

The Role of Group Work in Self-Efficacy Improvement

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Introduction

One of the main goals of the Soundings classroom is to improve students' capacity to learn (Springer, 2006). Students in this classroom are supported to become autonomous learners who are confident in their ability to complete tasks, even under challenging circumstances. That is to say, students are supported to develop their self-efficacy. This term is defined in *Self-Efficacy and Performance in Mathematics*, by Trevor Williams and Kitty Williams (2010) as "a context-specific assessment of one's competence to perform a specific task" (Williams and Williams p. 455). In other words, self-efficacy is a feeling of confidence and agency about learning.

For our research in the Soundings classroom, we have been focusing on the relationship between group projects and self-efficacy. We hypothesized that Soundings group work would support individual students to improve their self-perceptions of ability. This led us to our central research question: what kinds of group situations best increase self-efficacy?

Self-efficacy defined and defended

Self-efficacy is essential for autonomous learning; a student must feel *capable* of learning in order to direct the process of their own education. In *Possible Selves*, Hazel Markus and Paula Nurius (1986) confirm the connection between an individual's developed possible selves and his or her incentive to act. Throughout their study, Markus and Nurius (1986) highlight the importance of self-knowledge, especially in defining a working "self-concept." This self-concept – the perception of self and ability – "guides performance" (p. 957). It is important that a student develop a self-concept as a capable learner because this sense of agency is a strong factor of motivation and performance.

Further, in *Self Theories*, Carol Dweck (2000) presents a clear connection between self-perception of intelligence as either "entity" or "incremental" and its effect on one's own behavior and academic motivation. Dweck (2000) goes on to demonstrate what happens when such a sense of agency remains uncultivated. She portrays some students who, despite potentially possessing high ability, fear failure and become despondent and unfocused when faced with a challenge. Such students are clear examples of low self-efficacy. Low self-efficacy is associated with a helpless response pattern, in which the student believes the issue is beyond his or her control and gives up. This pattern also places emphasis on performance goals and the appearance of intelligence rather than an actual quest for knowledge. Dweck's (2000) work not only shows the negative effects associated with low self-efficacy, but also the power of self-theories and concept in education and learning. On the other hand, other students remain focused and relish challenges, drawing from previously honed skills and abilities in order to accomplish their goals. These are examples of students with high self-efficacy, who demonstrate a mastery-oriented response to challenges. In a classroom, this response is significantly more positive

and effective than the helpless pattern that is associated with low self-efficacy.

Williams and Williams (2010) further examine the connection between mastery-oriented response and helpless pattern in association with self-efficacy. In *Self-Efficacy and Performance in Mathematics*, a student with a high level of self-efficacy is characterized by certain trends in behavior. According to this study, such students “approach difficult challenges as tasks to be mastered rather than as threats to be avoided, set challenging goals for themselves...” (Williams & Williams, p. 455). Low self-efficacy students, on the other hand, will “doubt their capabilities, shy away from difficult tasks” (Williams & Williams p. 455), and so on. Here, there is a clear agreement between Dweck (2000) and Williams and Williams (2010) on the behaviors associated with low and high self-efficacy individuals.

The study by Williams and Williams (2010) also defines the relationship between self-efficacy and performance as one of reciprocal determinism. Here, high self-efficacy has its roots in positive performance and in turn, high self-efficacy can increase performance level. In this way, one can see a catch-22 relationship between self-efficacy and performance, where a low self-efficacy student with a low performance level might remain in such a position with no further growth in either area. This is why our question and work is relevant: if we could determine specific group situations in which a student’s self-efficacy might be raised, these situations could be targeted and repeated, which could have a monumental effect on both the student’s self-perception and performance.

The Soundings environment

Our central question is also especially relevant in the environment of the Soundings classroom. As mentioned previously, one of the main goals of Soundings is to improve students’ capacity to learn. We also mentioned that Soundings is a nontraditional classroom. When Mark Springer (2006) originally developed the Soundings curriculum, he made some very intentional decisions about the structure of the classroom and students who would participate in this environment. For example, the course curriculum integrates multiple disciplines, and changes year by year to incorporate student interests and questions. More applicable to our question, entry into this classroom is based on a lottery system, students are graded through self-assessments, and we have observed that many projects in the classroom are completed through group work. Soundings provides a unique opportunity to investigate differences in self-efficacy across the same assignments and environment.

For the school year of 2010-2011, the 40 eighth grade students who are currently in Soundings were selected through a lottery system that allowed an equal number of male and female students to enroll in the class. This lottery system interests us because it means that we are working with a class of mixed-ability levels; students are not selected on the basis of grades, test scores, or their involvement in the Gifted and Talented programs at Radnor Middle School. We believed that such an environment might be a place where students with a wide

range of self-efficacies would be working together, as opposed to a traditional tracking-based system where students are grouped by ability (and in many cases self-efficacy levels).

We were also interested in the grading system in Soundings; instead of receiving a letter grade from their educators, students assess themselves using a class-structured rubric. We thought this that this system of grading - one that required a high level of student involvement - might promote self-awareness and reflections on self-efficacy. We felt that an environment that supported this kind of awareness would be an ideal place to ask students questions about their experiences related to self-efficacy.

For nearly every assignment - from simple brainstorming, to lab work, to months-long curriculum-defining projects - students work in group settings rather than independently. Group work is a deliberate component of the Soundings classroom related to the ideals of a democratic student-centered education (Springer 2006). In the Soundings classroom, group work exists in an environment of mixed ability and encouraged awareness of that ability. On this account, our research about what kinds of group situations increase self-efficacy - which is the belief about, and thus awareness of ability - is especially relevant to this classroom.

Group work and self-efficacy

Indicators of good group work

In order to examine and define the effects of group work and different group settings on self-efficacy, we first had to define some indicators of “good” group work. Through our understanding of preexisting literature and theories on this subject, we were able to surmise the following signs as indicators of positive group work.

Collaboration. Defined originally as “joint activity that results in shared ownership, authorship, use or responsibility for a project” (Yamauchi, Wyatt, & Carol 2005, p. 233), collaboration is arguably one of the more important aspects of group work. Through discussion and shared activity, students are able to create a product which is truly owned by every individual involved in the group. Collaboration is best achieved in small groups; such settings seem to promise that most, if not all, the group members will be able to participate meaningfully. Yamauchi, Wyatt and Carol (2005) also emphasize that teacher involvement is an important aspect of collaboration. They assert that the highest level of collaboration cannot be attained without the teacher working with the students. Other aspects of collaboration which can be seen in group work are Instructional Conversation, Reciprocal Teaching, Dialogic Methods and Understanding.

Instructional Conversation (Yamauchi et al. 2005) is literally “learning through discourse.” Here, all students contribute, influence and steer the discussion and group activity to a variety of different paths for the project. The development of the procedure and method of accomplishing the project is a shared responsibility

between the group members, and is achieved through discussion, without a leader controlling the work of the project.

Reciprocal Teaching (Brown & Campione 1994) implies a situation in which each student takes on the roles of both *leader* and *teacher*. This allows students to learn how to function in either role, and encourages further self-discovery. Reciprocal teaching helps to create a truly collaborative environment in which students contribute equally in different areas.

Dialogic Methods and Understanding (Brown & Campione 1994) denotes an end goal for the collaborative discussion, in which the students have developed - through their own ideas and beliefs coupled with ongoing conversation, compromise, and mediation - a common definition and understanding of the shared material. Through their work, they have determined a common idea of the core concepts that they use to educate the class or themselves. It is important that this is developed through group work rather than any individuals' prerogative.

Seeding and Appropriation. Seeding and appropriation represent a two-step indicator of good group work as developed by Brown and Campione (1994). The first step, seeding, implies that everyone involved in the project - the teacher, the students, people of high self-efficacy and performance, people of low self-efficacy and performance, and those in between - contribute their own ideas and beliefs to the atmosphere of the class environment. From this seeding, students select various ideas, methods, vocabulary, or procedures, and interpret them on a more personal and individual level. This means that no two students will have a identical interpretation of the ideas; some might not even select the same concepts for interpretation as the others. However, more general similarities may exist between interpretations. All of these interpretations - however similar or diverse - lead to mutual appropriation, wherein the individual learners accept and adapt these different contributions in accordance with their own educational needs and development.

Individual Responsibility and Roles in a Group Context. An individual student should take on a variety of responsibilities and roles when working in a group. Brown and Campione (1994) emphasize that, in a group, each individual should be recognized as an expert in a unique area, or as being able to provide a unique skill set to the project. Under such circumstances, the group would then be able to pool their resources, ideas, and knowledge together in order to uncover new knowledge or ideas. Brown and Campione (1994) also stress the importance of diversity in the skill levels of the individuals, arguing that this diversity allows for true dialogue and collaboration between the group members. They quote Heath (1991): "A team cannot expect to have all members at the same level of ability in the same complex skills. Instead, the potential for division of labor depends on varying levels of performance in each niche (p. 231)." In other words, varying levels of abilities and skills allow students to take on different roles in a group and perform in different areas. These kinds of group situations should encourage students to become more comfortable and confident in wide variety of roles.

Brown and Campione's (1994) understanding of Individual Responsibility and Roles also denotes that students must understand external expectations and feel comfortable in their positions in the group. Students should respect one another and trust in their group members' level of expertise; this kind of feedback could further assist in the cultivation of positive self-efficacy. Also, students must demonstrate an understanding of the implications of group work, how groups are meant to function, and the purpose of such work. The students should always be able to name the reasoning behind their group work.

Help-Seeking Strategies. Newman (2008) defines adaptive help seeking as a goal-directed behavior characterized by self-reflection. When faced with challenge, a student who seeks help through effective and thoughtful methods is considered to be an "adaptive help-seeker." The methods that characterize appropriate help seeking include: the necessity of the request for help (whether or not the student has attempted to address the problem independently); the content of the request (the specificity of the question); and the target of the request (whether the student decides to request assistance from the appropriate person, be it peer or teacher). Whereas a student exhibiting unadaptive and inappropriate strategies for seeking help might immediately ask his or her teacher for an answer to the problem, or state, "I don't understand," an adaptive help seeker would first attempt the problem, then ask for a specific help from either the teacher or from other, well-informed sources. In other words, a student demonstrating optimal help seeking strategies will ask for help only when it is appropriate to do so; correspondingly, he or she will refrain from seeking help inappropriately.

Group work is particularly beneficial to students when it cultivates help seeking strategies. Ideally, group work allows students to adopt different roles and responsibilities, which would build competence in various areas and allow group members to demonstrate their unique set of skill sand resources. Group work also creates a situation in which students are required to work together and accept individual responsibility, and thus simultaneously encourages students to seek help from peers and solve problems in more creative and proactive ways.

Completion. Perhaps the most straightforward of our markers for successful group work, completion indicates a student's and group's time management skills, focus and responsibility level.

Indicators as related to self-efficacy

In addition to being signs of good group work, these five indicators each have a positive impact on self-efficacy. Collaboration, along with seeding and appropriation, encourages students to contribute equally on a project for which they can all claim ownership. Therefore, a successful project will have a positive effect on the student's self-efficacy, as established by Williams and Williams (2010). Further, collaboration contributes to the development of a common definition through dialogic methods, and requires students to utilize each other's previously-developed skill sets to understand and confront a challenging concept. When other students

observe this collaborative model (along with models of seeding and appropriation, and the role of the individual in group work), they may also choose to make use such methods of interaction. As a whole, collaboration can improve a student's sense of preparedness for confronting challenging circumstances. This feeling of capability could further improve the development of their self-efficacy.

By encouraging respect and valuing each student for providing individual and unique ideas and skills, a group acknowledges student ability and enforces that each group member's meaningful contribution to the whole of the group. Allowing students to take on different roles and parts encourages them to develop new skill sets and confidence in their ability tackle challenging tasks. These forms of positive peer pressure and feedback improve self efficacy - students' awareness of their ability to perform.

Also, there is a clear relationship between self-efficacy, collaborative work and enjoyment, and adaptive help-seeking. Basically, when the former factors are improved, a student is more likely to develop adaptive help-seeking strategies. We would postulate that this is a reciprocal relationship: the existence and development of adaptive help-seeking strategies should result in the improvement of a student's self-efficacy. Therefore, if students employ more adaptive help-seeking strategies, this will have a positive effect on their self-efficacy. As mentioned before, group work allows students to observe and adopt other students' behavior; this acceptance of effective models could extend to the adoption of help-seeking strategies, which would continue to improve such students' self-efficacy.

Finally, completion, as one of the most basic components of a successful performance, can have a serious effect on a student's self-efficacy. When students are able to successful complete a project, they are able to reflect positively on their ability, which could lead to an understanding of themselves as capable performers.

Methods

During our time spent in the Soundings classroom, we focused on three different group projects: the coffeehouse, the lab assignment, and the culture project. The first project, the coffeehouse, was a several hour-long presentation by a group of students about a genre of literature. The group we focused on was working with mystery books. There were seven students in this group; of these, we selected five to study more through the two other projects.

The science lab was mostly an in-class project. Students in groups of about 4 or 5 worked together to figure out the mass of certain objects through water displacement. Though the actual experiment was a group activity, the students each turned in individual write-ups for the product. All in all, this took about one or two class sessions to complete.

The culture projects were the third kind of project we collected data about. The culture projects are a long-term (several months) assignment, in which students create a bulletin board and present about the culture and history of a certain country. These were carried out typically in groups of about 6; however, due to some difficulty within their group, two of our students ended up in groups of 3.

The end products of this project are meant to have both group and individual elements.

To further understand students' roles and reactions in these projects, we gathered several different kinds of data for each project: observations, surveys, test scores, and interviews.

Observations. In order to attain information through observation, we took on the role of passive observers during class discussions and teacher-led instruction time. During unstructured work time, however, we took on a more dynamic and active role. When possible and appropriate, we would converse with students or teachers and would occasionally ask students for clarification regarding assignments or observed behaviors (eg. *Who is in your group? Why are some of the group members at the computer and some at the desks?*). We took simple notes for later reference. The purpose of these observations was to contextualize that data gathered through surveys and interviews. For example, we could interpret students' ratings of their contribution to group work as reflections of their self-efficacy when contextualized with our objective understanding of their contribution relative to other group members. In a classroom such as Soundings, which does not have a fixed curriculum and does not re-use projects from year to year, observations were particularly critical for our understanding of the various group projects and what exactly was involved in the completion of each.

