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ABSTRACT
                Learning in small groups is a practical way to bring
about behavior change. The inquiry learning process is perceived to
be the most natural and scientific way of learning. Skills developed
include those of problem-solving task analysis, decision-making,
value formation and adaptability. The art of small group interaction
is developed. Factual learning is equal to or greater than that
resulting from other methods. Conceptual learning and knowledge
retention resulting from this method are superior to that of others.
Attitudes, interests, differing learning styles, and feelings are
provided for in an effective and meaningful way. The two units
presented are designed to assist the teacher in implementing the
process. Facilitative worksheets are included. An annotated
bibliography provides support for the propositions. The units have
been used with students in the third, fifth, eighth, tenth, eleventh,
and twelfth grades. (Author)

MARTIN M. KOLLER

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STRUCTURE, INTERPERSONAL RELATIONS, STUDENT RESPONSIBILITY,
PROBLEM SOLVING

ABSTRACT.. LEARNING IN SMALL GROUPS IS A PRACTICAL WAY TO BRING
ABOUT BEHAVIOR CHANGE. THE INQUIRY LEARNING PROCESS IS
PERCEIVED TO BE THE MOST NATURAL AND SCIENTIFIC WAY OF
LEARNING. SKILLS DEVELOPED INCLUDE THOSE OF PROBLEM-SOLVING
TASK ANALYSIS, DECISION-MAKING, VALUE FORMATION AND ADAPTABIL-
ITY. THE ART OF SMALL GROUP INTERACTION IS DEVELOPED.
FACTUAL LEARNING IS EQUAL TO OR GREATER THAN THAT RESULTING
FROM OTHER METHODS. CONCEPTUAL LEARNING AND KNOWLEDGE
RETENTION RESULTING FROM THIS METHOD ARE SUPERIOR TO THAT
OF OTHERS. ATTITUDES, INTERESTS, DIFFERING LEARNING STYLES,
AND FEELINGS ARE PROVIDED FOR IN AN EFFECTIVE AND MEANINGFUL
WAY. THE TWO UNITS PRESENTED ARE DESIGNED TO ASSIST THE
TEACHER IN IMPLEMENTING THE PROCESS. FACILITATIVE WORKSHEETS
ARE INCLUDED. AN ANNOTATED BIBLIOGRAPHY PROVIDES SUPPORT FOR
THE PROPOSITIONS. THE UNITS HAVE BEEN USED WITH STUDENTS IN
THE THIRD, FIFTH, EIGHTH, TENTH, ELEVENTH, AND TWELFTH GRADES.

SMALL GROUP INQUIRY

by

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The classroom teacher who wishes to implement a teaching program that combines learning with feeling development needs tools with which to do the job. If the goal is to bring about behavior and attitude modification as a result of classroom experience, traditional methods may prove inadequate.

The purpose of this paper is to present a set of techniques that were developed to meet these needs. The two units included are based on the premise that the inquiry process combined with the small group interaction process will provide a practical and yet efficient way of attaining relevant feeling education.

Used with teachers and students, this material has been revised according to the reaction in the field and as a result of a review of the literature on the subject. (See attached annotated bibliography.)

The basic inquiry steps are as follows:

A. Defining and clarifying the topic.

B. Researching the background of the topic.

C. Generalizing from the findings.

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D. Using data and logic in proposing solutions.

E. Attempting to apply the proposed solutions.

The small group process requires that one's feelings and ideas are acted upon by fellow group members. The basic experiences are as follows:

A. Individual ideas acted upon by a small group.

B. Small group feedback to individual members.

C. Democratic decision-making.

D. Individual cooperation as a part of the group function.

E. Small group interaction as a part of large group function.

Implicit in the inquiry process is a structure that lends itself to scientific study while providing the student with the organization needed for security and for an understanding of the process. The group interaction process provides the learner with an opportunity to try out ideas and abilities with the accompanying satisfaction of immediate feedback. The individual can develop his ability to function in a social group while gaining experience in approaching little known situations. This experience should prove useful in future living.

Generally speaking, it is suggested that the inquiry steps be followed in the order presented. It is also recommended that the small group consist of between four and eight heterogeneous students. In using a teaching format such as this, the students should be briefed on the method and the objectives.

The outlines presented on the following pages ("Small Group Inquiry Steps" and "Small Group Inquiry Grading") have been used as handouts when introducing units based on this plan.

SMALL GROUP INQUIRY STEPS

A. Defining and clarifying the situation
   1. Individuals list words that describe
   2. Small group combines lists of members
   3. Small groups share - develop master list
   4. Small groups sub-divide words
B. Researching background
   1. Individuals research a sub-area
   2. Individuals share with small group
   3. Small group develops a report composed of several parts
   4. Small groups share with large group
   5. Large group interacts with small group
   6. Findings are generalized by teacher
C. Making propositions
   1. Individuals research a sub-area
   2. Individuals share with small group
   3. Small group develops propositions
   4. Small groups share with large groups
   5. Large group interacts with small group
   6. Propositions are generalized by teacher
D. Action
   1. Small groups decide direction
   2. Individuals make commitment
   3. Individuals report to small group
   4. Small group reports to large group

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SMALL GROUP INQUIRY ≢ GRADING

A. Grade when small group shares with large.
(Grade during part B. and C.)
1. (1/3) Each individual is graded on
their presentation and ability to
respond to questions.
2. (1/3) Each group gets a grade. (This
part of the individual's grade depends
upon group cooperation)
3. (1/3) Each individual asking a question
or making a positive comment to the
small group presenter receives credit
each time he does so.

B. Example based upon a 100 point unit.
A student (Bob?) as a member of a small
group does a good job by considering his
area in depth and with a good use of logic
and facts. He receives 31 points. His
group does a fair job and receives 22
points for each member. Bob, as a member
of the large group asks 7 good questions
(5 points each). For this he receives the
maximum allowed, or 34 points. His total
score would equal 31 plus 22 plus 34 or,
87/100.

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Small Group Inquiry: A Teaching Unit

Goal: To provide the techniques needed to teach via the inquiry method and when using a small group structure.

This unit is divided into six components each with an accompanying objective and an outline of the suggested procedures. Supportive worksheets (Appendix A) are included. The components are designed to provide the students with limits or parameters within which to operate. At the same time the components should cause the learners to use the inquiry process and small group process. The objectives are derived from the inquiry steps while the procedures relate to small group interaction.

It will be noted that certain tasks are accomplished individually and others collectively. Research activities are most worthwhile when undertaken by individuals. The findings are found to be more basic and pertinent when subjected to group feedback. Learner commitment is enhanced when he sees that his unique potential is needed by his group in order to accomplish the task.

Objective 1. The group will recognize, clarify, and define a problem or topic. The teacher and/or students may choose a topic such as the race problem, American colonization, drug abuse, pollution, or war/peace.

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Choosing Descriptor Words (Worksheet A, page 17):

> Each student will prepare a list of words that describe the topic. The members of the group will combine their descriptor words. Each group will then share their list of descriptors with all other groups so that a large group master list results; each student should receive a copy of the master list.

Clarifying and Defining (Worksheet B, page 18):

> The small groups will separate the words on the master list into categories. (For example, words describing the racial problem may be listed under economic, social, political, and cultural subheadings.) Descriptors that don't fit or that are not important will be dropped; others may be added. (If students have difficulties at this stage, it helps to allow a member of each group to visit the other groups.)

Objective 2. The background of the problem or topic will be analyzed.

Task Assignment (Worksheet C, page 19):

> In a give-and-take session the small group will decide upon procedures and roles needed in order to cooperatively study the background facts. Often the group members will simply assign each student a part of the descriptor words with instructions to find the needed information in that area.

Commitment (Worksheet C, page 19):

>Each member agrees to carry out his part. The
>group writes down their plan of operation for the
>teacher.

Individual Research (Worksheet D, page 20):

>Information is gathered with the intent of sharing
>so that all in the group have knowledge of other
>areas. Students may need assistance in securing
>relevant information. The length of time allotted
>will depend upon depth of the study and seriousness
>of the participants.

Objective 3. Background findings are shared to provide each
group member with an understanding of all the back-
ground facts studied.

Individual Reports:

>In a "go-around" each member informs the group of
>his findings. Sharing is complete when all members
>feel adequately informed concerning the entire back-
>ground of the topic.

Developing the Presentation (Worksheet E, page 21):

>Through "give-and-take" dialogue the group will
>decide the following: (a) which findings should
>be presented to the large group; (b) the form in
>which the presentation will be given; and (c) each
>member's function in the presentation.

Presentation (Worksheet J, page 26):

> The small group will present findings in respect to
> the background of the topic in a manner acceptable
> to the teacher and the group. The presentation can
> take many forms such as role playing, oral reports,
> slide presentation, etc. The large group is to be
> encouraged to interact freely with <u>constructive</u>
> comments and criticisms after the initial presen-
> tation.

Objective 4. The small group utilizing the large group's comments
will plan a search for information needed for pro-
posing solutions.

Task Assignment (Worksheet F, page 22):

> In a "give-and-take" session each group will decide
> upon the procedures and member roles needed to
> cooperatively gather the information required for
> developing propositions. Often the group members
> will wish to follow-up in the area that they had
> studied for background facts.

Commitment (Worksheet C, page 19):

> Each member agrees to carry out his assigned func-
> tion. The commitments of all group members are
> given to the teacher. A schedule and deadline are
> set.

