a respectful and productive experience:



- Agree to start group meetings on time and end on time
- Agree on a meeting venue & format (i.e., in person, online, hybrid, etc.)
- Everyone is encouraged to participate, being conscious of not dominating the conversation
- Listen respectfully without interrupting
- Stick to the meeting agenda as much as possible to make meetings effective
- Seek clarification from other group members when you don't understand something; no one should feel like they have to figure things out on their own.



****All members have the right to feel safe and respected. If a member is being disrespectful or causing anyone to feel unsafe, you should let your lecturer know.**

STEP 2: Assign roles

- ☐ Assign a member responsible for **coordinating the group** (Lead/Chair)
 - Sets meeting agendas and manages group meetings, communicates with the lecturer/tutor
- ☐ Assign one or more members to **assist in coordination** (Admin/Secretary/Notetaker)
 - Schedules the meetings and oversees the organisation of documents created for the project, sends email invites, deadline reminders, sends a recap of meeting notes/decisions after the meetings to all group members
- ☐ Assign one or more members to **present** the work to the class or instructor (Presenters)
- ☐ Assign one or more members to **research**/do the editing and stylistic checks (Researchers/Proofreaders)
 - Create the presentation slides, do the final edits on the assignment (check out **Stylistic Features** below)

- ☐ Identify one or more members who can take on **extra work** if someone falls behind
 - Be open and honest about your workload and what you can reasonably take on!

Assigned Roles

Lead/Chair:	<input type="checkbox"/> Member C
Admin/Secretary:	<input type="checkbox"/> Member A
Presenters:	<input type="checkbox"/> Member C
Researcher/Proofreader:	<input type="checkbox"/> Member B

Step 3: Create a Schedule and Track Tasks

Share your **availability** and agree to a **common meeting schedule**.

Select a common shareable **scheduling tool** that everyone can use to communicate.

Schedule one (or more) **meetings** to workshop and revise the merged document.

Task Tracker

Task	Status (In progress, Not started, or Completed)
Task 1	
Task 2	
Task 3	

Step 4: Agree on Stylistic Features

- ☐ Review the assignment together and ensure understanding among all members
- ☐ Clarify the citation style to use
- ☐ Decide on key terms that the project will use (e.g., coworkers vs. colleagues)
- ☐ Decide what point of view to use when writing (e.g., first person or third person)

References

Deakin University. (n.d.). *Group work*. <https://www.deakin.edu.au/students/study-support/study-resources/study-support-guides/group-work>.

Stewart, N. (n.d.). *Group Project Checklist*. Thompson Rivers University Writing Centre. https://www.tru.ca/_shared/assets/Group_Project_Checklist45301.pdf.

Wilson, K. J., Brickman, P., & Brame, C. J. (YEAR). Instructor Checklist – Group Work. *CBE - Life Sciences Education*, 17(1). <https://doi.org/10.1187/cbe.17-12-0258>.