Our group members have been observing the Soundings classroom weekly since September; we focused more specifically on our research question starting in mid-October and working until late November.

Surveys. In order to make our research more relevant and analogous to current research practices, we utilized the preexisting Eccles Measure of Self-Efficacy. The Eccles Measure is a standard test; we can use our results from the Soundings classroom, as well as our general study, to contribute to the existing academic conversation about students' self-efficacy. In other words, the use of this standard ensures that our research will not be isolated from other similar research.

The Eccles measure included questions about ability and perception of ability, such as, "When taking a test that you have studied for, how well would you do in: Science? Language Arts? Social Studies?" The students responded with notions of their perceived ability to perform in each of these subject areas by using a Likert scale in which 1 would represent one extreme, and 5 would represent the opposing extreme. On this scale, the score of 1 would mean "Not very well," and 5 would mean "very well." We used a correlation test through the program Statistical Package for the Social Sciences (SPSS) to run analyses on this data. From these analyses, we determined both the individual students' and the entire class's level of self-efficacy; more specifically, we ascertained their levels of self-efficacy for education as a whole, as well as in each subject area (Language Arts, Math, Science, and Social Studies). This general survey provided us with our students' baseline self-efficacy, a measure that we compared to data from our interviews. We administered this survey in late October.

Test scores. Self-efficacy is often correlated with academic achievement (Williams and Williams 2010) and so for further contextualization and validation of our self-efficacy measure we looked at students' Pennsylvania State Standardized Assessment (PSSA) scores.

Interviews. We interviewed students to test whether specific group-work situations impacted self-efficacy. In order to isolate the control variable, which was the type of group work, we administered the same questions in each interview and interviewed the same students. In other words, this form of data collection was a project-specific method of measuring self-efficacy.

To begin, we interviewed the selected five students after the completion of their first group project, the coffeehouse project. The five students were interviewed the day after the presentation, at the earliest time of convenience for the students, in order to see how the group project and interaction had affected their self-efficacy. Some questions we asked included, "What did you think of working in a group on this project?" and "What role did you play in this group?" Through these questions, we aimed to understand how the students' feelings of competency and accomplishment were impacted by this particular assignment. By coding these interviews, we were able to pull both qualitative and quantitative data for analysis. We coded them by assigning the students' answers to a Likert scale. For example, for the question, "Was this project better to have done in a group?", 1 represented the extreme, "better to have done it alone," whereas 5 was scored as "better to have been in a group." We looked for phrases such as, "I kind of like the group a little bit better," and "If we had worked alone, it would have been better" in order to determine students' score (these statements were scored at '4' and '1 or 2' respectively).

In order to maintain objectivity within our coding process, we assigned multiple coders and assessed inter-rater reliability. One person coded all of the interviews and another person independently coded the last five interviews (33% of the total interview data sample). Comparison showed that raters differed on 5 out of 30 items, with a deviation of one point (on a five point scale) on four items; the last item had a deviation of .50 points. After some discussion, we arrived at a consensus on item ratings.

Intersections between methods of data collection

Our use of multiple forms of data collection provided us with a more holistic understanding of each of the three group projects. As mentioned previously, the Eccles measure gave us a baseline self-efficacy level for each of our selected students. We compared this baseline to student responses in interviews, as well as PSSA scores. Also, our interviews were supplemented by the observations we took during the actual experiment. Through these observations we were able to see the reality of the students' work in comparison with the subjective opinion of the student themselves. For instance, we would note down when Cassidy took the initiative in the group, and write, "Others write down what she says. She directs

them 'you all should be writing this down.'" Here we can see more clearly what kind of role Cassidy plays in a group setting, in addition to being able to compare it to her own perception of her accomplishments and contributions.

Results

Qualitative results (Case Studies)

Case study: Kristin

Kristin gave very consistent feedback in every group she worked in. This may partly be because she was in groups that were 5-7 students for all three projects and for every project she felt like there was another member in the group capable of taking leadership responsibilities. She also did not spend much time outside of class working on any of the projects.

Kristin is a student on the upper end of the self-efficacy scores in the Soundings class. In observations she seems to be a reasonably motivated worker but not very outgoing. She seems to often take on a more passive role in her groups whenever someone else steps up and this was what happened in all three of the groups we studied. This does not mean that she does not put in an effort however, and we did not observe other students commenting that she was not pulling her own weight as was often said about others.

When Kristin worked in a group she continued to view herself in a good light. She rated her contributions on a scale of 1-5 in all three interviews and gave herself two fours and a five. So Kristin's self-efficacy was not dampened and if anything enhanced by working in a group.

Her views on group work seem generally positive. In all three interviews she expressed that she thought that working in a group was usually helpful and in each instance in particular working in a group was helpful. When asked whether or not she liked working in groups she responded on two different occasions with,

"Yeah, I'd rather work in groups than by myself. And it's always like, easy - so you can split up the work and you don't have all this work to do by yourself."

"Um, I like it - like most of the work is like, off your shoulders. It's like, not as much work compared to doing it by yourself."

When reading her interviews this reason for liking groups is the most common theme. The ability for others to help lessen your burden seems of primary importance to Kristin and little else seems to factor into her vocal decisions about whether she likes working in groups or not. This sentiment is repeated throughout all of her interviews in many different places.

"But if somebody's doing a lot and then then you don't have to as much - but you still help a lot too. Like if someone wasn't doing like, anything, you'd have to do a lot more work."

"Well if they were not working as much then I probably would have contributed a lot more - because *someone* has to get the work done."

“So it was kind of broken up, and if it was only one person then one person would do all that work.”

It seems that from Kristin’s point of view the work *will* get done, it is just a matter of figuring out who does it. This is perhaps a reflection on her self-efficacy in that she perceives herself as able to do the work, even if she had to do it alone. It is also interesting to note her claim that “*someone* has to get the work done” showing an assumption she is making before evaluating the question. On the other hand she does not express much consciousness of being able to differentiate between varying levels of work. The idea of someone doing work seems dichotomous in all of her interviews and she places no real value on any difference that exists besides a preference for avoiding tremendous amounts. This can be seen in one of the most curious sections of the interviews.

Emily: So do you think the contributions [Young] made to the group changed the way you contributed to the group? ...Do you think your actions were affected by her actions?

Kaylea: Well, I guess. Cuz I guess I did a little bit less, cuz she was doing a lot.

Emily: So, if she wasn’t there, would you be contributing more?

Kaylea: Yeah.

Emily: So, would you say it was helpful to collaborate on this project - on the lab specifically?

Kaylea: Yeah.

Emily: Why do you think that?

Kaylea: Um..

Emily: Because the work was split up -?

Kaylea: Yeah there wasn’t a person that wasn’t doing anything.

Emily: Do you think you or anybody else in the group would have worked better on this project by themselves?

Kaylea: I don’t think so. It’s easier to have group project.

Emily: And do you specifically think you would have done a better job if you’d worked alone?

You mentioned that you would have done more work if -

Kaylea: yeah...

Emily: But you don’t think that you would have done a better job if you were on your own?

Kaylea: No..

At first this interview might seem almost contradictory until one take on Kristin’s perspective. It is apparent from this interview that she is primarily judging the group in terms of its ability to spread work. Further investigation would be needed to better understand where this concern is coming from. While observations did not note an increased level of productivity from Kristin her interviews suggested that she is more comfortable working in a 5-7 member group with other capable members and continues to have high self-efficacy in such a group.

Case study: Cordelia

Cordelia had a composite score of 71 on the Eccles Measure of Self-Efficacy, which is comparatively high in relation to the class average of 67. Her ratings of her contributions to each instance of group work (the coffeehouse project, a lab experiment, and the culture project) are also high (4, 4, and 5 on a five-point scale), showing consistency with her self-reported global score of self-efficacy. We also found that Cordelia showed consistent and high enjoyment in her group work

across the three group situations (4 out of 5 in all three). Overall, Cordelia showed and reported high involvement and interest in her group work.

However, closer examination of her interview responses shows a more complicated expression of Cordelia's self-efficacy. First is her focus on the role of leadership within the group. In talking about her own contributions, Cordelia says, "I also... *came up* with the idea of skits, but I let other people *work* on the skits" (coffeehouse project); "I didn't really do the averages and I let other people in my group do those... they did things, but I kind of had to get them on track" (lab experiment); and "I get people on task with what they're doing since... I have to explain it to most of them" (culture project). Similarly, Cordelia describes organizational leadership as the defining quality of the group members that she names as the most capable. This fixation on leadership demonstrates Cordelia's drive to demonstrate her ability in the most recognized position of power in the group. Her description of understanding the assignment and explaining it show that she sees this role as someone who has the greatest mastery of the assignment and can demonstrate it to others. Cordelia frequently saw herself as a leader in these terms, as was the case in the lab experiment: "we were the leaders of the group cause we have to explain things to most of them." She rarely strayed from this role and almost never expressed involvement in other roles.

Cordelia also makes frequent references to understanding and explaining the group assignments in her interviews. The lab was a good experience because Cordelia was able to answer her groupmates' questions, thereby deepening her own understanding of the lab, and Tyler was named her most capable culture project group member because he understood the project most deeply. This emphasis on understanding and explanation speaks to Cordelia's need for clear expectations in group assignments. When she has a clear idea of others' expectations, she rises to meet them; this was especially the case in the culture project, where the long time frame and manageable group size of six allowed her and the group to get a thorough understanding of the project. Cordelia rated her contribution most highly in this group project.

In conclusion, Cordelia has high self-efficacy based on her experiences of meeting external, and subsequently internalized, expectations of herself. She tends to seek out the leadership role for its own sake, seeming to enjoy the power and recognition inherent to such a position. She focuses on meeting the assignment's parameters for production, but does not mention interaction with the content and ideas involved. For Cordelia, the time frame, guidelines, and number of members of the group are significant factors in that they effect her level of understanding of the expectations placed on her. Cordelia had high expectations of her own performance and achievement regardless of content area.

Case study: Walker

Walker had the highest score on the Eccles self-efficacy measure of any of the profiled students. His score of 75 was, however, comparable to Kristin's (74), Meredith's (73), and Cordelia's (71), all of which were higher than the class average

of 67, but not at the class high of 85.

Walker was observed to be a fairly passive and quiet member of the classroom community on several occasions. He seemed uncomfortable presenting his class log for critique to the class at large and spoke very little during the experience. Walker was largely passive and non-participatory during class discussions and on one occasion was observed to be creating objects with tape and paper with a friend during quote discussion and gave no indication that he was even listening to the discussion (Observations, 11/19). Walker was similarly passive and non-participatory during the coffeehouse presentation in which he was observed to stand silently alongside group members who presented information. In the scavenger hunt organized for the students during the coffeehouse, Walker's role was to hide and be a dead body while other members of his group helped to lead the class from location to location (Observations, 10/25).

Despite an apparent lack of participation in the large class setting which could be associated with a passive learner or poor school performance, Walker has a high self-efficacy score and high standardized test scores. Walker describes group work as an overall positive experience and consistently rates himself highly on participation. His rationale for why he enjoys group work is based in mostly a mastery oriented approach to learning but with some elements usually associated with performance-oriented students. In each interview he cites exposure to the opinions and idea of others and building upon the ideas of others as benefits of group work; reasons which in their emphasis on learning and exploration rather than task completion indicate a mastery-oriented perspective. He also, however, in each interview cites the fact that work can be distributed so it is not so much to per person (a performance based approach), but this type of answer is given once per interview while the mastery oriented responses are given repeatedly.

Walker takes on a leadership role in groups but did this most in his science lab group and his culture group. In both cases he described this leadership role as being in collaboration with another student (Ben). Of the culture project he says, "I guess, I'm kinda in between like a leader and, me and my friend kinda like share the leadership...he tells me some stuff to do and I tell him things that he needs to do..." Walker was consistently able to articulate clearly and accurately the reasoning behind group decisions in specific terms, suggesting that he was very involved in the group. Of the coffee house he says, "We had three books...so we kind of cut out the part where we were going to do the book talk to the class, because we didn't have enough books. So we decided just to do the skits and then hopefully we could share more without running out of time at the end." If Walker is a quiet student in more than just the class setting it certainly does not mean he is a passive student; he is clearly involved with the group decisions and reasoning.

Which kind of group situations work best for Walker? He gave himself the same measure of participation quality in all three situations (a 4 out of 5) and gave a favorable analysis of all the groups he was in. This measure of participation is an indication that his self-efficacy is high in all these situations; he is essentially saying he is competent and able in every group. He did, however, indicate that the lab group was a better experience for him than either of the other groups based on his

rating of enjoyment working in the group and conviction that he could not have done a better job on his own.

Why was the lab work Walker's favorite? It is possible that Walker had a more positive experience in the science lab groups rather than the English or social studies based projects because of the content area. The science lab was also a much smaller scale project than either of the other two assignments; it involved only two days of class work and negligible at-home work time. Planning for the lab was limited and focused as opposed to the projects which involved much planning across months of time.

Walker seems to place particular value on being in a group with people he knows. He spent class time interacting with a close friend rather than with the class at large and his analysis of his leadership abilities in group settings involve sharing a leadership role with another student (in both cases a friend named Ben). His rationale for why he liked working in groups in general was "...you get to work with people...since its only the first session you get to know the people a bit better and get to socialize with them sometimes." He mentioned that "in groups you have to trust other people that they're gonna do the work." For Walker, the risk with group work is based on the fact that you might not be able to trust your group members. This lack of trust is a situation created when group members do not know each other very well, indicating that personal connection with the other group members is important to a successful group experience. His description of a good group is when "most of the time people [do] all their work" and when "everyone kind of pulls their own weight." Walker flourished and took on an active leadership role in a group setting with students with whom he felt comfortable working closely.