Objective 5. The various parts of the topic will be studied in
order to provide facts and logic needed in propo-
sition construction.

Individual Research (Worksheet G, page 23):

> Information is gathered with the intent of pro-
> viding the other group members with adequate in-
> sight into each area. Students may need assistance
> in securing relevant information. The time allot-
> ment will depend upon depth of the study and the
> seriousness of the participants.

Objective 6. A single report of the propositions of the groups
will be developed by the group and shared with the
class.

> Developing the Presentation (Worksheet H, page 24):
> Through a "give-and-take" dialogue the group will
> decide upon the following: (a) which findings
> should be presented to the large group; (b) the
> form in which the presentation will be given; and
> (c) each member's function in the presentation.

> Presentation (Worksheet J, page 26):
> The small group will present their propositions to
> the large group in a manner satisfactory to the
> teacher. The large group is urged to interact
> freely with <u>constructive</u> comments and criticisms
> after the initial presentation.

> Free Session (Worksheet I, page 25):
> The teacher allows the large group or small group
> to generalize (draw conclusions). He may also wish

to encourage discussion of problems arising with inquiry steps or with the small group process. It may be that group relations need to receive special attention. This session should be held whenever the processes seem to be breaking down.

Small Group Interaction: A Teaching Unit

Goal: To provide the tools needed in bringing about student
understanding relative to feeling-behavior-communication
relationships.

The facilitator of small groups will often find that
satisfactory progress cannot be made because of interpersonal
relations of group members. Even if small group inquiry is not
the objective, the teacher may wish to assist the students in
improving their social and personal relations. In either case,
small groups can provide the forum needed when the relationships
between feelings and behavior are being investigated. Without
adequate avenues for communication and feedback, such investi-
gation lacks depth and meaning. The interplay between feelings
and behavior can be understood and applied through many tech-
niques. Those presented in this unit have been used with un-
skilled workers and students in grades three through eight.

Objective 1. To understand and recognize the characteristics of

a good group member.

Behavior:

Individual recognition of good group member charac-
teristics.
Pooling of characteristics.
Large group chooses the fifteen characteristics of
a good group member.

Identifying the Characteristics:

Each individual lists the member characteristics he

sees as important to the success of the group. Each

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member then shares his list with the members of his group. A master list is compiled for the whole class.

Ranking the Characteristics:

Each member is asked to rank order the fifteen characteristics that he feels are most important. A tally is made and a list of the "Fifteen Characteristics of a Good Group Member" is printed and distributed. (See Appendix B, page 27.)

Objective 2. To internalize the characteristics of a good group member.

Behavior:

Individuals recognize positive personal traits.
Individuals recognize negative personal traits.
Members decide to develop certain characteristics.

Self-Other Appraisal:

In a "go-around" each group member selects one characteristic of a good group member which he feels best fits each of his fellow members. He then informs all members of his choices.

Improving as a Group Member:

Each member chooses one characteristic of a good group member and notifies the group that he will try to develop that characteristic. The group accepts or rejects his choices until all members have identified an area in which they are to improve.

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Partners:

>The members, having chosen or been assigned to de-
>velop a characteristic of a good group member,
>choose a partner. Each partner is to assist each
>other in their personal development.

Objective 3. Group members are to develop the ability to commu-
nicate more effectively.

Behavior:

>Rules for "good listening" are identified.
>Rules for "good speaking" are identified.
>Individuals sharpen their communication skills
> through practice.

Choosing the Rules:

>Each individual lists the rules of good speaking
>and good listening that he sees as important to the
>success of the group. Each member then shares his
>list with the members of his group. A master list
>is compiled for the whole class.

Ranking the Rules:

>Each member is asked to rank order the ten rules
>for good speaking and the ten rules for good listen-
>ing that he feels are most important. A tally is
>made, and a list of the ten rules for good speaking
>and a list of the ten rules for good listening are
>printed and distributed. (Appendix B, page 28 .)

Speaking and Listening Laboratory (Cue Cards):

>One group member is designated a "talker" and one a

"listener." The two sit in the center of their group facing a row of "talker's helpers" on one side and the "listener's helpers" on the other. The talker describes his attempt to develop a characteristic of a good group member. His partner reacts. The "helpers" suggest improvements in communication by indicating perceived needs with the appropriate cue card (one rule on each). Listener and speaker roles are rotated until each group member has functioned in each role.

Objective 4. To actualize the ability to develop, agree upon, and utilize a set of rules appropriate to small group learning.

Behavior:

Rules essential to group cooperation are identified.
Pooling of rules results in a master list.
Ranking of rules results in a list of essential rules.
Group commitment to self-improvement.

Identification of Necessary Rules:

Each member is asked to list the rules he feels are essential to small group cooperation. These rules are then shared with his group members. Each small group shares their list with the class and a master list is compiled.

Ranking the Rules:

Each member is asked to rank order the ten rules.

A tally is made and a list of the ten rules essential to small group cooperation is printed and distributed. (See Appendix B, page 29.)

Assessment:

At any stage of group interaction the members are each asked to identify the two rules best followed by his group and the two rules least followed by his group. The findings are pooled and the group decides which two rules it will attempt to improve upon in the future. The small group informs the other groups of their decision.

APPENDIX A

Small Group Inquiry -- Worksheet A

Instructions: This sheet should be completed in duplicate with
a copy kept by the group and a copy for the teacher.

Members: 1. Leader_____, 2. Secretary_____,

3. _____, 4. _____, 5. _____,

6. _____, 7. _____, 8. _____.

Topic of Concern:_____

List as many words as you can think of that relate to the topic.

1. _____|_____|_____
2. _____|_____|_____
3. _____|_____|_____
4. _____|_____|_____
5. _____|_____|_____
6. _____|_____|_____
7. _____|_____|_____
8. _____|_____|_____
9. _____|_____|_____
10. _____|_____|_____
11. _____|_____|_____
12. _____|_____|_____
13. _____|_____|_____
14. _____|_____|_____
15. _____|_____|_____
16. _____|_____|_____
17. _____|_____|_____

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Small Group Inquiry -- Worksheet B

Instructions: This sheet should be completed in duplicate with
a copy kept by the group and a copy for the teacher.

Members: 1. Leader_____, 2. Secretary_____,

3. _____, 4. _____, 5. _____,

6. _____, 7. _____, 8. _____.

Topic of Concern:_____

Using the list of descriptor words from Worksheet A, divide the
subject into major areas and list the words in the area they fit.

Area I.	Area II.	Area III.	Area IV.

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Small Group Inquiry -- Worksheet C

Instructions: This sheet should be completed in duplicate with a copy kept by the group and a copy for the teacher.

Members: 1. Leader_____, 2. Secretary_____,

3. _____, 4. _____, 5. _____,

6. _____, 7. _____, 8. _____.

Topic of Concern:_____

Decide, as a group, upon the accepted answer to the following questions.

1. Which group members will be responsible for studying the background causes for each of the areas described in Worksheet B?

   Area I._____ _____

   Area II._____ _____

   Area III._____ _____

   Area IV._____ _____

2. When will the results be reported to the group?

3. When will the group results be reported to the class?

4. How will the results be reported to the class?

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Small Group Inquiry -- Worksheet D

Topic of Concern:_____

Sub-Area:_____

Members working on this area:_____ _____ _____

Outline of Findings:

A.

    1.

    2.

    3.

B.

    1.

    2.

    3.

C.

    1.

    2.

    3.

D.

    1.

    2.

    3.

How does this area fit into the rest of the topic?

Small Group Inquiry -- Worksheet E

Instructions: This sheet should be completed in duplicate with
a copy kept by the group and a copy for the teacher.

Members: 1. Leader_____, 2. Secretary_____,

3. _____, 4. _____, 5. _____,

6. _____, 7. _____, 8. _____.

A. What is presently hindering_____?
                                        (desired goal)

   1.

   2.

   3.

   4.

   5.

   6.

   7.

B. How serious are these concerns? (Rank order)

   1.

   2.

   3.

   4.

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Small Group Inquiry -- Worksheet F

Instructions: This sheet should be completed in duplicate with
a copy kept by the group and a copy for the teacher.

Members: 1. Leader_____, 2. Secretary_____.

3. _____, 4. _____, 5. _____.

6. _____, 7. _____, 8. _____.

Topic of Concern:_____

Decide, as a group, upon the accepted answers to the following
questions.

1. How can we help each other with this concern?

2. What can each of us do?

   Name_____

   Name_____

   Name_____

   Name_____

   Name_____

   Name_____

   Name_____

   Name_____

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Small Group Inquiry -- Worksheet G

Topic of Concern:_____

Sub-Area:_____

Members working in this area:_____ _____ _____

Outline of Suggestions:

A.

    1.

    2.

    3.

B.

    1.

    2.

    3.

C.

    1.

    2.

    3.

D.

    1.

    2.

    3.

How do these proposals and suggests fit with the findings of other group members?

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Small Group Inquiry -- Worksheet H

Instructions: This sheet should be completed in duplicate with
               a copy kept by the group and a copy for the teacher.

Members: 1. Leader_____, 2. Secretary_____.

3. _____, 4. _____, 5. _____.

6. _____, 7. _____, 8. _____.

Topic of Concern:_____

1. What can we do to change_____?
                            (area in which action is needed)
    a.

    b.

    c.

    d.

    e.

    f.

2. How will these suggestions be put into effect?

    a.

    b.

    c.

    d.

    e.