Case study: Meredith

Meredith scored at the higher end of the Eccles Measure of Self-Efficacy. Whereas the class average was 67, her score was 6 points higher: 73. This high level of self-efficacy is reflected and manifested across group situations in several ways. As a student, Meredith appears to value the quality of her and others' work. She shows confidence in her ability to handle the work involved in projects on multiple levels, whether structural or conceptual. Meredith views positions of leadership as being indicative of ability and worthwhile group contribution. Leadership, in her perspective, is a means by which to address problems that the group experiences.

Meredith values group work because it entails the sharing of ideas, not only the sharing of work:

Lucas: ...Was it helpful to be in a group for this lab do you think?

Meredith: I would have never been able to figure out by myself. Cuz, like all that happens in a group you bounce ideas off each other and then you come up to a better idea. Whereas when you're sitting by yourself you're like I can't get it and then you give up.

Throughout her interview responses, Meredith refers to the "quality" of her work, of her group's work; she cares about the content of her work, not only its completion. Thus, she views groups as opportunities for collaboration and the sharing and improvement of ideas, not only a means by which to divide the work of the project.

Through all of the interviews, we saw that Meredith rated herself according

to her leadership contributions; leadership, it seems, is an important measure of ability. It is possible that she would have acted as a leader in the Coffeehouse project, had she felt less threatened by the group atmosphere. This group was made up of 7 students. As Meredith attested,

“We were really disorganized. It was just like, one person would take charge, and then their idea would be shot down, and then another person would take charge and then they’d be shot down... So I was like more of a follower than a-like little ideas here and there but I didn’t really like take charge.”

We saw that Meredith prefers to *not* take on a leadership role. Later in this same interview, she stated, “Well, like, I did some things, but she (other group member) told me what to do, which I didn’t mind at all, because I’d rather be told what to do.” In a later group project – the Culture project – we saw a similar response: Meredith did not want to act as a leader in the group. However, she recognized that if the project were to be successful and comprised of good-quality work, the group would need a strong leader to direct some members’ focus. Since no one else would fill the role, she acted as a leader in this group project.

Other observations and interviews have also shown that Meredith is sensitive to problems she and others encounter, and further, takes initiative in addressing those problems. For example, consider this observation from the Lab: “Meredith asks Dave about whether or not they should fix something in their lab.” Meredith referenced this same incident her interview, explaining that she recognized a problem with their procedure and proceeded to ask Mr. Mercurio about the significance of this problem on behalf of her group. Any member of the lab group might have seen this problem; however, it was Meredith that chose to act on it.

In order to focus more specifically on this case in relation to our previous understanding of self-efficacy, we can rephrase our original questions: What kinds of group situations worked best for Meredith? Did these situations positively affect her perception of self-efficacy?

As mentioned before, the Coffeehouse group was made up of 7 students. In this setting, Meredith recognized a need for leadership, but chose not to fill the role. It is likely the risk of being “shot down” by 6 other people effected this decision. However, in the Culture project, after the original group of 6 was divided into two groups of 3, Meredith’s responses to group interactions were much more positive. “...It’s better that way when you have three leaders than when you have like one leader and five followers,” Meredith noted in the interview. We interpreted this situation as being one in which the 3 “leaders” were acting as equal contributors to the group.

The individual personalities of group members in Meredith’s different groups also seemed to have an impact of her effectiveness within the groups. For example, the original group of 6 students working on the Culture project was not cohesive; students in the group had different opinions and standards as to the kind of work the project required and the ways in which group members needed to carry out that work. More specifically, the students disagreed on the amount of collaboration and work that needed to happen during the school day. After the group was divided into 2 smaller groups, Meredith’s feeling about the project

improved; her 2 group members had more compatible approaches to the group work.

In general, we deduced that Meredith dislikes groups in which she cannot fix the problems that exist within the group: she dislikes settings in which she cannot use her ability to contribute meaningful ideas and address problems. On the other hand, Meredith does well in group situations that allow her to exercise her abilities. Smaller groups in which other group members participate equally and have similar goals for the completion of the project are especially positive environments for Meredith to act upon her learning goals. The content or discipline of the project did not seem to affect her outlook, neither did the time frame, or amount of time spent working on it.

Case study: Julien

Julien offers us the most unique perspective in comparison to the 4 other students we considered for this study. In terms of self-efficacy, his score of 57 overall on the Eccles Measure of Self-Efficacy is the lowest of the 4, and well below the class average of 67.

In regard to the Coffeehouse project, Julien appears to be proud of the product of the group's work, even though our observations and interviews suggest that he was not a high-contributing member. At the start of our interview for this project, Julien characterizes himself as a "group person," asserting that he does better work when part of a group and worse on his own. He also demonstrates a need for validation, as he mentions, "I always need someone there to like, tell me if I got it right." This statement also indicates a tendency toward unadaptive help-seeking strategies. His also demonstrates a inclination towards performance goals rather than mastery and learning in his defense his group's coffeehouse project: "I mean like, I know kids that really liked it." Rather than relying on an internal measure to judge his own success, he is more concerned with the appearance of it. We also surmised that Julien found great importance in demonstrating personal prerogative in his studies. For example, when discussing his contributions to the project, he emphasizes that he was the group member who set up the PowerPoint and got everything ready for their presentation. He states, "It was like, they didn't tell me to do it, but I thought we should."

Julien reveals, in part, his own standard of an ideal student when he names Meredith the most capable member of the group. He explains it as such:

"She went around and told 'em to sit down, like, so she was kind of like, more like a leader. And um, she like, took more of a responsibility than - I think - everyone else, because um, uh, um... I think she actually wrote a lot of the notecards. Um, she like, the whole Powerpoint. And um... She kind of like - she came up with the idea of like, mafia, and she came up with the idea of a scavenger hunt."

From this statement, we can surmise that Julien's ideal group member is a leader to whom people listen – a member who takes responsibility and generates creative ideas. In the interview, Julien also asserts that he attempted to quiet students, but they would not listen. Meredith, on the other hand, is able to get the attention of the

group. This comparison between Julien and an ideal possible self shows a developing self-awareness, and the potential to that he will continue working towards this ideal self.

When measuring his level of contribution, he gives himself the rating of 3 on a scale of 1 to 5, and acknowledges that there was more he could have done. Moreover, he admits this score is largely dependent on the actions of others. If they had not done the work and set everything up for him, he states, "I bet I would probably be, instead of 3, a 1." Overall, Julien did not express a desire to take more responsibility in this interview.

In the lab group project, Julien demonstrates a higher level of contribution as well as a more mastery-oriented approach. First of all, we observed that Julien was an active member and participant, collaborating and working with his fellow peers; he even took on the role of submerging the object. In his interview, he relays a feeling of success and accomplishment, which while similar to that the positive sentiments about the coffeehouse, is more focused on internal perception rather than externally based performance. In the interview he also expressed his opinion about success: when explaining of how the project went, he states, "we got everything done. I already started my lab. I think we did fairly well. We...barely got off topic. It was pretty good." This shows that his understanding of success is still developing, as completion and only small jaunts into the unfocused are considered successful. In the lab, Julien says the jobs were mostly distributed equally, but that he in particular generated ideas and suggestions. In this group we can see that Julien's self-efficacy has indeed improved, however it is only slightly, up to 3.5 from the original 3.0. This might be related more to the project itself though, as Julien asserts multiple times the workload was mostly equal. Another sign of a higher self-efficacy is that when asked to name the most capable group member, he says that that would be a tie between Mike and himself. Again, Julien's favoring of group work over individual work seems to be at least partially rooted in his low self-efficacy and levels of achievement, as once more, he stresses the importance of group work in terms of being able to ask you group questions and have someone to tell you what to do.

This lab group project was different from the other project in terms of size, being somewhat smaller than the large group of seven for the Coffeehouse. It was also different in that the focus of the project being more science based, and the structure being remarkably different. In comparison to the other two projects, the time for completion is much shorter. As such, the project required little outside work, and time-usage was highly structured. Students did not have to make many choices for this project; the group largely figures out their own procedure and solves their own questions, but they do not have to design a several hour-long class presentations, and there is very little room for creativity. Almost all of the work is in class times, at the end the students are expected to turn in individual lab reports. Also, Julien did not note that any one member controlled the group work as Meredith did in the coffeehouse project. Rather the work was For

the most part, the work seems equally split and it is largely a joint effort, with very little stand out leaders.

Julien was much more negative when interviewed about the culture project, mostly due to the drama which occurred when Meredith and the others ousted Julien and his friends from the group original six-person, with approval by the teachers, because they were not doing any work. In the interview, Julien exclaims:

“Well we got split up because the teachers *think* that we’re not doing any work like *in* school. Like I know I did a lot of work out of school and I did some work in school but, so, they split us up just because they, we’re not, we’re not spending as much time as we should be in school.”

This shows a desire from Julien for his efforts to be acknowledged. What upsets him most is that he believes he did in fact do a great deal of work outside of school (and as shown through his expectations and requirements for success this may be true), and that he is being unfairly removed because he didn’t do work in school. This occurrence cause a remarkable shift in Julien, whereas before he cheerfully announced himself to be a group person, in this instance, when asked how he feels about groups in general, he states, “I don’t know I like working in groups. I don’t know.” He does go on to acknowledge his need and desire to have others there so he can ask them questions, however he remains on that somewhat sour note. In this case, it is more the individual that is affecting his perception rather than the project design, and most of his perceptions of how to define himself and when he does well still largely come from external stimuli rather than internally. When there seems to be little conflict in his group and he perceives others to have enjoyed their presentation, he defines himself as a group person and seems much more positive on his overall experience, whereas when his group members become more negative in attitude for him and his teachers’ perceive a lack in him, he becomes more divorced from the subject and ceases to define himself in that way.

Oddly enough, although there is more negativity associated with this project, Julien rates his level of contribution as a 3.5 which is the exact same as the rating he gave in the lab group work. It’s even higher than the Coffeehouse project, wherein he demonstrates a markedly more positive concept of group work. However, this might be in fact linked to the fact that once the group was split in two, Julien began to do more and take more responsibility for the project than he had in either of the two larger groups. He even began to cover more for his own friends and do work which he believed that they might not do.

This last group project is different from the others in a variety of ways. For one, the group, while a originally a six-person group, becomes much smaller, reduced to a three-person group. The content is focused as a culture project, ergo relating more strongly with the social sciences. The expectation for the project is probably more similar to the Coffeehouse, in the fact that although the end results is all very similar (the bulletin boards with the country name) the ways of achieving that product and designing it are all very much left open. In terms of the structure, it is another fairly long term project, with necessary and important work needing to be done outside of class. Work time is largely student run, they are in charge of themselves to remain organized. The most notable difference is the individual

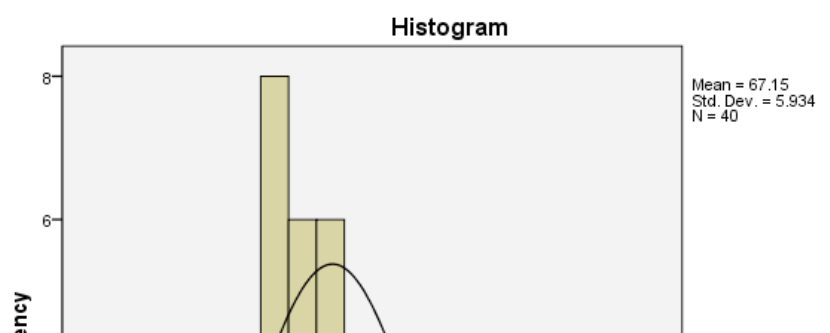
personalities working in this project. In the original six person group, there was significant clash between the parties over expectation, so much so that they actually split as a group. However, in the second group, Julien seems to be more in tune with his fellow members, and begins to take up any slack they leave behind.

In conclusion, Julien - a low achieving, low self-efficacy student - seemed to work best in smaller groups where more responsibility was placed on the individual, as in the case of the Culture project and the lab. Content-area did not seem to have a strong impact on Julien's success; he exhibited different levels of self-efficacy in the culture project as opposed to the coffeehouse, both of which focus a social science based group. The amount of time allotted for a group project also did seem to have a significance influence on Julien's work. him to be most successful he seems to need a more equal distribution of work.

Structure and expectations about the product of the group work seem to be most important for Julien's success in a group. Julien appears to be most successful when the aforementioned guidelines for choice motivation are met, notably when the choice is not too broad or complex. In the coffeehouse project, most of the group members seemed unsure and underprepared for such an expectation, needing a more concise expectation of the final product. This is in opposition to the Culture project and lab work where Julien seems more motivated and to be a better collaborator because of it. Structured time seems to work best for Julien, as he and his friends seem to have a predilection to get distracted and off-topic. Julien is aware of this need; in an interview, he notes that during the lab experiment – a project that provided that more structured environment – he and his friends lost focus significantly less than they usually did.

Quantitative results

The Eccles self-efficacy test was given to every student and this class data was analyzed in SPSS. The class mean was 67.15 with a high of 84 and a low of 57 (Fig. 1). Based on this we deemed any self-efficacy above the mean of 67 to be a high self-efficacy and any below to be a low self-efficacy. Of our five studied students, one fell below the class average by ten points (and, in fact, had the lowest self-efficacy observed in the class) and four were above the class mean by 4 points, 7 points, 6 points, and 8 points. Using SPSS we ran a correlation and determined that self-efficacy score is not uncorrelated with test scores but is only related to test scores by a tendency. The lack of correlation is surprising because of the literature (for example, Williams and Williams, 2010) which reveals a positive correlation between achievement and self-efficacy. It is, however, positively correlated with a teacher rating of the students' academic ability. Full correlation data is available in the appendix.



Student	Self- efficacy score
Cassidy	71
Joe	57
Kaelee	74
Meghan M	73
Will	76

Table 1: Students' Eccles self-efficacy scores

Figure 1: Eccles self-

For our interviews we chose six interview questions that prompted answers from students that could be coded and compared. All numbers reported and graphed were assigned by researchers based on students' answers to interview questions; the details of this coding method are outlined in the methods and appendices. Each of the five students' answers to these six interview questions were graphed and used in analysis of the students. Our study size of five students was not enough of a population to draw any statistically significant conclusions about the class as a whole or about relationships between different questions. However, the results proved valuable in creating case studies of the individual students and provide a way to think about the different types of responses given by our different students. In all analysis it is useful to remember that all five students were in the same group for the first project but different groups for the subsequent projects.

Students consistently reported that they enjoyed working both in the particular group they had for the project of interest and in groups in general (Fig.2, 3). For the questions about specific groups (Fig. 2) Joe and Meredith were the only students whose opinions changed by more than one point between any two projects. Both changed their opinion by three points; Joe lowered his for the culture project from the highest possible rating on both preceding projects while Meredith raised hers three points from the coffee house to the science lab. Cassidy, Kaelee, and Will rated each group as equally enjoyable. Four of the students gave their opinion of working in groups in general to be the same both times they were asked. Only Will, who also reported the largest change in his opinion of the individual group, changed his opinion of groups in general by more than one point. He reported that he liked working in groups three points less during the culture project than he did during the coffee house.

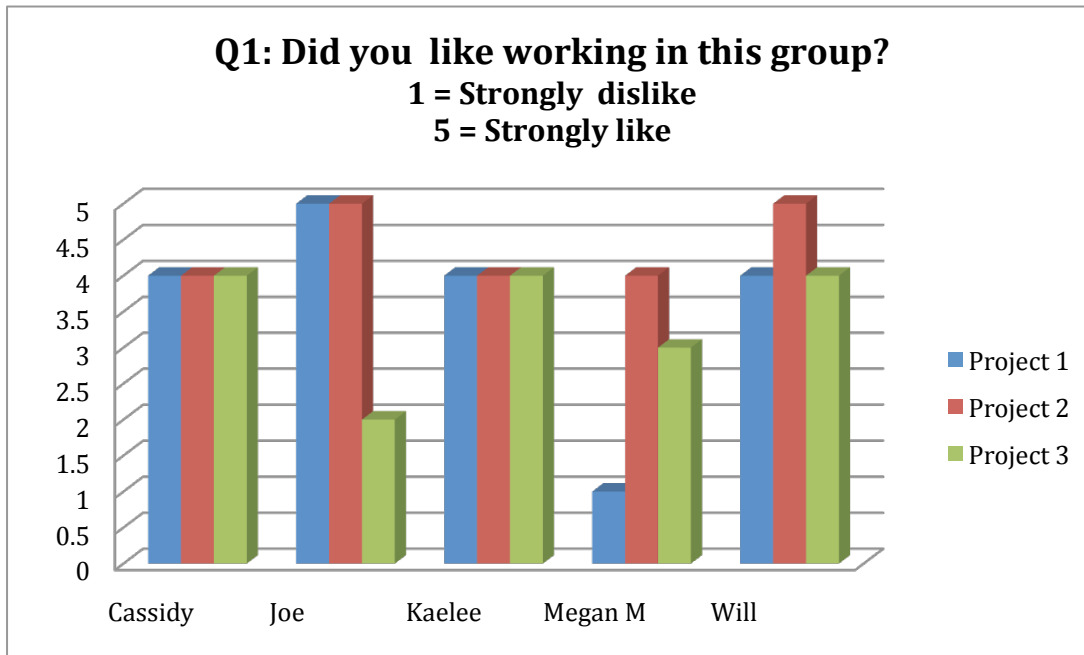


Figure 2: Student responses to the question, "Did you like working in this group?" as perceived by researchers. Project 1 is the coffee house project. Project 2 is the science lab. Project 3 is the culture project.

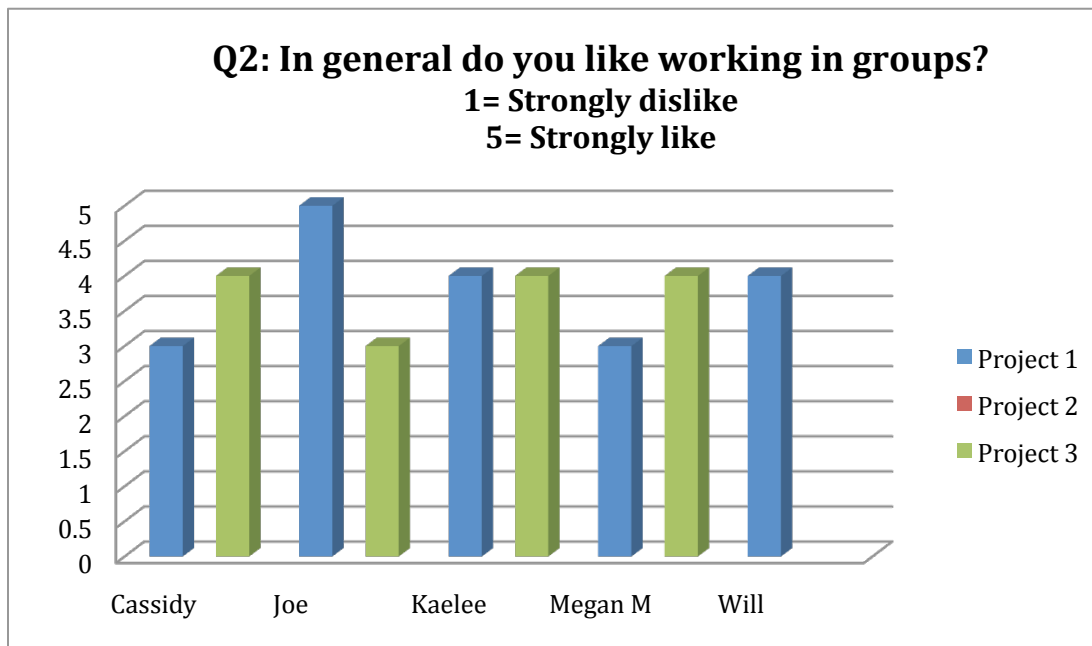


Figure 3: Student responses to the question, "In general do you like working in groups?" Through human error this question was not asked in the second round of interviews, hence the lack of any data for Project 2. Projects, see Fig. 2.

Interviewers and researchers coded student descriptions of their role in the group and in completing individual parts of the project as either more active or more passive. Students also rated their amount of contribution to the group. With the exception of Kaelee, the degree of active involvement of their role did not match up with the students' rating of their contribution to the group. Students rated themselves very consistently across the three projects; their ratings never changed by more than one point and both Joe and Will never changed their rating of themselves by more than a half point. However, their degree of active involvement varied by up to three points. In particular, Joe, Meredith and Will were involved in very different amounts across the three projects. This suggests a discrepancy in how the students viewed their contribution and how much they actually contributed.

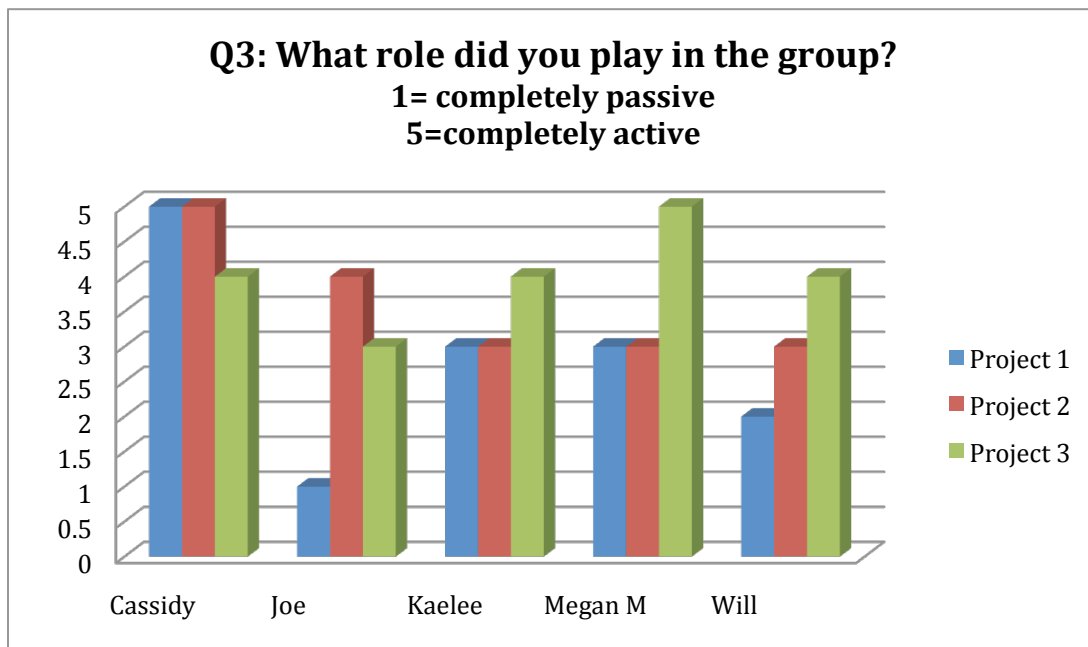


Figure 4: Student responses to the question of what role they played in the group, rated based on the perceived level of active involvement in the group. Projects, see Fig. 2.

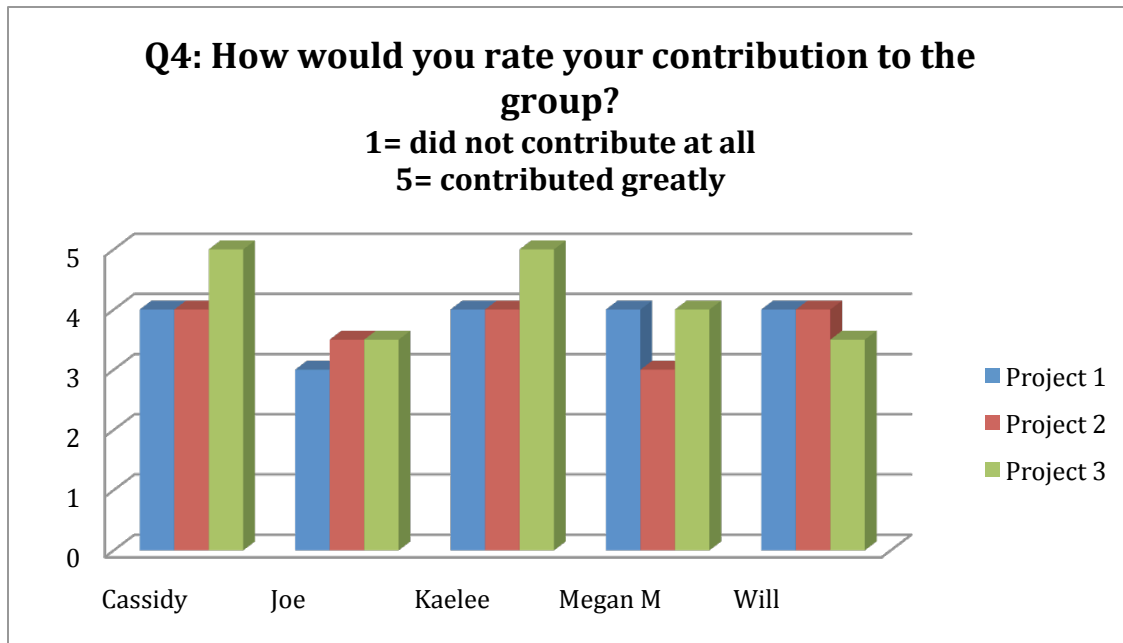


Figure 5: Student rating of their amount of contribution to the group. Projects, see Fig. 2.

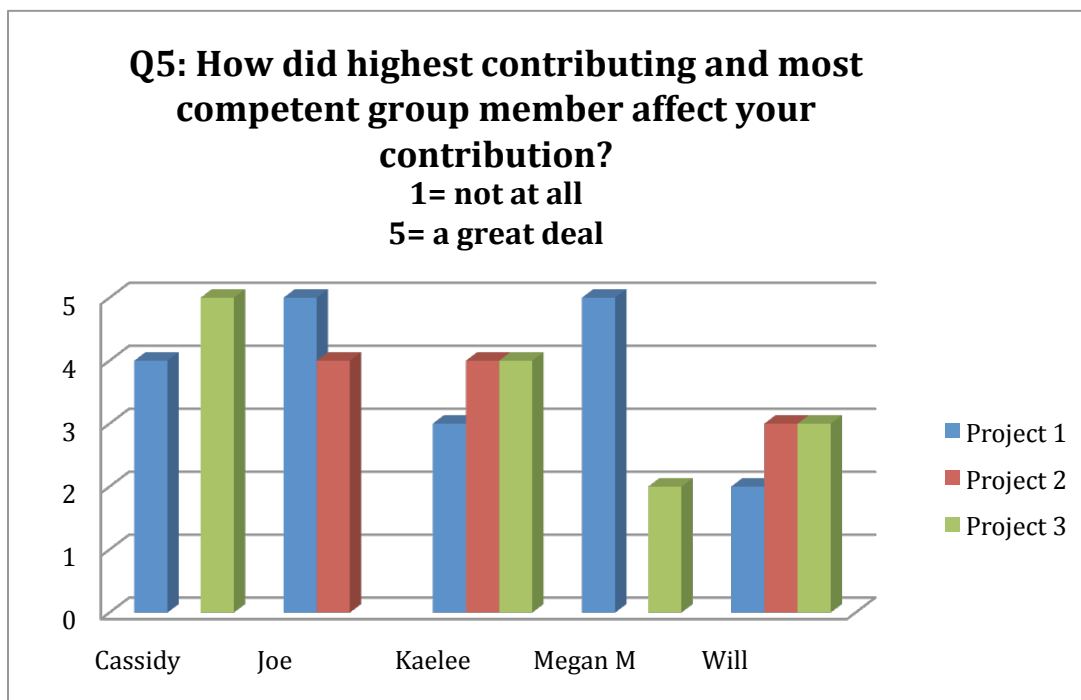


Figure 6: Amount that the highest contributing group member affected the students' contribution as perceived through student responses. Absent data is

from when a student did not actually answer the question in the interview. Projects, see Fig. 2.