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Small Group Inquiry -- Worksheet I

Instructions: This sheet should be completed in duplicate with
a copy kept by the group and a copy for the teacher.

Members: 1. Leader_____, 2. Secretary_____,

3. _____, 4. _____, 5. _____,

6. _____, 7. _____, 8. _____.

Topic of Concern:_____

Decide, as a group, upon several answers to the following questions.

1. How well have we worked as a group?

2. What can we do to improve our group relationships?

3. Did we each do our part?

4. What are our specific needs?

5. How can we improve our ability to inquire?

6. With what concerns do we need more help?

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Small Group Inquiry -- Worksheet J

Topic_____ Name_____

Group Reporting_____

A. Major ideas that you agree with.

    1.

    2.

    3.

    4.

B. Major ideas that you disagree with.

    1.

    2.

    3.

    4.

C. Unusual information presented.

    1.

    2.

    3.

D. Information presented that seemed incorrect.

    1.

    2.

    3.

E. Overal reaction (-) 1   2   3   4   5   6   7   8   9   (+)

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CHARACTERISTICS OF A GOOD GROUP MEMBER
By Twining Fifth Grade

1. They do their share of the work
2. They stay in their group
3. They accept the decisions of their group
4. They respect the rights of others
5. They are cheerful and happy
6. They cooperate and work together
7. They want others to be happy
8. They know when to be serious
9. They share their ideas
10. They are alert to what is happening
11. They have good manners and are courteous
12. They are good sports
13. They take their turn
14. They are eager
15. They listen carefully to others

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CHARACTERISTICS OF A GOOD SPEAKER

By Twining Eighth Grade

1. Speaks with feeling

2. Uses examples

3. Checks if listener understands

4. Watches listener's physical actions

5. Demonstrates

6. Doesn't repeat himself using the same words

7. Asks listeners to imagine themselves in a similar situation

8. Doesn't preach

CHARACTERISTICS OF AN ACTIVE LISTENER

1. Checks to see if they understand

2. Doesn't interrupt

3. Picks up the feeling

4. Watches the speaker's actions

5. Respects the feelings of the speaker

6. Asks the speaker to clarify

8. Asks the speaker why they feel that way

9. Asks the speaker why they think that way

10. Doesn't argue with the speaker

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RULES ESSENTIAL TO GROUP COOPERATION

By Eielson Eighth Grade

1. Choose a good leader

2. Help each other

3. Contribute suggestions and ideas

4. Lend a helping hand

5. Get work done on time

6. Allow freedom of expression

7. Respect each other

8. Debate relevant issues

9. Do your best

10. Pay attention to others

11. Take turns speaking

12. Listen to each other's feelings

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      action As Opposed to Teacher Centered Instruction."
      American Personnel and Guidance Association, Washington,
      D. C. (ERIC ED 041 319 MF $0.25 HC $0.70) 12. 1970.
      The author offers a simple rationale for small
group instruction based upon his experience and upon
personal observation. Using a low-key approach and a
moderate vocabulary, he presents a strong case for the
small group method if the goals are interest, motiva-
tion, creativity, intellectual growth (concepts), and
emotional growth. In suggesting a generalized proce-
dure, Adams indicates that a group of six to eight het-
erogeneous type students form a unit. Instructions and
follow-through must be clear and consistent. Teacher
pressures should be at a minimum. Cooperation and in-
dividual endeavor can be planned for and rewarded (grades)
using this approach.

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      Classes." (ERIC ED 032 866 MF $0.25 HC $1.00) 18. 1969.
      Utilizing a rather structured group process, the
author finds learning and motivation are increased as
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scription of the methods, role responsibilities, and
procedures used with the pentagonal groups studying
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five or six parts with each student responsible for
teaching the rest of his group about his area. If a
student is unable to perform, his group is responsible
for his part. The group verifies all steps.

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      tions 14:165-181. 1961.
      This report indicates that changes in perceptions
of self and others do take place in a T-group laboratory
setting. Utilizing a semantic differential evaluation
scheme and the technique of factor analysis, the authors
attempted to prove five hypotheses. Changes in percep-
tion were indicated by an increased consistency between
one's perceived actual and ideal selves, and by a per-
ceived change as observed by others that was consider-
ably greater than self perceived change. Other changes

30

in perception are also indicated. It is further noted
that a T-group seems to emphasize changes in social per-
ceptions as compared with a therapy group which empha-
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Deep, Samuel D. "Use of Management Training Simulations in a
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of School Administrators Annual Convention, Atlantic
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1971.
    This is a programmed approach to human interaction
based upon a need for behavioral change. Since deep-
seated beliefs and attitudes are held to be modifiable
by behaviorally confronting tasks that are personally
incongruent, this approach utilizes the small group feed-
back technique. Decisions are made individually in re-
spect to a specific case study; then a small group con-
census is reached; analysis of personal and group pro-
cesses used are studied; and, finally, the experiences
are shared. Eleven separate areas are approached using
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the exercises are presented in booklet form.

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ity and human relations is most thorough. The paper
includes a review of 100 research articles and books.
Subject areas covered include T-groups, group structure
and dynamics, interpersonal relationship, self-concepts,
behavior and attitude change, and organizational change.
Materials reviewed were selected from the years 1947
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cational psychology, college instructors usually are
found to lecture on the subject of human dynamics and
interaction. Eberlein presents a well-planned group
approach which he has used effectively in combining cog-
nitive and affective learning. Information input is

derived from past learning experience of the students, classroom observation, and from readings on the subject. Student goals are utilized in conjunction with the instructors' objectives in arriving at course objectives. Random groups are formed with a member chosen to a representative group that provides feedback and has goal modifications power. Each group makes a collective presentation, and each student makes an individual project report. The case study is used to focus divergent interests within a group. Periodic assignments also help to keep student activities within the broad parameters of the course. Unusually bright students are found to be most anxious in the setting. Three out of four students are reported to feel unusually enhanced.

Glatthorn, Allan A. "Learning in the Small Groups." Institute for Development of Educational Activities, Dayton, Ohio. (ERIC ED 043 567 MF $0.25 HC $1.05) 19. 1968.
    Seven different types of learning groups (task, didactic, tutorial, discursive, brainstorming, heuristic, and maieutic) are examined in respect to their organization and function. This discussion is deemed beneficial to one whose objectives are clear and who wishes to utilize the small group style most congruent with the objectives. Even more useful, in the view of the reviewer, is the introduction which includes a rationale, supported by research, for the use of small groups. Utilizing learning, motivation, and social change theory, Glatthorn makes a very positive case for this method of learning.

Gordon, Thomas. "What Is Gained by Group Participation?" Educational Leadership 7:220-226. 1950.
    Interested in the effect of group participation upon changes in the members' behavior and changes in attitude towards self, Gordon reports the findings of a study of this nature. The results indicate that members (1) became more self-accepting, (2) increasingly searched their attitudes and abilities concerning goal success or failure, (3) had to shift a whole constellation of attitudes and beliefs to effect behavior change, and (4) developed increased perception of the reliance upon self or others dichotomy. Gordon used the technique of analyzing the recordings of a non-directive interview as an assessment device. He finds the technique to have reinforcement qualities as well as evaluatory properties.

Halvorson, Richard B. "A Report on the Cognitive (Systems-Analysis) Approach to Teaching Introductory Sociology

Versus the Traditional Lecture-Discussion Method."
Spokane Community College, Washington Dept. of English.
(EDRS ED 040 092 MF $0.25 HC $1.60) 30. 1969.
The object of this experiment was to provide stu-
dents with a program designed to incorporate all of the
levels of cognitive learning as defined by Bloom. Small
groups were formed and a carefully planned program was
carried out in this project. Using GPA as a criterion,
no significant changes in objective learning were found.
The program plan incorporates a number of worthwhile
features of the learning process such as time lines,
assignment setting, and the identification of objectives.

Hoehn, Lilburn P. (ed.). "Teaching Behavior Improvement Pro-
gram." HEW, Washington, D. C. (EDRS ED 034 719 MF $1.00
HC $12.75) 253. 1969.
This document explains the procedure used over a
three-year period with the intent of changing teaching
behavior. Beginning with the variable of teacher be-
havior instead of teacher attitudes or teacher knowl-
edge, the program is laid out so as to involve the in-
service personnel in self-change. Using a design-trial-
evaluate-redesign cycle, educators are encouraged to
seek out dissonance, confront the source, plan action
to be taken, react, and evaluate. Several of these
steps are to be taken in a small group setting because
feedback is seen as essential in modifying behavior.
The authors present a complete plan, step by step, for
the implementation of in-service units of this nature.
The document is a rich source of information concerning
materials, procedures, and results.

House, Robert J. "T-Group Education and Leadership Effectiveness:
A Review of the Empiric Literature and a Critical Evalu-
ation." Personal Psychology 20:1-32. 1967.
The author's carefully documented concern relates
to the intrapersonal effect of T-group upon the indi-
vidual. Since an effective T-group is found to be a
powerful means of changing perceptions and behavior,
House feels that there is a grave need to analyze the
overt and possibly latent effects. Studies cited indi-
cate, for example, that when one becomes more open and
questioning as a result of such training, he may have
difficulty working with his peers and superiors. House
suggests that the power to cause one to modify his be-
havior leads to the query of "in what direction?" Fur-
thermore, since the psychic theraputic qualities of T-
group training are known, one needs to consider the con-
sequences of the use of the technique by those who are
not highly trained in clinical psychology.