With the exception of Will whose answers were all a three or below, the students reported a generally high degree of influence of the most competent group member on their contribution. This is independent of involvement in the project and suggests that particular group personalities must be investigated in analysis of student self-efficacy in groups.

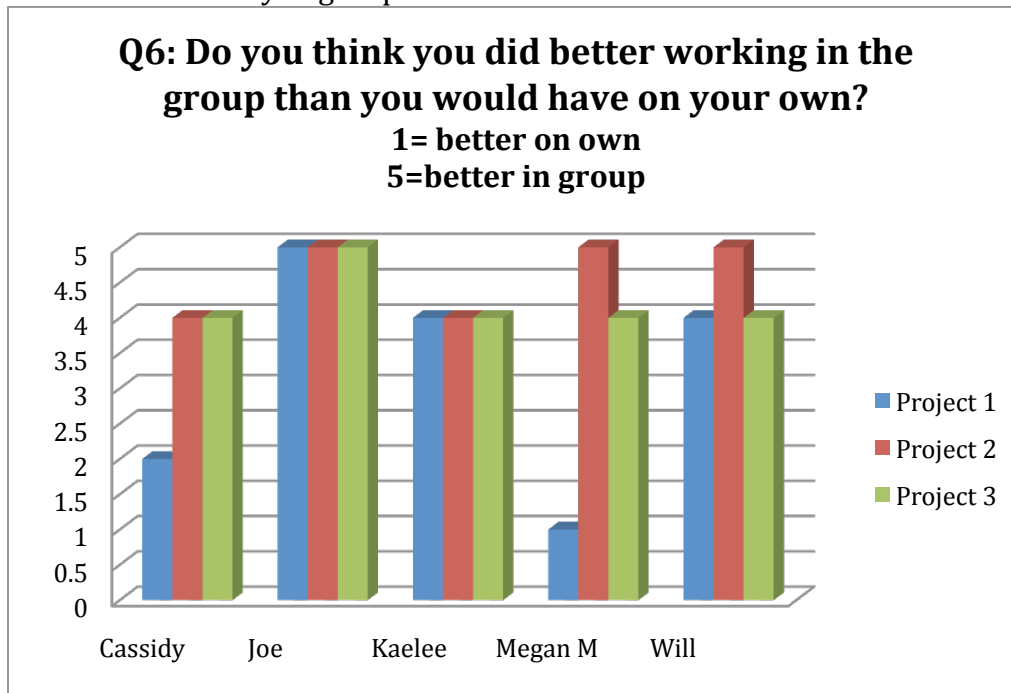


Figure 7: Degree to which students were helped by working in a group, as perceived from student responses. Projects, see Fig. 1.

Of all five students only two ever gave a single rating below a four for the question of whether they did better by working in the group, indicating that they all very strongly believe they did better on the project by working in their group than they would have alone. Meredith and Cassidy gave the two low numbers for this answer, both for the coffee house project and, interestingly, were the only students to ever be rated the highest level of active participation (Fig. 4). For three of our five case study students their assessment of how much they liked the group work is identical to their assessment of whether they would do better in the group or by themselves. That is, the more they enjoyed working in their group, the more strongly they indicated they would have done better in the group than working alone. For our low self-efficacy student this relationship holds except for the culture project when he did not enjoy working in the group but still indicated that he would have done better in the group. For our one high self-efficacy student who did not show this relationship, she had one instance in which she did enjoy working in the group but did not think she benefitted by working in the group.

Discussion

Coffeehouse Project

The coffeehouse project that we observed was a group of seven students assigned to present the literary genre of mystery to the class. The group members were given a month to prepare a several hours-long presentation. When the project was assigned, the whole class was given free range to do anything for as long as they wanted in a day under the topic of their genre; the whole class then generated genres, a rubric for the presentations, and ideas for presentation features (observations, 2010, September 24). The rubric included items such as recommending books and describing the characteristics of the genre, and the brainstormed ideas for the presentations included movies and skits. Students structured their own work time for this project.

According to our literature review, ideal group work supports students to employ adaptive help seeking strategies. Our observations of the coffeehouse group work showed mixed evidence as to the presence of this indicator of good group work. Joey, our low self-efficacy student, expresses the usefulness of peer group members as targets for questions in his first interview: “Well, I don’t know like, I don’t really do well when I’m like, by myself. I always need someone there to like, tell me if I got it right.” Of course, his descriptor of ‘always’ implies a non-adaptive attitude toward help-seeking as it doesn’t show discrimination between necessary and unnecessary requests for help. An examination of other group members’ interviews, such as Cassidy’s, reveals an attitude that would discourage unnecessary help seeking: “I think some of us, if we had worked alone, it would have been better because we wouldn’t have distractions.” Here, Cassidy refers to Joey’s participation in the group. However, we also see her express respect for another member’s contributions to discussion and planning in project planning through clarifying queries; group dynamics in this project do show some opportunity for and push towards adaptive help-seeking.

Little collaboration occurred in this group project, largely as a result of the minimal structure involved. As Meredith describes,

“We were really disorganized. It was just like, one person would take charge, and then their idea would be shot down, and then another person would take charge and then they’d be shot down. And then we all just like, sit around and we wouldn’t know what to do next cause the two leaders were like shot down. So I was like more of a follower than a-like little ideas here and there but I didn’t really like take charge.”

This description reveals the counterproductive process that this group used.

Instead of taking on individual roles in the group context, students focused on the role of leader. In addition, Cassidy said that “we each decided on what we wanted to do, and then we kind of all went our different ways and just doing that.” Regardless, little discussion and less reciprocal teaching took place, as no student accepted the role of student when others took up the role of leader and teacher. Without collaboration in this project, there was little room for students to seek help from one

another as supportive peers.

Lab Experiment Group Project

In regards to collaboration, it seems as though the students believe themselves to be collaborating and figuring things out together, when in reality for the most part there is a leader decide everything they will do, and telling them exactly what they should do. The lab groups were on a smaller scale, which allowed everyone to have to opportunity to contribute more thoroughly. The students, however, through their comments reveal a more leadership dynamic lacking any true collaboration. Meredith states, when saying which member of the group contributed the most, “Me and Meredith are just like more directive and just go with it and we tell people what to do.” Joey states that although they all contributed equally, he specifically gave his ideas and suggestions. He later goes onto to say that he still like group work because there is someone to tell him what to do, which, while contradictory, seems to reinforce this notion of a leadership dynamic. There does seem to be some emerging types of collaboration, for instance, Will only mentions his leadership role as being more a collaboration between him and another student.

Will’s group seems to come closest to a collaborative environment, as he states that the other students pull their own weight, and within the group he states that plays the role of both a leader and a follower, which seems to coincide nicely with reciprocal teaching. There is some teacher interaction with the students, although not to the level that there would be a product which is jointly owned by both the teachers and the students. Overall it seems as though there might be some emerging levels of collaboration within the lab group project though there is definitely room for improvement. For the most part, there seems to be a distinct lack of both instructional conversation and dialogic methods and understanding.

In this lab experiment it seems as though there was a good amount of seeding and appropriation going on within the groups. Will when talking of whether or not he likes working in this group says, “It’s nice to have different opinions on things so I liked being in the group.” His enjoyment of his group situation is directly linked to his ability to take others ideas and work with them in a seeded environment. Meredith says something very similar, stating that on her own she would have been unable to figure out the lab, and where in the group they were able to bounce their ideas off of each other, and she was able to build new ideas from that. Cassidy further corroborates this, when she mentions that when solving problems, “You find the problems together and you do it together, so-like the lab and stuff-so it’s like they help you and you help them, so it’s kind of equal.” It seems as though appropriation and seeding occurred to a large degree across the projects for the students.

In terms of individual responsibility and roles within the group context, there seems to be a lot of positive indicators of this taking place. Students are able to take on a variety of different roles with a relative level of comfort and seem to have a larger amount of respect for each others’ contributions than in other projects. For instance, Will takes on a leadership role, though through collaboration with another student, and flourishes in this role. He later though acknowledges himself as a follower in some cases. He seems to have an equal level of comfort with the two roles. He mentions that all the students are smart in the group and pulls their weight, reinforcing a sense of respect and

his own value of his fellows. Meredith also flourished in groups which developed common goals and where she had a perception of everyone participating equally in the project. One exception to this overall positivity in this indicator is Kaelee, who is most comfortable when she feels that there is someone else who can take on leadership roles, probably relating to her own introverted nature.

Overall it seems as though students exhibited adaptive help-seeking strategies. For instance, Meredith did approach Mr. Mercurio when the group was faced with a problem that they were unsure of the significance of. After consulting among themselves, and exhausting every one of their own abilities, they only approached the teacher when it was absolutely necessary. When they did ask the question, they did so with a large level of specificity, avoiding general statements like, "I don't understand". It should be noted that it was Meredith who indeed acted on this question through her own prerogative. It seems likely that she may have demonstrated adaptive help-seeking for her compatriots to perhaps mimic and learn from. Cassidy took on the role, as mentioned above, of a resource for her fellows who were confused or unsure of the requirements. Joey even explicitly states that this is one of the reasons he enjoys and finds group work necessary, saying, "If you're stuck on one thing...so then if you have questions you can't really ask anybody so you can ask one of your classmates or someone in your group." Once again, overall, it seems as though the students seem to be demonstrating adaptive help-seeking, where the restrictions on asking the teachers prevents extraneous questions and encourages the students to utilize their skills to the fullest in solving the problems.

In terms of completion, all groups finished their experiments within their allotted times. This aspect of completion was of particular importance to Joey, who took a great deal of pride from his groups own accomplishment.

Culture Project

In the culture groups, collaboration mostly depended on the make-up of the group. We found that all of our high self-efficacy students found themselves in positions where they felt that they were organizing the rest of the group. Each identified some other students in the group that they felt did not need any assistance and a few who did need guidance. Joey has the perspective that everyone had very similar roles and that no one was acting as a director of the group.

The teachers collaborated with the groups as a resource for the students and also checked in with the groups every few weeks. This seemed to work well with the format of a research project because it allowed the students their own autonomy while still allowing collaboration with the teachers.

Seeding and appropriation were minimal in this project. Because the students divided the work among themselves there was little sharing of ideas. Both the perspectives of the students and observations showed this. Kaelee: "what we did was split up the researching... so like each person has a different thing." The focus on research instead of problem solving seemed and the large focus of the project created an environment in which each student chose to work on their own sub-topic without sharing much with the group as a whole. This was consistent in all of the groups.

In considering individual's responsibility and roles, as previously mentioned, the way each group decided to handle this project was to break up their topic into

bits that they could share among themselves. For example the group that was studying Greece may have divided this researching into researching food, military, entertainment, fashion, technology, and recreation. By doing this each member of the group was given the opportunity to become an expert in some specific part of the project just as Brown and Campione (1994) described. In our study we found that this worked well for the four students with high self-efficacy, each of them doing research and becoming an expert on their own topic. Joey had a slightly different experience because Dave and Julie decided he had not been doing his own research but he himself felt that he had been doing work.

However, while this individual work occurred there was minimal need for each member to share his or her own research with others. In many groups individuals would simply report what they had researched without explaining it and seemed to be planning on adding their research together without any group synthesis. Research done by Smith, King, Thomas, Lopez, and Tsang (Personal Communication 2010) in the sounding classroom found more extensive observations that supported this conclusion.

The expectations were clearly stated as to what the final product was supposed to be. The students seemed aware of this expectation except for Cassidy's group. Cassidy: "we're a little behind because at the beginning of the project we didn't really know what to do and we didn't do quite as much research as the others". This was remedied however and all the groups seemed to be very clear on expectations when we interviewed them.

Because of the long-term nature of this project and the amount they worked on their own time, there is not sufficient data in this study to be able to evaluate how well this project facilitated adaptive help seeking. There is some data from observations that suggest there was minimal help seeking behavior but there was also not a sense of urgency to this project before the evaluations by Dave and Julie.

Evaluating the role of completion in this project is more difficult than the others because the project had not been finally completed when we gave our interviews. They had been working on the project for over a month however and each group had a discussion with Dave and Julie in which they were evaluated on how they had been doing on the project so far. One of the groups, containing Joey and Meredith, was split into two groups because Dave and Julie thought that three of the members were not working effectively in the larger group.

Using this evaluation during the project we see some patterns from our observations. In general there is a clear trend for smaller groups to have made much more progress than larger groups. There was a large difference in the amount of completion of groups compared with one another. One structural reason for this was that Dave and Julie had not been directly monitoring or actively managing the groups. Because of this freedom some groups had made great progress while others made hardly any. No final conclusion can be drawn as to whether or not this type of activity is useful in promoting self-efficacy from completion however because the project was not finished when we did our interviews. At this middle stage however it seems to promote completion when groups are small and have the opposite effect when groups are large.

Conclusion

Looking at our analysis of these three group projects together we see some strong patterns. To make conclusions that will help us understand group projects as a whole we first find the essential characteristics of the groups that we studied. We see that the coffeehouse and culture projects were both long-term (1-3 month) projects that required general research on a topic. In contrast the lab was a short problem solving exercise. All of these groups were between 3-7 students, which Yamauchi et al. (2005) classifies as a “small” group.

These differences in elements of a group prove to be essential in our analysis. When we look for the indicators of “good” group work we see a marked difference between the lab and the coffeehouse/culture projects. The coffeehouse/culture projects displayed only some of the indicators of “good” group work while the lab displayed most of these indicators. The most striking difference between the two types of group projects was in the area of collaboration; in the coffeehouse/culture projects we noticed a much more extreme lack of collaboration within the group than in the lab group which showed an emerging level of collaboration. Because they were long-term research projects the group members split the work and did research alone without synthesizing it. When information was presented to the class it was simply a collection of individual work. In contrast, the lab created an environment in which students felt that they were gaining insights from others ideas and needed to work with others not to share the work but to solve the problem. This observation is in agreement with findings by Smith et al. (2010) about group work in the Soundings classroom.

We described “good” group work in terms of indicators that also pointed towards improving self-efficacy. Using this connection we can see that group work that more closely resembles the lab will have a more positive effect on a students self-efficacy then one that resembles the coffee house/culture project. We do not see this conclusion in the quantitative data possibly because of the short time scale over which we ran the study. It is highly possible that after a year of working in small groups on labs where effective collaboration is occurring we would see measurable changes in self-efficacy.

From this conclusion we can make clear recommendations of how group projects should be structured to improve self-efficacy. The essential component that we found made a large impact was the amount of inter-group communication. This worked well in the lab because in the context of problem solving this comes naturally. the students repeatedly told us that they *needed* to work in a group for the lab so that they could ask one another questions and share ideas. In a more long-term research project where the enormity of the task encourages distribution of work it is important that this component is not forgotten and that an element is added to encourage this behavior. This could be an jig-saw activity like the ones described in Brown and Campione (1994) or some other motivation for sharing information.

A second large difference between the coffeehouse and the lab, which was

the levels of choice apparent in both. In the coffeehouse, a large degree of free reign is given, with the main restrictions being on the final product, the means to that end is left mostly to the students themselves. On the other hand, the lab experiment is overall a more restricted process. The fact that the coffeehouse offered fewer benefits to the students would seem to contradict previous research on the subject, where free choice would garner and spark interest that could be further developed into a powerful motivator. However, when taken in conjunction with Katz and Assor's (2007) paper, *When Choice Motivates and When it Does Not*, this conclusion makes sense. In this work, it is asserted that three conditions must be met in order for choice to be a motivating factor: that the choices must support the students' interest, should be in accordance with the students' cultural values and should not be too daunting, broad or complex. This last one piqued our interest in regards to the coffeehouse. In interviews with other students, like Meredith, they had asserted that they had been unable for a long time to truly come up with any ideas or ways of tackling the project. In the end, one girl had had to take charge and simply tell everyone what to do. Whereas in the lab experiment and to a lesser extent the culture project, there was a sufficient amount of structuring for choice so that it was not too daunting, in the coffeehouse project there was too little structure for there to be any motivating effect. Instead, the project became too daunting and intimidating for the students to work cohesively on it. When the choice becomes too large, the students feel as though they cannot meet the challenge or be able to be sure in their performance, which can have a detrimental effect on their self-efficacy.

To create group situations that maximize self-efficacy, assignments should be structured to maximize collaboration between the students, with some sort of fail safe to prevent simple division of labor with no true synthesizing in the group. There also should be some measure of structure in general to assure that students both know the clear goal and context of their own work, further including some measure of choice, but not to the point that it intimidates rather than motivates. By integrating these concepts, one would be able to create a group environment to foster self-efficacy.

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Appendix

Interview Questions:

Student's first name

What was working in this group like?

What was your role in the group?

What was your contribution to the group?

If you had to judge your self on a scale of 1-5, how much do you think you contributed?

Who do you think was the most capable group member?

How did this member's contributions affect your own?

Was it helpful to collaborate on this project?

Do you think you or other members would have worked better alone? Why?

Do you think you would have done a better job if you had worked alone? (get at this discrepancy)

Interviews:

Interview with Cassidy

Project 1: Coffee house

10/25/10

Lucas: So first off, how was the working in a group with the lab? How did that go?

Cassidy: Well, my group, me and most of them understood it, but one of the girls in our group kind of had some questions and we had to explain that to her but it also kind of thoroughly explained it for us as well even though we were the ones explaining it. So, it was nice.

L: Cool. So what would you say your role in the group was, your kind of like- a role could be like facilitator, or organizer, something like that. Like, what was your role in the group?

C: Well like me and- I'm not sure if you interviewed him, but Tyler- we like, I guess we were leaders of the group kind of cause we kind of have to explain things to most of them but I mean I try to do the best I can but sometimes they have to explain things to me, so...

L: Cool. So, more concretely, what do you think you contributed during the lab to the group?

C: Well, I did the procedure, so that's basically the lab, I guess, but I did the procedure last night because yesterday we couldn't really solve anything together. So I did it last night, and then I kind of explained it to them and then that was that. And then I helped do the procedure as well.

L: Cool. So if you had to put yourself on a scale of one to five for how much you contributed, what would you give yourself?

C: Maybe a four.

L: Okay, and why?

C: I guess like I did all of that but at the end I didn't really do like the averages and I let other people in my group do those and I didn't really do all of that, I didn't really get the materials, but I did the other things, so at the end I kind of just stopped.

L: Okay, so the next question is: Who do you think is the most capable member in your group? Who like contributed the most during this group project?

C: Like, the lab?

L: Yeah.

C: I don't want to sound, like, cocky or something, but I guess it was kind of me because like- but also like they did things, but I kind of had to get them on track.

L: Okay, so do you think it was useful to have the lab be a group activity?

C: Yeah, I think it is, because I think you need other people to explain things sometimes, and I think you need them to ... help you and you find problems together and you do it together, so- like the lab and stuff- so it's like they help you and you help them, so it's kind of equal.

L: Okay. Do you think anyone in your group would have maybe done better or been more effective in some way if they had worked alone?

C: No, I think we all suit each other fine, I mean, we do it together.

L: Okay, and that goes for you too you think?

C: Yes, I think so.

L: Cool, I mean, I think that's all. Thanks a lot!

C: Thank you.

Interview with Kaeley

Project 1: Coffee house

10/25/10

Lucas: So first we just wanted to ask, um, what was working in this group and project like? How was your experience working in this group?

Kaeley: Um, it was pretty good - we just had two people who didn't do anything. But then like, when, like the fun part came, they like really wanted to do it, but we wouldn't let them. And they were like, "Okay, I'm not doing anything now." Like, it was kind of annoying. So like, it was good, like overall - like, most people did like, everything they were s'posed to. But like, there's always like, *some* people that didn't do anything. So it was kind of like..yeah..

L: Okay. So that kind of gets us to the next question we were gonna ask. It was like, in general, like, not specifically this project, but like, when you work in groups in general, how do you feel that they usually go?

K: I think they do go pretty well.

L: You do?

K: Yeah, I'd rather work in groups than by myself. And it's always like, easy - so you can like, split up the work and you don't have like all this work, um, to do by yourself.

L: Cool. Okay, so then... okay, so getting back to *this* group project in particular. How would you describe the role you played in the group, for this project?

K: Um, well, I did all the notecards for the Powerpoint. So like, we did this presentation. And like, I like wrote out all the notecards for people to say, and stuff. And I helped Cassie with the scavenger hunt, a little bit. So like, I think I did like, a good amount. Like, there was like, 4 of us, or 5 of us that did like - that like, split it up pretty equally. So like, yeah.

L: Okay. Cool. Umm... and so, if you had to rate yourself on a scale of 1 to 5 of how much you contributed, what number do you think you'd give yourself?

K: Maybe like, a 4?

L: Okay. Cool. So, who do you think was the most capable member of your group - for this project?

K: Um... well, I don't know. Because like, Cassie did the scavenger hunt - she did a lot. But then like, Annie did a lot of like, the planning, and stuff. And Meredith did the whole Powerpoint. So like, I don't really... And then like, I did like, the notes, and stuff, and like, the books and stuff. So... we kinda split it pretty evenly.

L: Okay. And that kind of answers my question, but, to make that question correct - How you think they way they contributed affected the way that you were contributing? So, like, yeah - does that make sense? How did *their* contributions change the way that you would contribute to the group?

K: Well, like, if they were like, not working as much, then I probably would have contributed a lot more - because *someone* has to get the work done. So like, um.. yeah.. So like, yes, they were doing a lot of work... like, not like they were work and stuff, and I was doing like, a good amount too, or like not, a *ton* though.

L: Okay - So earlier, you were talking about how think it usually is useful to be in a group. Do you think for *this* project, it was useful to be working in group with people?

K: Yeah, yeah.

L: Why?

K: Cuz like, we had like, different things for each of us to - so like, *I* took the notes. And somebody - Cassie did the scavenger hunt. Annie did some of the planning and stuff. Um, some people brought in food. And like, some people did the Powerpoint. So it was kind of like, broken up. And if it was only one person then, like, one person would do *all* that work.

L: Okay. Do you think there was anyone in your group who it would have helped, if they were

working alone?

K: Um, probably, cuz there wouldn't be anybody else to do the work.

L: Oh, maybe I wasn't being very clear. So, it sounds like you thought it was really helpful to be working in a group. Do you think anyone else in your group - if I asked them that question - would say "It would have actually been more helpful for me to be alone"? Or do you think it would have helped -

K: Yeah, I would say, like - we had to do - we did skits. And, like, we were supposed to have summaries for each skit. So like, the group could know what the book was about. But um, some people didn't like, 2 people didn't do a summary, so like the group didn't know what the book was about. And luckily, there was one person in the group that read the book - so we were really lucky. And then... I had to re-do the notecards again, because uh, one of the boys lost theirs. And then like, 5 minutes later he lost it *again*. But then Meredith found it - so he wasn't really like, wanting to do that.. he was just like, "Make me a card." He didn't even like.. yeah..

L: Okay. That was really useful - I think that's all the questions we have.. thanks etc -
-

Interview with Joey

Project 1: Coffee house

10/25/10

Lauren: So what did you think about working in a group on your coffee house project?

Joey: Um, I think I kind of liked it. I like, work better in groups so I'm more of a group person. I think it actually turned out pretty good. I mean, considering the fact that I'm really the first group, and like, we didn't really know what to expect. I mean like, I know kids that really liked it, so..

Lauren: What do you mean by being a "group person"?

Joey: Well, I don't know like, I don't really do well when I'm like, by myself. I always need someone there to like, tell me if I got it right. So, like, working in a group definitely helps me.

Lauren: And then, well then you kind of answered in general how you feel about being in a group. So then, what was your role in the coffeehouse group?

Joey: Um, uh I was... (to Lucas) Were you here yesterday during the skit?

Lucas: Yes.

Joey: Did you see me in the Nancy Drew?

Lucas: I don't think I did.

Joey: So I was Nancy Drew -

Lucas: Oh yeah, it was in the video -

Joey: Yes –

Other: Totally.

Joey: I uh, I had a, um, I was like um, in a cheerleading uniform, and I was uh, I was like, well I was Nancy Drew, and we did like, this kind of like, trailer for it. I did that and um, I was also like, we had different groups so like - it was like three different groups. So it was me and Meredith, and we were, um, we were doing kind of mafia - the game mafia... and then um in the presentation, we both had like, uh there were kind of 3 parts of each slide.. and... so...

Lauren: Cool. Do you have anything to say about the stuff that your group did before? Yesterday, I guess?

Lucas: Yeah, so, like what kind of role did you play before the actual presentation?

Joey: Um, well I know yesterday I came up for lunch, and um, like I set up the Powerpoint and um, I kind of like got everything, like everything *kind* of ready. It was like, they didn't tell me to do it, but i thought we should. But it was like her stuff, so I didn't want to touch it. And um, um we, I helped her show the Powerpoint. (pause) Oh we kind like, we kind of got together and we would like, practice it, kind of like I think we should have practiced, either like, double scavenger hunt or like, like kind do everything twice, so kind of like, so we would *know* what we would have to do. Either then we just kind of like, we did it.

Lauren: Um, what was your contribution to the group? Slightly different question..

Joey: Um, uh like the Nancy Drew trailer, reading the notecards for the slides, um kind um, well, coming for lunch and setting up the Powerpoint and stuff. And um, kind of like staggng the room with mafia

Lauren: And then, if you had to judge yourself on a scale of 1 to 5 on your contribution, what number would you give it?

Joey: I think probably like, 7 or a 6, cuz I think I could have done, like, I thought I coulda done more. I coulda helped with writing the cards. Um, I don't know. I coulda maybe brung something in. Um (pause). Hmm.

Lauren: We tricked Cassidy with this one, too. Um, it's actually a scale of 1 to 5.

Joey: Oh. Uh, then I guess (pause) about a 3. I guess I would say.

Lauren: Thanks. Um, who you think was the most capable group member?

Joey: Uh... I would have to say... Meredith.

Lauren: Why?

Joey: Cuz um, well I mean like, cuz when kids were kinda like, er, our classmates were kinda like, getting really like... I don't know, like, I told them all like, "Stop," and like, "Be quiet." They wouldn't listen to me, but Meredith actually kinda like... She went around and told 'em to sit down, like, so she was kind of like, more like a leader. And um, she like, took more of a responsibility than - I think - everyone else, because um, uh, um... I think she actually wrote a lot of the notecards. Um, she like,

the whole Powerpoint. And um... She kind of like - she came up with the idea of like, the game mafia, and she came up with the idea of a scavenger hunt.

Lauren: So how did her contributions affect yours?

Joey: Um, well.. If she didn't make the Powerpoint, would never have made, uh, the corrections of the Powerpoint. And um, if she didn't come up with the gay mafia, I wouldn't have contributed to the game mafia at all. And um, uh, well, I don't know who wrote my notecards - someone did - so if she like, wrote my notecards I bet I would probably be, instead of 3, a 1.

Lauren: And then the last question: Was it helpful to you to collaborate on this project, versus you working alone?

Joey: um, say it again?

Lucas: Was it useful to you, or - Did you think it was useful working in a group, or do you think you could have done a better job if you were working alone?

Joey: Um, well I'm not really good with things also, so I think definitely a group could uh, help. Like, I think I should start, like.. like,

(ouch. clapping in my ears) something about taking more responsibility -

Lucas & Lauren: thanks, etc - -

Interview with Will

Project 1: Coffee house

10/25/10

Jamie: So we were just like, overall, without thinking about how it turned out, and people were criticizing you in class. Overall, how did working on the group project, um, how did it go?

Will: Well, I thought it has advantages and disadvantages. Like some things, like if you need help on something you can ask other people in your group. But then like some people aren't always doing what they're supposed to, and you have to kind of pick up their slack and do extra work. So sometimes you can have people help you with work, and other times you have to do extra work. So that's like kind of, the advantage and disadvantage. I also thought it was kind of better working in a group, because the workload is kind of distributed.

Jamie: Yeah cause it's a big project you guys had to do.

Will: Yeah, and also you can get different ideas on things. So if you have a good idea someone can add something to it and make it better.