Hrivnak, Joseph T. "The Use of Interaction and Feedback in an Inservice Education Model." Doctoral dissertation submitted to the University of Pittsburgh School of Education. (EDRS ED 050 036 MF $0.65 HC $6.58) 118. 1970.

The author believes that most existing in-service programs for educators have minimal success because immediate and varied feedback along with a supportive climate are absent. In order to remedy this, he utilized small group interaction with the group members providing the following: (1) development and planning of new competencies, (2) trial runs and observations, (3) feedback discussion, (4) modification and/or adjustment, and (5) continued development. It is suggested that the number of competencies to be attempted be realistically related to other resources, especially to that of time. Program evaluation indicates that the provision for interpersonal interaction and feedback results in positive behavior and attitude modification.

Olmstead, Joseph A. "Theory and State of the Art of Small-Group Methods of Instruction." Human Resources Research Organization, Alexandria, Va. (EDRS ED 040 345 MF $0.25 HC $2.95) 57. 1970.

This report attempts to evaluate the more common small group methods in terms of their effectiveness in teaching adults. It includes a rationale for small group instruction, description of methods, and an assessment based on existing research findings. It was concluded that small group methods enhance motivation, cause the participant to have more positive attitudes, and improve his use of problem-solving skills. Information retention is not correlated negatively or positively with small group instruction. The rationale rests upon the premise that learning is partly a function of attitudes; education or training is a matter of overcoming resistance to change. The most effective learning technique is seen as a small group designed as a learning culture. Such a culture is seen to assist in providing learning that involves a change in behavior rather than a simple transmission of knowledge. Olmstead's ability to synthesize psychological and sociological findings and theory into a practical far-reaching approach to education is incisive. Studies reviewed, in general, showed that small group instruction as compared to the lecture methods was as follows: (1) equal in terms of knowledge acquisition, (2) superior in terms of long-term knowledge retention, (3) superior in developing problem-solving skills, (4) superior in developing positive attitudes towards course work, and (5) superior in changing content specific attitudes.

Randolph, Norma, Howe, William, and Actherman, Elizabeth. Self
     Enhancing Education: Communication Techniques and Pro-
     cesses That Enhance -- A Training Manual. Stanford Press,
     Palo Alto. 1968.
          This manual presents field tested strategies for
     improving the communication skills used in personal rela-
     tions. The intent of the program is to enable the par-
     ticipant to gain self-confidence and increased feelings
     of worth as he learns. The authors found that improved
     communications were essential to the learner's total
     growth. The processes presented are basically those of
     reflective listening, modeling, congruent (owning) mes-
     sage sending, confrontation, mediation, problem-solving,
     and setting stable limits. The techniques are presented
     with objectives, the rationale underlying the objectives,
     a description of the technique, and examples. The manual
     has been widely used with educators and others (e.g.,
     businessmen) throughout the United States and in foreign
     countries. The authors who use the manual when pro-
     viding in-service workshops have revised it several
     times.

Rogers, Carl R. Carl Rogers on Encounter Groups. Harper & Row,
     New York. 1970.
          This book was written by a psychologist who has
     been interested and involved in group therapy and re-
     lated activities for thirty-five years. It is a hand-
     book that evolved from the author's personal experiences.
     Rogers entertains no doubts as to the relatively un-
     tapped potential of the encounter (T, sensitivity,
     task-oriented, Gestalt, etc.) group in respect to its
     therapeutic and related change producing possibilities.
     Starting with a review of work in this area (especially
     Lewin), he proceeds to describe the process of the group.
     Following this is an especially worthwhile discussion of
     the facilitative roles of the members, including the
     leader. Considerations such as the weight of counter-
     claims, some areas of application, and the development of
     facilitative skills are also included. The author's
     personal feelings concerning the whole area of human
     nature are interlaced with the rest of the subject mat-
     ter.

Sampson, Edward E. Social Psychology and Contemporary Society.
     John Wiley & Sons, Inc., New York. 238-274, 1971.
          An incisive review of research as it is related to
     the various theories of planned change, this work relates
     directly to the problems and concerns of modern society.

The issue of cooperation versus competition is used as
a framework for an indepth discussion of the findings
and perceived merits or failings of the group interaction
process. A broad spectrum of relevant topics are con-
sidered along with a specific treatment of the T-group
as an instrument of planned change.

Shatz, Eunice and Others. New Careers of Generic Issues in the
Human Services: A Sourcebook for Trainers. Manpower
Administration, Washington, D. C. (EDRS ED 025 468 MF
$0.50 HC $3.75) 73. 1968.
Designed for use by trainers in preparing unskilled
workers with minimum education for entry as nonprofes-
sionals in human services, this manual is organized to
increase one's understanding of individual and group
behavior. Suggested unit plans and the training program
rest on the premise that all people in the area of human
service need growth in four broad areas: (1) the world
of work, (2) people, (3) the community, and (4) oneself.
Feedback from the trainee's core group is considered an
essential ingredient of behavior modification. Results
obtained from analysis of drop-out rates, commitment,
etc. indicate that this confluent process utilizing
small group techniques is unusually worthwhile.

Solomon, Lawrence N., Berzon, Betty, and David, David P. "A
Personal Growth Program for Self-Directed Groups." The
Journal of Applied Behavioral Science 6:427-450. 1970.
The authors, working with a group of "vocationally
handicapped" students, report the procedures utilized
and the results of a two-year attempt to enhance the in-
dividual's ability to make fuller use of his social and
vocational potential. Specifically, the attempt was
made to enable the participant to experience an awareness
of the following: (1) his own feelings, (2) how his
feelings affect his behavior, (3) how his behavior af-
fects another's feelings, (4) how another's behavior
affects his behavior, and (5) how another's behavior
affects his own feelings. Small group techniques and
processes used are presented. Evaluation was quite well
done and extensive. The data indicates significantly
increased sensitivity to others, self-acceptance, and
self-motivation.

Thelen, Herbert, and Dickerman, Watson. "Stereotypes and the
Growth of Groups." Educational Leadership 6:309-316.
1949.
This report is an attempt to outline the stages of
development individuals go through as participants in
small group problem-solving processess. The information

is based upon firsthand experience in the activities of
the First and Second National Training Laboratories in
Group Development held in 1947 and 1948. The authors
found that in stage one the members find a place in the
leadership hierarchy; in stage two members are frustra-
ted and anxious as a result of concept conflict; in
stage three the group is characterized by a determina-
tion to provide harmony; and the fourth stage is charac-
terized by a cooperative goal seeking orientation. The
authors found that most groups failed to reach stage
four, that of group productivity. An understanding of
this process is felt to be useful in providing for mean-
ingful group growth.

Thelen, H. A., and Others. Role Perception and Task Performance
of Experimentally Composed Small Groups. The University
of Chicago, Chicago, Illinois. 1969.
    As a part of a five-year study in respect to small
group effectiveness, the authors attempt to find the re-
lationships between fifteen personal variables (e.g., de-
pendency) and three major group functions (task work,
group maintenance, and individual involvement). Based
on a conviction that the small group provides for per-
sonal growth needs in quite beneficial ways, the goal was
to determine what types of personalities are most likely
to provide the optimal setting in simple or complex task
settings. Related data, test forms, procedures, and the
like are carefully delineated. Among the many conclu-
sions drawn, these seemed especially pertinent: (1) a
seemingly incompatible group was found to function quite
well when the task was complex; (2) emotional charac-
teristics were very important factors in relation to pro-
duction; and (3) groups composed of several members want-
ing control and not receiving it related negatively with
productivity.

Walton, Richard E. "A Problem-Solving Workshop on Border Con-
flicts in Eastern Africa." Journal of Applied Behavioral
Science 6:453-489. 1970.
    The United Nations supported the proposal of three
Yale University social scientists who hoped to utilize
small group techniques in the resolution of international
conflicts. Non-governmental personnel from Somalia,
Ethiopia, and Kenya (N = 18) met with the Yale group and
the author for a two-week workshop. The plan was to
develop bonds of trust through interpersonal activities
and the implementation of simulation, T group, and re-
lated techniques. The purpose underlying the humanistic
communication was to provide the framework and climate

necessary for group decision-making concerning inter-
national problems. The small group process seems to
have been quite successful in bringing about a good
cross-section of cooperative endeavor between members
of the different nations, but failed to provide for
accommodation of intra-nation conflict. The session
failed to provide a consensual proposal. The day-to-
day account of activities and progress indicates that
this session was, at the least, very meaningful to
the participants. It is likely that many beneficial
"latent" effects could result.

Ward, William T. "Increasing Teacher Effectiveness Through
Better Use of Scientific Knowledge." Address given to
National Federation for Improvement of Rural Education,
Denver, Colorado. (EDRS ED 034 735 MF $0.25 HC $1.30)
24. 1969.
Concerned with the application of research findings
on the subject of teacher behavior as related to student
behavior, Ward presents a precise and concise case for
the inquiry method of instruction. Included are descrip-
tions of the inquiry process, the supportive classroom
climate, the nature of learning by discovery, and the
psychological aspects of individual growth needs. The
basic purpose of the author was to show that teacher be-
havior can be changed as a result of scientific planning
in the pre- or in-service stages. A rationale and model
for such a program is included.