Jamie: So specifically about this project, what do you think your role was in the group? Not as much, the actual things you did, like 'I made the PowerPoint', but like, when you guys were all working in a group did you think you took on a role? Like were you always the person who wrote stuff down?

Will: I gave a lot of my ideas and opinions on things. That's pretty much what I did.

Jamie: And then we're getting at like what you actually did, what did you contribute to the project?

Will: I brought in the food for the party, and like for the planning stuff, I found some summaries online because I didn't read most of the books that we did. So I found some summaries and like readings, and then like we ended up not using, like we didn't really discuss like books and stuff. So, we didn't really use that, and then I helped on some of the PowerPoint.

Jamie: And just like, just so we get an idea, cause everyone's going to think about it differently, if you had to rate on a scale of 1 to 5 how much you contributed, 1 being like, you didn't contribute anything at all, which is completely not true, and 5 being like you contributed the most you could have, what do you think you did?

Will: I think like, I probably did like a 4. Cause, all the girls, we had 4 girls and 3 boys in our group, and I think the two other boys, they like didn't work as much so I had to do a lot of the boys share of the work.

Jamie: That's funny that it broke down like that, like a boys' share of the work, and a girls' share of the work, why do you think it did?

Will: I don't know, well they kind of did like the writing stuff, while we came up with the ideas for like what we were going to do and how to get the rest of the class involved, things like that.

Jamie: Cool. Who do you think, like everyone kind of ends up taking on different roles in a group, and who do you think was the most capable group member? Like who ended up like, in charge of it and making sure everything was happening?

Will: Kind of, Annie. Have you talked with her?

Jamie: I personally haven't talked to her.

Will: Um, well she like, kind of, was like the boss. I don't know I can't really describe, but she was like making sure that everybody-and she like brought in a video camera and made our video, like filmed it and stuff. So she kind of, took charge of the group.

Jamie: How did Annie taking charge effect how you contributed? Like did it change the role that you had or what you did?

Will: I mean, I don't really think it did anything for me, because I was just getting a lot of my ideas and stuff on things and she just said on the ideas like she'd use them or not.

Jamie: Ok, cool. And then do you think that it was-I know that this is a really big project, and these were the set of questions we were going to ask on any group project ever, so it might not apply as much to this project but you can still think about it. We were wondering whether it was overall helpful for you to do this project in a group. So let's say like, a scaled down version for one person would have been like a book report or something. So do you think it would have been helpful to do this kind of large scale book report with a group, or would you rather have done like a small book report?

Will: I think I like them both pretty equally; because the good thing about the personal one is just do all the work for yourself, and there's no one you have to do the work for or that's someone's doing work for you. So that's like, a good thing-

Jamie: Why is that a good thing? Cause then like, you have to do all the work?

Will: Cause then you like, you can trust yourself. Cause for groups you have to trust other people that they're gonna do the work that's their sort of >>> and sometimes they don't. So yeah that's for individual, but for group people can share their ideas

more, so you get a different like idea towards things. And there's a bit more creativity involved.

Jamie: There's more creativity when you work in a group?

Will: Yeah because it's not just your opinion, like other people have opinions on it too and then you can build off their opinions.

Jamie: And do you like that? Do you like working in a group?

Will: I guess, yeah I think, I kind of like the group a little bit better. Cause it's more creative and there's people and you get to also work with people. That like, for our class since it's only the first session you get to know the people a bit better and get to socialize with them sometimes.

Jamie: Overall you like working in a group, what about this group, did you overall like working in this group?

Will: Yeah I think I liked working in this group, cause, most of time most of the people did all their work, except for sometimes when a few people, like I'm not going to mention any names but they didn't turn in like-so the day before it was due we were kind of scrambling around. Everybody got jobs that they were supposed to do for homework.

Jamie: Who assigned the jobs?

Will: Annie, well her and Meredith kind of assigned...Some people were given like- they had to find summaries on the internet or turn in a book review on a book they had read, like a mystery they had read. So we were kind of scrambling around and then like two of the people didn't bring in their summaries.

Jamie: What did the group do?

Will: Well, we had like three books kind of knew that we were going to do. So we just kind of cut out the part where we were going to do book talk to the class, because we didn't really have enough books. SO we just decided to do the skits and then hopefully we could share more without running out of time at the end.

Interview with Meredith

Project 1: Coffee house

10/25/10

"Meredith" Interview Transcription First Interview

Jamie: Yeah, which is like fine, but this is interview isn't about how it went at all. It's way more about, um, like just the actual act of working as a group, and like, how that went. So like, overall what was it like working with your group?

Meredith: It was like, kind of difficult. Because we had some people that didn't want to participate. And they like had a bunch of other things they were behind in too-

Jamie: Like schoolwork?

Meredith: Yeah like schoolwork, like they had to do all their current events and stuff. So they would use our time as, like being in a group together trying to work, they would use it to do all the stuff they needed to do. And so then like, the rest of us had to, like, kind of work harder for them. And then just...didn't work out well.

Jamie: Yeah right, which is like, part of, part of group work. So then, so how did it feel? Like overall, not good?

Meredith: It was like, really stressful.

Jamie: Is that like, in general, what working in a group always feels like?

Meredith: Nah, like sometimes for groups it's like really fun, cause everyone works around together and like everyone does all the work. Which I feel like if our group was, like, a little different, I think it would've worked out better and like, we would have had overall like a more fun time, like working together. I feel like every time I'm put in a group like, I work with the people who don't work. Like my Culture Group is like that too. And it has like, one of the kids from my Coffeehouse, and then has like two of his friends, so they like won't work together. And then like last year I was in a group where I literally did everything cause no one knew what to do. So it's just like, it's like stressful. It's like depends on the people in the group.

Jamie: So maybe you were just starting to answer this, but my next question is what did you think your role in the group was?

Meredith: Well like I made the PowerPoint or whatever for the group and we just like...which was basically like typing up and finding pictures. And I also read a book for a mystery but then I feel like...we like didn't use that book at all. So I think that my stuff was like, I did the little things, but it didn't like turn out, in the end to be like this huge thing.

Jamie: That sounds more like what you contributed to the group, but like, when you guys were all working as a group, like what role did you take on, you know what I mean? Like I know what you contributed, like you did the reading for them and made the PowerPoint, but like when you were in the group was there someone who like, took charge and then someone who was writing stuff down?

Meredith: We were really disorganized. It was just like, one person would take charge, and then their idea would be shot down, and then another person would take charge and then they'd be shot down. And then we all just like, sit around and we wouldn't know what to do next cause the two leaders were like shot down. So I was like more of a follower then a-like little ideas here and there but I didn't really like take charge.

Jamie: Ok, um, oh and then, this, I think this is a silly question we're going to ask you, if you had to judge yourself on a scale of 1 to 5, 1 being that you didn't contribute at all, and 5 being you contributed like a lot, like the most, what do you think?

Meredith: Like, a 3.5 or like a 4, somewhere around there. I mean there was only like 4 people in our group total that worked.

Jamie: Out of seven, right?

Meredith: Out of seven, so I was one of those four. The four girls, and then the one boy was like willing to work, but we didn't give him any work. And then the other two boys didn't do anything.

Jamie: Who do you think was the most capable group member? Like who was the most in charge, the most on top of everything?

Meredith: Um, Cassidy. Because she made all the clues for the scavenger hunt and she was like really into that, and then she also would like pitch ideas for everything else. And like she is really good with time management, and like really on top of

things and she likes to get things done first. So it like helped us kind of get somethings done, cause she like took charge and told us 'you need to do this, you need to do that'.

Jamie: How did her like being in charge like that affect how you contributed?

Meredith: Well, like, I did somethings, but she told me what to do, which I didn't mind at all, because I'd rather be told what to do-

Jamie: Right, maybe sometimes that has to happen in a group.

Meredith: Yeah, someone has to take charge and tell you what to do, like you can't just have everyone do their own thing, and end up being all messed up. So she put me in charge of somethings and I'd do that and we come in and the other people she put in charge like wouldn't do their work.

Jamie: That's really intense. So, these are the general questions we were thinking we were going to ask for like any group projects, it maybe be a little different for this one. What we're trying to get at is this a project that this was best to accomplished through group work? Like would've it been easier to do a book report on mystery if you were working on your own?

Meredith: No, cause like the expectation of this one was like to have a bunch of like projects and stuff and like a bunch of activities and get everyone hands on, so it's really hard to do that by yourself. So I like was glad that we had a bigger group, and we decided that like more than eight in a group would be too much and like less than three, like a partner would not be good. But like, I don't think partners in that situation would have been that bad.

Jamie: Why?

Meredith: Because like one person could have done like all the talking and another person like could have done like the activities and then the one person could have done food (?). You work better when there's a smaller amount of people, there's like more work, but it's like not as hard.

Jamie: So it was hard because of the number of people in your group. Yeah, that's definitely like, a factor. Um, so...so you think, maybe for this like particular project it would have been really hard to do it alone, but like do you think you would have worked better alone? Like do you think that maybe- like if you had to do it for one book or something? Like would that have been better work, would you have like, would that be an easier thing to manage your time, and like talk about a book really thoroughly, like if it was just you doing it?

Meredith: I think like if it was just me, I would have been able to manage my time better, because everyone else has a billion other things they have to do, and I have a billion other things I have to do.

Jamie: And there are seven people in the group!

Meredith: And so altogether there's a lot of things that everyone else has to get done, whereas if it's yours you work on it into your own schedule. And like you can do it at home, but like most of this was done at school, cause we didn't meet outside of school, so like its easier if its one person.

Jamie: Ok, and so then again like, like overall how did working in the group make you feel? I know you said like frustrated, but like I guess looking back on it ultimately was it like a good experience?

Meredith: It was a good experience because like you can learn from it now. So you can look on it that way.

Interview with Will

Project 2: lab

11/17/10

Emily: So, what was it like to work in this group?

Will: For the lab that we just did? Um, I liked it because most of the kids are smart in my group, so, everybody pretty much pulls their own weight.

E: So everyone got along?

W: Yeah.

E: So what was your specific role in the group?

W: Um, I don't know, I did a lot of the calculations and I did some research on like how to measure the density of a solid, and stuff. Cuz' we did the density of a liquid and that was milliliters whereas the density of a solid was, um, centimeters cubed I think.

E: So were you coming up with the ideas or were you listening to other people and taking directions?

W: Well I kinda did both.

E: both. Okay, so you kinda mentioned what your contribution to the group was, making those measurements...

W: Yeah.

E: Do you want to add anything to that?

W: Not really.

E: Okay. And if you had to judge yourself on a scale of one to five how much would you say you contributed?

W: I'd say like a, probably like a four.

E: Why do you say that?

W: Cuz' I did like a lot of research as I said and I did a lot of the like the measurement stuff.

E: So comparing yourself to the rest of the group, who do you think was the most capable group member?

W: Ben probably, because he did like, he like figured out how we were going to get the volume of the drill bit because it was an irregular solid, it wasn't like a geometric shape. So he figured out how we were going to get the volume of that by putting it in the water and seeing the difference.

E: So do you think his ideas affected your own contributions?

W: Yeah, well I kinda like piggy backed and built on his ideas with my own.

E: So it was helpful to collaborate on this project then?

W: Yeah.

E: Do you think you or other group members would have worked better by yourselves?

W: Well there were a lot of things that we had to do and it's nice to have different opinions on things so I liked being in the group.

E: So for this project it was better?

W: Yeah.

E: So you don't think you would have done a better job if you worked by yourself?

W: No.

Interview with Meredith

Project 2: lab

11/17/10

Lukas: Okay so, umm so first of all this is Meredith. So first of all we just wanted to ask how was working in, or doing the lab? How'd that work?

Meredith: Good, we had a couple problems but like it was easy to solve so it was good.

Lukas: Okay cool, so overall it was just good?

Meredith: Yeah.

Lukas: Okay cool, so, now what would you- these questions are going to be kind of similar to the questions we asked you before. But like what do you think your role in this group was, like working in the lab?

Meredith: Umm, well I got all the materials and then like poured the water, and then we had discussed about the mass and stuff. And then we just went together so I just got the materials I guess.

Lukas: Okay cool, so you were helping with organizing?

Meredith: Yeah, I guess.

Lukas: Okay cool, so this is a related question, what do you think you contributed to the group so most of like things you did I guess?

Meredith: Well I guess like, we saw a problem but I asked like Mr. ___ (Can't hear...) like what we should do, cause like I saw the problem but I didn't think it would affect our data and he was like yes it definitely does. So I don't know, like that, and then I helped to write the procedure and stuff.

Lukas: Okay, cool. And then on a scale of 1 to 5 if you had to judge how much you contributed, what would you say?

Meredith: Like a three cause we were all pretty equal in the group of how much we contribute.

Lukas: Okay, who do you think was the most capable member of the group?

Meredith: What do you mean?

Lukas: That's a good question.

Meredith: I guess who contributed the most?

Lukas: That's a way of putting it. If you had to say, as a group of three, but you said you all contributed the same.

Meredith: Yeah we all kind of contributed the same, but I guess me and Meredith contributed a little more. Cuz Jack's more like a quiet kind of guy and he like just like goes along with it and then he'll say different things. Me and Meredith are just like more directive and just go with it and we tell people what to do.

Lukas: Okay great. Was it helpful to be in a group for this lab do you think?

Meredith: I would have never been able to figure out by myself. Cuz, like all that happens in a group you bounce ideas off each other and then you come up to a better idea. Whereas when you're sitting by yourself you're like I can get it and then you give up.

Lukas: Okay, that makes sense, do you think anyone in your group would have done better if they were working alone? Or do you think that's true for everybody?

Meredith: I think it would be true for everybody cuz I think that's why most groups, that's why you get put in groups I guess.

Interview with Kaelee

Project 2: lab

11/17/10

Emily: Ok, so this is Kaylea. Um, so first of all, what was working in this group like? Did you, like, get along with all of your group members and that sort of thing?

Kaelee: Yeah, yeah.