Webb, Neil J., and Grib, Thomas F. "Teaching Process As a Learn-
ing Experience -- The Experimental Use of Student-Led
Discussion Groups." Saint Norbert Coll., West De Pere,
Wis. (EDRS ED 019 708 MF $0.75 HC $5.24) 129. 1967.
The objective of this study was to test the effec-
tiveness of small learning groups in many different
college courses with unselected students of varying abili-
ty. Two of the six experimental groups made significant
achievement gains as compared to control groups. In
no case did the control groups achieve significantly
more. Gains were indicated in respect to higher level
cognitive processes and in respect to motivation, inter-
est, and student responsibility. Many examples of the
innovative techniques utilized in the program are inclu-
ded. Grouping, grading, and objective setting techniques
are examples of the topics considered. Teacher behavior
changed from attempting to provide for <u>anticipated</u> needs
to an attempt to assist students in fulfilling <u>expressed</u>
needs. Also presented was a booklet entitled <u>Manual
for Student-Led Discussions</u>.

(Color D)

31	YES	NO
36	YES	NO
32	YES	NO
37	YES	NO
33	YES	NO
38	YES	NO
34	YES	NO
39	YES	NO
35	YES	NO
40	YES	NO

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DESCRIPTOR.. SMALL GROUP INSTRUCTION, INQUIRY TRAINING,
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MOTIVATION, HUMAN DEVELOPMENT, COMMUNICATION SKILLS, GROUP
STRUCTURE, INTERPERSONAL RELATIONS, STUDENT RESPONSIBILITY,
PROBLEM SOLVING

ABSTRACT.. LEARNING IN SMALL GROUPS IS A PRACTICAL WAY TO BRING
ABOUT BEHAVIOR CHANGE. THE INQUIRY LEARNING PROCESS IS
PERCEIVED TO BE THE MOST NATURAL AND SCIENTIFIC WAY OF
LEARNING. SKILLS DEVELOPED INCLUDE THOSE OF PROBLEM-SOLVING
TASK ANALYSIS, DECISION-MAKING, VALUE FORMATION AND ADAPTABIL-
ITY. THE ART OF SMALL GROUP INTERACTION IS DEVELOPED.
FACTUAL LEARNING IS EQUAL TO OR GREATER THAN THAT RESULTING
FROM OTHER METHODS. CONCEPTUAL LEARNING AND KNOWLEDGE
RETENTION RESULTING FROM THIS METHOD ARE SUPERIOR TO THAT
OF OTHERS. ATTITUDES, INTERESTS, DIFFERING LEARNING STYLES,
AND FEELINGS ARE PROVIDED FOR IN AN EFFECTIVE AND MEANINGFUL
WAY. THE TWO UNITS PRESENTED ARE DESIGNED TO ASSIST THE
TEACHER IN IMPLEMENTING THE PROCESS. FACILITATIVE WORKSHEETS
ARE INCLUDED. AN ANNOTATED BIBLIOGRAPHY PROVIDES SUPPORT FOR
THE PROPOSITIONS. THE UNITS HAVE BEEN USED WITH STUDENTS IN
THE THIRD, FIFTH, EIGHTH, TENTH, ELEVENTH, AND TWELFTH GRADES.

SMALL GROUP INQUIRY

by

Martin M. Koller

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The classroom teacher who wishes to implement a teaching program that combines learning with feeling development needs tools with which to do the job. If the goal is to bring about behavior and attitude modification as a result of classroom experience, traditional methods may prove inadequate.

The purpose of this paper is to present a set of techniques that were developed to meet these needs. The two units included are based on the premise that the inquiry process combined with the small group interaction process will provide a practical and yet efficient way of attaining relevant feeling education.

Used with teachers and students, this material has been revised according to the reaction in the field and as a result of a review of the literature on the subject. (See attached annotated bibliography.)

The basic inquiry steps are as follows:

A. Defining and clarifying the topic.

B. Researching the background of the topic.

C. Generalizing from the findings.

1

D. Using data and logic in proposing solutions.

E. Attempting to apply the proposed solutions.

The small group process requires that one's feelings and ideas are acted upon by fellow group members. The basic experiences are as follows:

A. Individual ideas acted upon by a small group.

B. Small group feedback to individual members.

C. Democratic decision-making.

D. Individual cooperation as a part of the group function.

E. Small group interaction as a part of large group function.

Implicit in the inquiry process is a structure that lends itself to scientific study while providing the student with the organization needed for security and for an understanding of the process. The group interaction process provides the learner with an opportunity to try out ideas and abilities with the accompanying satisfaction of immediate feedback. The individual can develop his ability to function in a social group while gaining experience in approaching little known situations. This experience should prove useful in future living.

Generally speaking, it is suggested that the inquiry steps be followed in the order presented. It is also recommended that the small group consist of between four and eight heterogeneous students. In using a teaching format such as this, the students should be briefed on the method and the objectives.

The outlines presented on the following pages ("Small Group
Inquiry Steps" and "Small Group Inquiry Grading") have been
used as handouts when introducing units based on this plan.

SMALL GROUP INQUIRY STEPS

A. Defining and clarifying the situation
   1. Individuals list words that describe
   2. Small group combines lists of members
   3. Small groups share - develop master list
   4. Small groups sub-divide words
B. Researching background
   1. Individuals research a sub-area
   2. Individuals share with small group
   3. Small group develops a report composed
      of several parts
   4. Small groups share with large group
   5. Large group interacts with small group
   6. Findings are generalized by teacher
C. Making propositions
   1. Individuals research a sub-area
   2. Individuals share with small group
   3. Small group develops propositions
   4. Small groups share with large groups
   5. Large group interacts with small group
   6. Propositions are generalized by teacher
D. Action
   1. Small groups decide direction
   2. Individuals make commitment
   3. Individuals report to small group
   4. Small group reports to large group

4

SMALL GROUP INQUIRY * GRADING

A. Grade when small group shares with large.
(Grade during part B. and C.)

    1. (1/3) Each individual is graded on
their presentation and ability to
respond to questions.

    2. (1/3) Each group gets a grade. (This
part of the individual's grade depends
upon group cooperation)

    3. (1/3) Each individual asking a question
or making a positive comment to the
small group presenter receives credit
each time he does so.

B. Example based upon a 100 point unit.
A student (Bob?) as a member of a small
group does a good job by considering his
area in depth and with a good use of logic
and facts. He receives 31 points. His
group does a fair job and receives 22
points for each member. Bob, as a member
of the large group asks 7 good questions
(5 points each). For this he receives the
maximum allowed, or 34 points. His total
score would equal 31 plus 22 plus 34 or,
87/100.

5

Small Group Inquiry: A Teaching Unit

Goal: To provide the techniques needed to teach via the inquiry
        method and when using a small group structure.

This unit is divided into six components each with an
accompanying objective and an outline of the suggested proce-
dures.   Supportive worksheets (Appendix A) are included.   The
components are designed to provide the students with limits or
parameters within which to operate.   At the same time the com-
ponents should cause the learners to use the inquiry process and
small group process.   The objectives are derived from the in-
quiry steps while the procedures relate to small group inter-
action.

It will be noted that certain tasks are accomplished in-
dividually and others collectively.   Research activities are
most worthwhile when undertaken by individuals.   The findings
are found to be more basic and pertinent when subjected to group
feedback.   Learner commitment is enhanced when he sees that his
unique potential is needed by his group in order to accomplish
the task.

Objective 1. The group will recognize, clarify, and define a
                problem or topic.   The teacher and/or students may
                choose a topic such as the race problem, American
                colonization, drug abuse, pollution, or war/peace.

6

Choosing Descriptor Words (Worksheet A, page 17):

Each student will prepare a list of words that
describe the topic. The members of the group will
combine their descriptor words. Each group will
then share their list of descriptors with all other
groups so that a large group master list results;
each student should receive a copy of the master
list.

Clarifying and Defining (Worksheet B, page 18):

The small groups will separate the words on the
master list into categories. (For example, words
describing the racial problem may be listed under
economic, social, political, and cultural subhead-
ings.) Descriptors that don't fit or that are not
important will be dropped; others may be added.
(If students have difficulties at this stage, it
helps to allow a member of each group to visit the
other groups.)

Objective 2. The background of the problem or topic will be ana-
lyzed.

Task Assignment (Worksheet C, page 19):

In a give-and-take session the small group will
decide upon procedures and roles needed in order
to cooperatively study the background facts. Often
the group members will simply assign each student
a part of the descriptor words with instructions to
find the needed information in that area.

8

Commitment (Worksheet C, page 19):

> Each member agrees to carry out his part. The group writes down their plan of operation for the teacher.

Individual Research (Worksheet D, page 20):

> Information is gathered with the intent of sharing so that all in the group have knowledge of other areas. Students may need assistance in securing relevant information. The length of time allotted will depend upon depth of the study and seriousness of the participants.

Objective 3. Background findings are shared to provide each group member with an understanding of all the background facts studied.

Individual Reports:

> In a "go-around" each member informs the group of his findings. Sharing is complete when all members feel adequately informed concerning the entire background of the topic.

Developing the Presentation (Worksheet E, page 21):

> Through "give-and-take" dialogue the group will decide the following: (a) which findings should be presented to the large group; (b) the form in which the presentation will be given; and (c) each member's function in the presentation.

9

Presentation (Worksheet J, page 26):

The small group will present findings in respect to the background of the topic in a manner acceptable to the teacher and the group. The presentation can take many forms such as role playing, oral reports, slide presentation, etc. The large group is to be encouraged to interact freely with constructive comments and criticisms after the initial presentation.

Objective 4. The small group utilizing the large group's comments will plan a search for information needed for proposing solutions.

Task Assignment (Worksheet F, page 22):

In a "give-and-take" session each group will decide upon the procedures and member roles needed to cooperatively gather the information required for developing propositions. Often the group members will wish to follow-up in the area that they had studied for background facts.

Commitment (Worksheet C, page 19):

Each member agrees to carry out his assigned function. The commitments of all group members are given to the teacher. A schedule and deadline are set.

Objective 5. The various parts of the topic will be studied in order to provide facts and logic needed in proposition construction.

51

Individual Research (Worksheet G, page 23):

> Information is gathered with the intent of pro-
> viding the other group members with adequate in-
> sight into each area. Students may need assistance
> in securing relevant information. The time allot-
> ment will depend upon depth of the study and the
> seriousness of the participants.

Objective 6. A single report of the propositions of the groups
will be developed by the group and shared with the
class.

> Developing the Presentation (Worksheet H, page 24):
>
> > Through a "give-and-take" dialogue the group will
> > decide upon the following: (a) which findings
> > should be presented to the large group; (b) the
> > form in which the presentation will be given; and
> > (c) each member's function in the presentation.
>
> Presentation (Worksheet J, page 26):
>
> > The small group will present their propositions to
> > the large group in a manner satisfactory to the
> > teacher. The large group is urged to interact
> > freely with constructive comments and criticisms
> > after the initial presentation.
>
> Free Session (Worksheet I, page 25):
>
> > The teacher allows the large group or small group
> > to generalize (draw conclusions). He may also wish

to encourage discussion of problems arising with
inquiry steps or with the small group process. It
may be that group relations need to receive special
attention. This session should be held whenever the
processes seem to be breaking down.

Small Group Interaction: A Teaching Unit

Goal: To provide the tools needed in bringing about student
        understanding relative to feeling-behavior-communication
        relationships.

The facilitator of small groups will often find that

satisfactory progress cannot be made because of interpersonal

relations of group members. Even if small group inquiry is not

the objective, the teacher may wish to assist the students in

improving their social and personal relations. In either case,

small groups can provide the forum needed when the relationships

between feelings and behavior are being investigated. Without

adequate avenues for communication and feedback, such investi-

gation lacks depth and meaning. The interplay between feelings

and behavior can be understood and applied through many tech-

niques. Those presented in this unit have been used with un-

skilled workers and students in grades three through eight.

Objective 1. To understand and recognize the characteristics of

             a good group member.

   Behavior:

            Individual recognition of good group member charac-
              teristics.
            Pooling of characteristics.
            Large group chooses the fifteen characteristics of
              a good group member.

        Identifying the Characteristics:

            Each individual lists the member characteristics he

            sees as important to the success of the group. Each

                                12

Partners:

> The members, having chosen or been assigned to de-
> velop a characteristic of a good group member,
> choose a partner. Each partner is to assist each
> other in their personal development.

Objective 3. Group members are to develop the ability to commu-
nicate more effectively.

Behavior:

> Rules for "good listening" are identified.
> Rules for "good speaking" are identified.
> Individuals sharpen their communication skills
> through practice.

Choosing the Rules:

> Each individual lists the rules of good speaking
> and good listening that he sees as important to the
> success of the group. Each member then shares his
> list with the members of his group. A master list
> is compiled for the whole class.

Ranking the Rules:

> Each member is asked to rank order the ten rules
> for good speaking and the ten rules for good listen-
> ing that he feels are most important. A tally is
> made, and a list of the ten rules for good speaking
> and a list of the ten rules for good listening are
> printed and distributed. (Appendix B, page 28 .)

Speaking and Listening Laboratory (Cue Cards):

> One group member is designated a "talker" and one a

"listener." The two sit in the center of their
group facing a row of "talker's helpers" on one
side and the "listener's helpers" on the other.
The talker describes his attempt to develop a char-
acteristic of a good group member. His partner
reacts. The "helpers" suggest improvements in
communication by indicating perceived needs with
the appropriate cue card (one rule on each). Lis-
tener and speaker roles are rotated until each
group member has functioned in each role.

Objective 4. To actualize the ability to develop, agree upon,
and utilize a set of rules appropriate to small
group learning.

Behavior:

> Rules essential to group cooperation are identified.
> Pooling of rules results in a master list.
> Ranking of rules results in a list of essential
>   rules.
> Group commitment to self-improvement.

Identification of Necessary Rules:

Each member is asked to list the rules he feels
are essential to small group cooperation. These
rules are then shared with his group members. Each
small group shares their list with the class and a
master list is compiled.

Ranking the Rules:

Each member is asked to rank order the ten rules.

A tally is made and a list of the ten rules essential to small group cooperation is printed and distributed. (See Appendix B, page 29.)

Assessment:

At any stage of group interaction the members are each asked to identify the two rules best followed by his group and the two rules least followed by his group. The findings are pooled and the group decides which two rules it will attempt to improve upon in the future. The small group informs the other groups of their decision.

APPENDIX A

Small Group Inquiry -- Worksheet A

Instructions: This sheet should be completed in duplicate with
a copy kept by the group and a copy for the teacher.

Members: 1. Leader_____, 2. Secretary_____,

3. _____, 4. _____, 5. _____,

6. _____, 7. _____, 8. _____.

Topic of Concern:_____

List as many words as you can think of that relate to the topic.

1. _____|_____|_____
2. _____|_____|_____
3. _____|_____|_____
4. _____|_____|_____
5. _____|_____|_____
6. _____|_____|_____
7. _____|_____|_____
8. _____|_____|_____
9. _____|_____|_____
10. _____|_____|_____
11. _____|_____|_____
12. _____|_____|_____
13. _____|_____|_____
14. _____|_____|_____
15. _____|_____|_____
16. _____|_____|_____
17. _____|_____|_____

17

Small Group Inquiry -- Worksheet B

Instructions: This sheet should be completed in duplicate with
a copy kept by the group and a copy for the teacher.

Members: 1. Leader_____, 2. Secretary_____.

3. _____, 4. _____, 5. _____.

6. _____, 7. _____, 8. _____.

Topic of Concern:_____

Using the list of descriptor words from Worksheet A, divide the
subject into major areas and list the words in the area they fit.

Area I.	Area II.	Area III.	Area IV.

18

Small Group Inquiry -- Worksheet C

Instructions: This sheet should be completed in duplicate with
                 a copy kept by the group and a copy for the teacher.

Members: 1. Leader_____, 2. Secretary_____,

3. _____, 4. _____, 5. _____,

6. _____, 7. _____, 8. _____.

Topic of Concern:_____

Decide, as a group, upon the accepted answer to the following ques-
tions.

1. Which group members will be responsible for studying the back-

    ground causes for each of the areas described in Worksheet B?

    Area I._____   _____

    Area II._____   _____

    Area III._____   _____

    Area IV._____   _____

2. When will the results be reported to the group?

3. When will the group results be reported to the class?

4. How will the results be reported to the class?

19

Small Group Inquiry -- Worksheet D

Topic of Concern:_____

Sub-Area:_____

Members working on this area:_____ _____ _____

Outline of Findings:

A.

    1.

    2.

    3.

B.

    1.

    2.

    3.

C.

    1.

    2.

    3.

D.

    1.

    2.

    3.

How does this area fit into the rest of the topic?

20

Small Group Inquiry -- Worksheet E

Instructions: This sheet should be completed in duplicate with
a copy kept by the group and a copy for the teacher.

Members: 1. Leader_____, 2. Secretary_____,

3. _____, 4. _____, 5. _____,

6. _____, 7. _____, 8. _____.

A. What is presently hindering_____?
                                    (desired goal)

    1.

    2.

    3.

    4.

    5.

    6.

    7.

B. How serious are these concerns? (Rank order)

    1.

    2.

    3.

    4.

21

Small Group Inquiry -- Worksheet F

Instructions: This sheet should be completed in duplicate with
a copy kept by the group and a copy for the teacher.

Members: 1. Leader_____, 2. Secretary_____.

3. _____, 4. _____,5. _____.

6. _____, 7. _____,8. _____.

Topic of Concern:_____

Decide, as a group, upon the accepted answers to the following
questions.

1. How can we help each other with this concern?

2. What can each of us do?

    Name_____

    Name_____

    Name_____

    Name_____

    Name_____

    Name_____

    Name_____

    Name_____

22

Small Group Inquiry -- Worksheet G

Topic of Concern:_____

Sub-Area:_____

Members working in this area:_____ _____ _____

Outline of Suggestions:

A.

    1.

    2.

    3.

B.

    1.

    2.

    3.

C.

    1.

    2.

    3.

D.

    1.

    2.

    3.

How do these proposals and suggests fit with the findings of other group members?

23

Small Group Inquiry -- Worksheet H

Instructions: This sheet should be completed in duplicate with
a copy kept by the group and a copy for the teacher.

Members: 1. Leader_____, 2. Secretary_____,

3. _____, 4. _____, 5. _____,

6. _____, 7. _____, 8. _____.

Topic of Concern:_____

1. What can we do to change_____?
                              (area in which action is needed)
    a.

    b.

    c.

    d.

    e.

    f.

2. How will these suggestions be put into effect?

    a.

    b.

    c.

    d.

    e.

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Small Group Inquiry -- Worksheet I

Instructions: This sheet should be completed in duplicate with
a copy kept by the group and a copy for the teacher.

Members: 1. Leader_____, 2. Secretary_____.

3. _____, 4. _____, 5. _____.

6. _____, 7. _____, 8. _____.

Topic of Concern:_____

Decide, as a group, upon several answers to the following questions.

1. How well have we worked as a group?

2. What can we do to improve our group relationships?

3. Did we each do our part?

4. What are our specific needs?

5. How can we improve our ability to inquire?

6. With what concerns do we need more help?

25

Small Group Inquiry -- Worksheet J

Topic_____ Name_____

Group Reporting_____

A. Major ideas that you agree with.

    1.

    2.

    3.

    4.

B. Major ideas that you disagree with.

    1.

    2.

    3.

    4.

C. Unusual information presented.

    1.

    2.

    3.

D. Information presented that seemed incorrect.

    1.

    2.

    3.

E. Overal reaction (-) 1 2 3 4 5 6 7 8 9 (+)

26

CHARACTERISTICS OF A GOOD GROUP MEMBER
By Twining Fifth Grade

1. They do their share of the work
2. They stay in their group
3. They accept the decisions of their group
4. They respect the rights of others
5. They are cheerful and happy
6. They cooperate and work together
7. They want others to be happy
8. They know when to be serious
9. They share their ideas
10. They are alert to what is happening
11. They have good manners and are courteous
12. They are good sports
13. They take their turn
14. They are eager
15. They listen carefully to others

27

CHARACTERISTICS OF A GOOD SPEAKER

By Twining Eighth Grade

1. Speaks with feeling

2. Uses examples

3. Checks if listener understands

4. Watches listener's physical actions

5. Demonstrates

6. Doesn't repeat himself using the same words

7. Asks listeners to imagine themselves in a similar situation

8. Doesn't preach

CHARACTERISTICS OF AN ACTIVE LISTENER

1. Checks to see if they understand

2. Doesn't interrupt

3. Picks up the feeling

4. Watches the speaker's actions

5. Respects the feelings of the speaker

6. Asks the speaker to clarify

8. Asks the speaker why they feel that way

9. Asks the speaker why they think that way

10. Doesn't argue with the speaker

28

RULES ESSENTIAL TO GROUP COOPERATION

By Eielson Eighth Grade

1. Choose a good leader

2. Help each other

3. Contribute suggestions and ideas

4. Lend a helping hand

5. Get work done on time

6. Allow freedom of expression

7. Respect each other

8. Debate relevant issues

9. Do your best

10. Pay attention to others

11. Take turns speaking

12. Listen to each other's feelings

29

ANNOTATED BIBLIOGRAPHY

Adams, John C., Jr. "The Effectiveness of Small Group Inter-
action As Opposed to Teacher Centered Instruction."
American Personnel and Guidance Association, Washington,
D. C. (ERIC ED 041 319 MF $0.25 HC $0.70) 12. 1970.
     The author offers a simple rationale for small
group instruction based upon his experience and upon
personal observation. Using a low-key approach and a
moderate vocabulary, he presents a strong case for the
small group method if the goals are interest, motiva-
tion, creativity, intellectual growth (concepts), and
emotional growth. In suggesting a generalized proce-
dure, Adams indicates that a group of six to eight het-
erogeneous type students form a unit. Instructions and
follow-through must be clear and consistent. Teacher
pressures should be at a minimum. Cooperation and in-
dividual endeavor can be planned for and rewarded (grades)
using this approach.

Ball, Jerald T. "The Pentagonal Principle for Self-Oriented
Classes." (ERIC ED 032 866 MF $0.25 HC $1.00) 18. 1969.
     Utilizing a rather structured group process, the
author finds learning and motivation are increased as
compared to the lecture method. Ball gives a clear de-
scription of the methods, role responsibilities, and
procedures used with the pentagonal groups studying
mathematics. Basically, each unit is divided into
five or six parts with each student responsible for
teaching the rest of his group about his area. If a
student is unable to perform, his group is responsible
for his part. The group verifies all steps.

Burke, R. L., and Bennis W. G. "Changes in Perception of Self
and Others During Human Relations Training." Human Rela-
tions 14:165-181. 1961.
     This report indicates that changes in perceptions
of self and others do take place in a T-group laboratory
setting. Utilizing a semantic differential evaluation
scheme and the technique of factor analysis, the authors
attempted to prove five hypotheses. Changes in percep-
tion were indicated by an increased consistency between
one's perceived actual and ideal selves, and by a per-
ceived change as observed by others that was consider-
ably greater than self perceived change. Other changes

30

72

in perception are also indicated. It is further noted
that a T-group seems to emphasize changes in social per-
ceptions as compared with a therapy group which empha-
sizes greater changes in perception of self.

Deep, Samuel D. "Use of Management Training Simulations in a
University Educational Administration Program; the Pro-
gram of Exercises for Management and Organizational
Development." Paper presented at American Association
of School Administrators Annual Convention, Atlantic
City, N. J. (ERIC ED 050 446 MF $0.65 HC $3.29) 5.
1971.

This is a programmed approach to human interaction
based upon a need for behavioral change. Since deep-
seated beliefs and attitudes are held to be modifiable
by behaviorally confronting tasks that are personally
incongruent, this approach utilizes the small group feed-
back technique. Decisions are made individually in re-
spect to a specific case study; then a small group con-
census is reached; analysis of personal and group pro-
cesses used are studied; and, finally, the experiences
are shared. Eleven separate areas are approached using
this technique. These areas are chosen to provide speci-
fic insights into the human interaction process. All of
the exercises are presented in booklet form.

Durham, Lewis L., and Others. "A Bibliography of Research, Ex-
plorations, Human Relations Training and Research."
National Training Labs., Washington, D. C. (EDRS ED
014 016 MF $0.25 HC $1.52) 36. 1967.

This set of annotations on the subject of personal-
ity and human relations is most thorough. The paper
includes a review of 100 research articles and books.
Subject areas covered include T-groups, group structure
and dynamics, interpersonal relationship, self-concepts,
behavior and attitude change, and organizational change.
Materials reviewed were selected from the years 1947
through 1967.

Eberlein, Larry. "A Process Approach to Teaching Teachers."
Paper presented to the American Educational Research
Association, Minneapolis, Minn. (ERIC ED 037 410 MF
$0.25 HC $0.90) 16. 1970.

When teaching educational courses, especially edu-
cational psychology, college instructors usually are
found to lecture on the subject of human dynamics and
interaction. Eberlein presents a well-planned group
approach which he has used effectively in combining cog-
nitive and affective learning. Information input is

Versus the Traditional Lecture-Discussion Method."
Spokane Community College, Washington Dept. of English.
(EDRS ED 040 092 MF $0.25 HC $1.60) 30. 1969.
       The object of this experiment was to provide stu-
dents with a program designed to incorporate all of the
levels of cognitive learning as defined by Bloom. Small
groups were formed and a carefully planned program was
carried out in this project. Using GPA as a criterion,
no significant changes in objective learning were found.
The program plan incorporates a number of worthwhile
features of the learning process such as time lines,
assignment setting, and the identification of objectives.

Hoehn, Lilburn P. (ed.). "Teaching Behavior Improvement Pro-
      gram." HEW, Washington, D. C. (EDRS ED 034 719 MF $1.00
      HC $12.75) 253. 1969.
       This document explains the procedure used over a
three-year period with the intent of changing teaching
behavior. Beginning with the variable of teacher be-
havior instead of teacher attitudes or teacher knowl-
edge, the program is laid out so as to involve the in-
service personnel in self-change. Using a design-trial-
evaluate-redesign cycle, educators are encouraged to
seek out dissonance, confront the source, plan action
to be taken, react, and evaluate. Several of these
steps are to be taken in a small group setting because
feedback is seen as essential in modifying behavior.
The authors present a complete plan, step by step, for
the implementation of in-service units of this nature.
The document is a rich source of information concerning
materials, procedures, and results.

House, Robert J. "T-Group Education and Leadership Effectiveness:
      A Review of the Empiric Literature and a Critical Evalu-
      ation." Personal Psychology 20:1-32. 1967.
       The author's carefully documented concern relates
to the intrapersonal effect of T-group upon the indi-
vidual. Since an effective T-group is found to be a
powerful means of changing perceptions and behavior,
House feels that there is a grave need to analyze the
overt and possibly latent effects. Studies cited indi-
cate, for example, that when one becomes more open and
questioning as a result of such training, he may have
difficulty working with his peers and superiors. House
suggests that the power to cause one to modify his be-
havior leads to the query of "in what direction?" Fur-
thermore, since the psychic theraputic qualities of T-
group training are known, one needs to consider the con-
sequences of the use of the technique by those who are
not highly trained in clinical psychology.

Hrivnak, Joseph T. "The Use of Interaction and Feedback in an
Inservice Education Model." Doctoral dissertation sub-
mitted to the University of Pittsburgh School of Educa-
tion. (EDRS ED 050 036 MF $0.65 HC $6.58) 118. 1970.
    The author believes that most existing in-service
programs for educators have minimal success because im-
mediate and varied feedback along with a supportive cli-
mate are absent. In order to remedy this, he utilized
small group interaction with the group members providing
the following: (1) development and planning of new com-
petencies, (2) trial runs and observations, (3) feedback
discussion, (4) modification and/or adjustment, and (5)
continued development. It is suggested that the number
of competencies to be attempted be realistically related
to other resources, especially to that of time. Program
evaluation indicates that the provision for interpersonal
interaction and feedback results in positive behavior
and attitude modification.

Olmstead, Joseph A. "Theory and State of the Art of Small-Group
Methods of Instruction." Human Resources Research Or-
ganization, Alexandria, Va. (EDRS ED 040 345 MF $0.25
HC $2.95) 57. 1970.
    This report attempts to evaluate the more common
small group methods in terms of their effectiveness in
teaching adults. It includes a rationale for small
group instruction, description of methods, and an assess-
ment based on existing research findings. It was con-
cluded that small group methods enhance motivation,
cause the participant to have more positive attitudes,
and improve his use of problem-solving skills. Informa-
tion retention is not correlated negatively or positive-
ly with small group instruction. The rationale rests
upon the premise that learning is partly a function of
attitudes; education or training is a matter of over-
coming resistance to change. The most effective learning
technique is seen as a small group designed as a learning
culture. Such a culture is seen to assist in providing
learning that involves a change in behavior rather than
a simple transmission of knowledge. Olmstead's ability
to synthesize psychological and sociological findings
and theory into a practical far-reaching approach to
education is incisive. Studies reviewed, in general,
showed that small group instruction as compared to the
lecture methods was as follows: (1) equal in terms of
knowledge acquisition, (2) superior in terms of long-
term knowledge retention, (3) superior in developing
problem-solving skills, (4) superior in developing posi-
tive attitudes towards course work, and (5) superior in
changing content specific attitudes.

Randolph, Norma, Howe, William, and Actherman, Elizabeth. <u>Self</u>
<u>Enhancing Education: Communication Techniques and Pro-</u>
<u>cesses That Enhance -- A Training Manual.</u> Stanford Press,
Palo Alto. 1968.
  This manual presents field tested strategies for
improving the communication skills used in personal rela-
tions. The intent of the program is to enable the par-
ticipant to gain self-confidence and increased feelings
of worth as he learns. The authors found that improved
communications were essential to the learner's total
growth. The processes presented are basically those of
reflective listening, modeling, congruent (owning) mes-
sage sending, confrontation, mediation, problem-solving,
and setting stable limits. The techniques are presented
with objectives, the rationale underlying the objectives,
a description of the technique, and examples. The manual
has been widely used with educators and others (e.g.,
businessmen) throughout the United States and in foreign
countries. The authors who use the manual when pro-
viding in-service workshops have revised it several
times.

Rogers, Carl R. <u>Carl Rogers on Encounter Groups.</u> Harper & Row,
New York. 1970.
  This book was written by a psychologist who has
been interested and involved in group therapy and re-
lated activities for thirty-five years. It is a hand-
book that evolved from the author's personal experiences.
Rogers entertains no doubts as to the relatively un-
tapped potential of the encounter (T, sensitivity,
task-oriented, Gestalt, etc.) group in respect to its
therapeutic and related change producing possibilities.
Starting with a review of work in this area (especially
Lewin), he proceeds to describe the process of the group.
Following this is an especially worthwhile discussion of
the facilitative roles of the members, including the
leader. Considerations such as the weight of counter-
claims, some areas of application, and the development of
facilitative skills are also included. The author's
personal feelings concerning the whole area of human
nature are interlaced with the rest of the subject mat-
ter.

Sampson, Edward E. <u>Social Psychology and Contemporary Society.</u>
John Wiley & Sons, Inc., New York. 238-274. 1971.
  An incisive review of research as it is related to
the various theories of planned change, this work relates
directly to the problems and concerns of modern society.

The issue of cooperation versus competition is used as
a framework for an indepth discussion of the findings
and perceived merits or failings of the group interaction
process. A broad spectrum of relevant topics are con-
sidered along with a specific treatment of the T-group
as an instrument of planned change.

Shatz, Eunice and Others. New Careers of Generic Issues in the
Human Services: A Sourcebook for Trainers. Manpower
Administration, Washington, D. C. (EDRS ED 025 468 MF
$0.50 HC $3.75) 73. 1968.
Designed for use by trainers in preparing unskilled
workers with minimum education for entry as nonprofes-
sionals in human services, this manual is organized to
increase one's understanding of individual and group
behavior. Suggested unit plans and the training program
rest on the premise that all people in the area of human
service need growth in four broad areas: (1) the world
of work, (2) people, (3) the community, and (4) oneself.
Feedback from the trainee's core group is considered an
essential ingredient of behavior modification. Results
obtained from analysis of drop-out rates, commitment,
etc. indicate that this confluent process utilizing
small group techniques is unusually worthwhile.

Solomon, Lawrence N., Berzon, Betty, and David, David P. "A
Personal Growth Program for Self-Directed Groups." The
Journal of Applied Behavioral Science 6:427-450. 1970.
The authors, working with a group of "vocationally
handicapped" students, report the procedures utilized
and the results of a two-year attempt to enhance the in-
dividual's ability to make fuller use of his social and
vocational potential. Specifically, the attempt was
made to enable the participant to experience an awareness
of the following: (1) his own feelings, (2) how his
feelings affect his behavior, (3) how his behavior af-
fects another's feelings, (4) how another's behavior
affects his behavior, and (5) how another's behavior
affects his own feelings. Small group techniques and
processes used are presented. Evaluation was quite well
done and extensive. The data indicates significantly
increased sensitivity to others, self-acceptance, and
self-motivation.

Thelen, Herbert, and Dickerman, Watson. "Stereotypes and the
Growth of Groups." Educational Leadership 6:309-316.
1949.
This report is an attempt to outline the stages of
development individuals go through as participants in
small group problem-solving processess. The information

is based upon firsthand experience in the activities of
the First and Second National Training Laboratories in
Group Development held in 1947 and 1948. The authors
found that in stage one the members find a place in the
leadership hierarchy; in stage two members are frustra-
ted and anxious as a result of concept conflict; in
stage three the group is characterized by a determina-
tion to provide harmony; and the fourth stage is charac-
terized by a cooperative goal seeking orientation. The
authors found that most groups failed to reach stage
four, that of group productivity. An understanding of
this process is felt to be useful in providing for mean-
ingful group growth.

Thelen, H. A., and Others. Role Perception and Task Performance
of Experimentally Composed Small Groups. The University
of Chicago, Chicago, Illinois. 1969.
        As a part of a five-year study in respect to small
group effectiveness, the authors attempt to find the re-
lationships between fifteen personal variables (e.g., de-
pendency) and three major group functions (task work,
group maintenance, and individual involvement). Based
on a conviction that the small group provides for per-
sonal growth needs in quite beneficial ways, the goal was
to determine what types of personalities are most likely
to provide the optimal setting in simple or complex task
settings. Related data, test forms, procedures, and the
like are carefully delineated. Among the many conclu-
sions drawn, these seemed especially pertinent: (1) a
seemingly incompatible group was found to function quite
well when the task was complex; (2) emotional charac-
teristics were very important factors in relation to pro-
duction; and (3) groups composed of several members want-
ing control and not receiving it related negatively with
productivity.

Walton, Richard E. "A Problem-Solving Workshop on Border Con-
flicts in Eastern Africa." Journal of Applied Behavioral
Science 6:453-489. 1970.
        The United Nations supported the proposal of three
Yale University social scientists who hoped to utilize
small group techniques in the resolution of international
conflicts. Non-governmental personnel from Somalia,
Ethiopia, and Kenya (N = 18) met with the Yale group and
the author for a two-week workshop. The plan was to
develop bonds of trust through interpersonal activities
and the implementation of simulation, T group, and re-
lated techniques. The purpose underlying the humanistic
communication was to provide the framework and climate

necessary for group decision-making concerning inter-
national problems. The small group process seems to
have been quite successful in bringing about a good
cross-section of cooperative endeavor between members
of the different nations, but failed to provide for
accommodation of intra-nation conflict. The session
failed to provide a consensual proposal. The day-to-
day account of activities and progress indicates that
this session was, at the least, very meaningful to
the participants. It is likely that many beneficial
"latent" effects could result.

Ward, William T. "Increasing Teacher Effectiveness Through
Better Use of Scientific Knowledge." Address given to
National Federation for Improvement of Rural Education,
Denver, Colorado. (EDRS ED 034 735 MF $0.25 HC $1.30)
24. 1969.
Concerned with the application of research findings
on the subject of teacher behavior as related to student
behavior, Ward presents a precise and concise case for
the inquiry method of instruction. Included are descrip-
tions of the inquiry process, the supportive classroom
climate, the nature of learning by discovery, and the
psychological aspects of individual growth needs. The
basic purpose of the author was to show that teacher be-
havior can be changed as a result of scientific planning
in the pre- or in-service stages. A rationale and model
for such a program is included.

Webb, Neil J., and Grib, Thomas F. "Teaching Process As a Learn-
ing Experience -- The Experimental Use of Student-Led
Discussion Groups." Saint Norbert Coll., West De Pere,
Wis. (EDRS ED 019 708 MF $0.75 HC $5.24) 129. 1967.
The objective of this study was to test the effec-
tiveness of small learning groups in many different
college courses with unselected students of varying abili-
ty. Two of the six experimental groups made significant
achievement gains as compared to control groups. In
no case did the control groups achieve significantly
more. Gains were indicated in respect to higher level
cognitive processes and in respect to motivation, inter-
est, and student responsibility. Many examples of the
innovative techniques utilized in the program are inclu-
ded. Grouping, grading, and objective setting techniques
are examples of the topics considered. Teacher behavior
changed from attempting to provide for anticipated needs
to an attempt to assist students in fulfilling expressed
needs. Also presented was a booklet entitled Manual
for Student-Led Discussions.