Emily: Um, what would you say that your specific role in the group was? Like, would you say you were a leader or -

Kaelee: For the lab?

Emily: Mmhm.

Kaelee: Um, yeah, like, everybody did like, a little bit. Like, nobody was doing, like, all the work. Um, I wrote - I was like, I helped a lot with the procedure, and um, we did, um - Everyone like, filled up the water once and then just one person put the, um, objects in, so it wouldn't create a variable of how people put them in. And um, yeah.

Emily: Ok. So, um, would you say you were coming up with those ideas, or were you organizing the group? Or just - everybody was kind of doing things equally?

Kaelee: Yeah, yeah.

Emily: Alright. So specifically - you said that everyone sort of split up the work - but would you say there was a contribution you made that was different from other people's?

Kaelee: Um, I helped a lot with the procedure.

Emily: So you wrote it up - that sort of thing?

Kaelee: Well, everybody writes their own.

Emily: Oh - everybody writes their own procedure?

Kaelee: Yeah. Oh, well, it - well - it has to be the same. But I didn't write the whole thing, like, I helped a lot.

Emily: So, if you had to judge yourself on a scale of 1 to 5 about how much you contributed, what would you give yourself?

Kaelee: Like a 4.

Emily: Why do you say that?

Kaelee: Like, I don't know. Because like, half the time, I was like, giving everybody - like it's my birthday today, so I was like, giving everybody their brownies and stuff - and so I wasn't there for like, a little bit of it. So they'd like, already started.

Emily: Um, ok. So, who do you think was the most capable group member?

Kaelee: Um.. I don't really know. But, maybe Yung Hi ((spelling?)).

Emily: Why do you say that?

Kaelee: Cuz she helped a lot. She like - we were having trouble with this one object because it kept splashing when we put it in. So she like, tilted it, and then like, slipped it in and it worked. And then she helped a lot with like, the calculations and stuff.

Emily: So do you think the contributions she made to the group changed the way you contributed to the group? ...Do you think your actions were affected by her actions?

Kaelee: Well, I guess. Cuz like, I guess I did like, a little bit less, cuz like she was doing like, a lot.

Emily: So, if she wasn't there, would you be contributing more?

Kaelee: Yeah.

Emily: So, would you say it was helpful to collaborate on this project - on the lab specifically?

Kaelee: Yeah.

Emily: Why do you think that?

Kaelee: Um..

Emily: Because the work was split up -?

Kaelee: Yeah there wasn't a person that wasn't doing anything.

Emily: Do you think you or anybody else in the group would have worked better on this project by themselves?

Kaelee: I don't think so. Like, it's easier to have group project.

Emily: And do you specifically think you would have done a better job if you'd worked alone? You mentioned that you would have done more work if -

Kaelee: yeah...

Emily: But you don't think that you would have done a better job if you were on your own?

Kaelee: No..

Interview with Joey

Project 2: lab

11/17/10

Lucas: So first of all, how was working in a lab with a group? How did that go?

Joey: Well, I'm really good friends with these guys and I guess if you put like a group of three boys together I guess they like goof off but I think we did really good. I mean, we got everything done. I already started my lab. I think we did fairly well. We barely talked about like, barely got off topic. It was pretty good.

L: That's pretty cool. So, in terms of roles. Like a role could be like, facilitator or organizer or something like that. What do you think your role in this group might have been? Or just any kind of role you can think of.

J: ...I guess I would kind of say like....I don't know what you would call it but when we were writing the procedure I kind of like kind of kind of said like gave most of the ideas. I don't know what that's called but I did some of that. And um....we kind of just like did it all together.

L: OK

J: So like we all helped each other in a certain way.

L: Cool. So concretely, what are some things that you contributed to the group?

J: I did...I helped with the procedure. I helped with writing our hypothesis and um I helped like with the actual lab like putting the stuff in and going and taking it out and like doing all that stuff.

L: Cool. So if you had to judge yourself on a scale of like 1 to 5 for how much you contributed what would you give yourself?

J: Probably like a three and a half.

L : And why?

J: Because...well...cause we all kind of contributed together. Like if one person did it, like if I did it all I guess I would have a five and they would have a one or like a zero but we all kind of contributed equally like I said so it's probably like a three and a half.

L: Cool. Ok. So, who do you think the most capable, or like who in your group contributed the most or was like the most capable?

J: Um...

L: If you can answer that.

J: I guess I would...I think it's a tie between me and Mike.

L: Ok, cool.

J: Yeah I can't really pinpoint.

L: Cool. Ok and how do you think Mike contributing a bit affected how you contributed or did it affect how you contributed? Or? Does that make sense?

J: Yeah. Because if he didn't contribute then I could have did the whole procedure by myself and then my three and a half would have gone up to four. So, yeah, it definitely did.

L: Ok cool. So do you think it was helpful to be in a group for this lab? Or do you think it is useful doing labs in a group?

J: I think it's useful to be in a group but for some people, I guess it's like they could kind of do it by themselves. But I think it's definitely helpful because like if you're stuck on one thing and they said like the teachers said they don't know anything about the lab as in like don't really ask them any questions so then if you have questions you can't really ask anybody so you can ask one of your classmates or someone in your group.

L: That makes sense. Do you think anyone in your group would have been more effective or like done better if they had worked alone?

J: Uh...did you say less effective?

L: More effective. So it would have been helpful for them to have worked alone.

J: Uh, I honestly don't know.

L: Ok! Do you think you would have worked better alone?

J: No because I have like a lot of questions.

L: Cool. I think that's all we have to ask right now but thanks!

J: Uh huh.

L: It was useful!

Interview with Cassidy

Project 2: lab

11/17/10

Lucas: Okay so, umm so first of all this is Meredith. So first of all we just wanted to ask how was working in, or doing the lab? How'd that work?

Meredith: Good, we had a couple problems but like it was easy to solve so it was good.

Lucas: Okay cool, so overall it was just good?

Meredith: Yeah.

Lucas: Okay cool, so, now what would you-these questions are going to be kind of similar to the questions we asked you before. But like what do you think your role in this group was, like working in the lab?

Meredith: Umm, well I got all the materials and then like poured the water, and then we had discussed about the mass and stuff. And then we just went together so I just got the materials I guess.

Lucas: Okay cool, so you were helping with organizing?

Meredith: Yeah, I guess.

Lucas: Okay cool, so this is a related question, what do you think you contributed to the group so most of like things you did I guess?

Meredith: Well I guess like, we saw a problem but I asked like Mr. Mercurio like what we should do, cause like I saw the problem but I didn't think it would affect our data and he was like yes it definitely does. So I don't know, like that, and then I helped to write the procedure and stuff.

Lucas: Okay, cool. And then on a scale of 1 to 5 if you had to judge how much you contributed, what would you say?

Meredith: Like a three cause we were all pretty equal in the group of how much we contribute.

Lucas: Okay, who do you think was the most capable member of the group?

Meredith: What do you mean?

Lucas: That's a good question.

Meredith: I guess who contributed the most?

Lucas: That's a way of putting it. If you had to say, as a group of three, but you said you all contributed the same.

Meredith: Yeah we all kind of contributed the same, but I guess me and Meredith contributed a little more. Cuz Jack's more like a quiet kind of guy and he like just like goes along with it and then he'll say different things. Me and Meredith are just like more directive and just go with it and we tell people what to do.

Lucas: Okay great. Was it helpful to be in a group for this lab do you think?

Meredith: I would have never been able to figure out by myself. Cuz, like all that happens in a group you bounce ideas off each other and then you come up to a better idea. Whereas when you're sitting by yourself you're like I can get it and then you give up.

Lucas: Okay, that makes sense, do you think anyone in your group would have done better if they were working alone? Or do you think that's true for everybody?

Meredith: I think it would be true for everybody cuz I think that's why most groups, that's why you get put in groups I guess.

Interview with Joey

Project 3: Culture

11/19/10

Lauren: Alright, so tell me what its like working in a group. Do you like it? Is it going well?

Joey: We just got split up. So, well we got, well we got split up because the teachers *think* that we're not doing any work like *in* school. Like I know I did a lot of work out of school and I did some work in school but, so, they split us up just because they, we're not, we're not spending as much time as we should be in school. So...

Lauren: What's your topic?

Joey: Italy. So now its split into two groups.

Lauren: How do you feel about working in a group in general?

Joey: I like, I like, for some reason I don't know I like working in groups. I don't know. Because, I remember like when we were doing the lab, Mr. Merc and Mrs. Jacobson, they said they didn't know anything and like, don't ask them any questions about it. Because we should be doing it. But I had a little bit of questions, so, if I was working alone I wouldn't have had them answered but I, I had someone to talk to in my group so...

Lauren: So, what is your role in the project group?

Joey: Well, we all kind of have like the same role, like our main role is gather information, and then like, during like, well when we have our time like just kinda we either work on our information or work on the bulletin board.

Lauren: So would you give your role like a title?

Joey: Uh, not really. I guess if we all had to give our own selves a title it would be like [inaudible] something one two and three.

Lauren: What's your contribution to the group?

Joey: Well, I stayed up for lunch to help like start the bulletin board and um...[pause]...I gathered the information on art...and I kinda like cut out the stuff to go on the bulletin board.

Lauren: I saw that.

Joey: [Inaudible...dammit steve jobs]

Lauren: It looks good. I know its only been like a week in your new group but if you had to rate your contribution on a scale of 1 to 5, what would it be?

Joey: Probably about a three and a half.

Lauren: Three and a half. Why?

Joey: Probably because like I don't really think they would stay for lunch and do it so I kind of had to like step up and do it. I gave, I did like three pages of quality information or four pages of quality information about like, I think that deserves a three and a half.

Lauren: Who do you think is the most capable group member or member of your group?

Joey: Most capable...[pause]...honestly I think it's like a three way tie. Because we all do like I said and equal amount of work.

Lauren: Is it useful or helpful to collaborate on this project?

Joey: What's "collaborate?"

Lauren: It's "to work together."

Joey: Well yeah! Well just because like, when I was working like when me and mike were working on, well I have a desktop and he has a laptop and there's like a lot of noise in the room and so we get out here in the hallway but I can't really do that with a desktop so I work together with mike because he has a laptop.

Lauren: What about if you were working alone? Would that be better or worse?

Joey: I think it would be worse because I do have like a lot of questions I ask and they wouldn't be answered really. So, [inaudible]

Lauren: Last question: do you think anyone else in your group would benefit from working alone?

Joey: I don't really think so. I think they kinda want to be in a group too. [inaudible] like our teachers said they wouldn't really be able to give us [inaudible] to do it alone so...

Lauren: Great job. Alright thank you so much for talking with me.

Interview with Meredith

Project 3: Culture

11/19/10

Jamie: So I'm asking you the exact same questions we asked last time. It's just that this time it's about the culture project.

Meredith: Okay.

J: Cuz' it's a different project, it's longer term, your working with different people. So the same questions. So how is it going in this group?

M: Well it wasn't going good, cuz' we had a group of six and now were two groups of three.

Walk around to somewhere else.

J: Is this the other part of the Italy group?

M: Yeah.

Unknown: Yeah, It's all your fault.

M: It's not my fault

J: What happend?

M: Okay so those three didn't do work so they got kicked out.

Unknown: He's not in our group.

M: Or not him but another kid, joey. They didn't do thier work so they got kicked out so now they're mad at us.

Unknown: We're mad at you personally.

Unknown2: Meredith you know...

Unknown: I'm not mad at you though, I like being in Joey... I mean Owi, Bob, and Billy....

J: Is it better though, now that your in the smaller groups?

Unknown: No.

Unknown and others continue in background.

M: Ours is better. I mean look at our board, ours is way better. Those guys are going to steal our stuff because they don't have as good stuff.

J: Maybe we should interview not under their bulletin board, would that make sense?

Transtion to another place after some more banter with the Unknown group.

J: Cool, so maybe then I'm asking you about both groups that you've been in. So how was it going in the big group of six?

M: It was awful.

J: Rally?

M: We didn't get anything done.

J: Why not?

M: Cuz' the boys in the other group, they didn't do any work and then they would just distract us. So then when the teachers suggested that they get split up, they split up from us, and then they got all mad. And then we had a separation fight over what letters and stuff.

J: Like a custody battle.

M: Yeah, it was a custody battle. They were like yelling at us about how they did the work on the letters. They couldn't even finish a letter without having me color it. Or they couldn't even make a "Y" by themselves.

J: By letters you mean cutting out construction paper letters.

M: Yeah. And so they got cut off from our group so then they put the three kids that worked together and the three kids that didn't work. So now those three are all mad at us because they actually have to do work.

J: Are they actually mad at you? Or is it like more playful?

M: It's both.

J: Yeah. Wow, okay. So then, how is it going in the little group?

M: A lot better. We have a lot more stuff up on the board now and like I don't think we're gathering as much information now because we're focusing on the bulletin board. But I don't think the other group has done anything.

J: Okay, so in general, maybe actually in light of how badly that first group went, what do you think of working in a group? Like in general do you like it or like...

M: I like working in a group, but it depends on the group. Because like, honestly in traditional team, they wouldn't have realized how bad those group were. And I was in one of those last year, and I was pulled down and did all the work the night before and no one new I did all the work and they all got the credit for it.

J: What do you mean you got pulled down? Just like you couldn't do as well?

M: Yeah. You don't hand in quality work if everyone (something). It was half quality work and it was all me and everyone else took credit for it. One kid was like a foreign kid so I couldn't blame him, and the other two kids just didn't want to work and were just fooling around. But they were willing to but they just didn't do it. Kinda like the situation I was in now, like they could've worked but they just didn't want to. And they thought that we were going to do all the work for them so then they got kicked out. So I guess that's why they are so pissy at us.

J: Okay, so what kind of role, I guess in both groups, what kind of role did you play? Like a leadership role or were you more like in a supportive role or...It kinda sounds like a leadership role.

Someone in background says something.

M: He said that because I got a hundred on my test. And he didn't do very well so he's all mad... So I think I took more of a leadership role in the group of six. And the other two kids in my other group are like me and another Meredith so the two of us kinda take more of a front seat and Jack takes a back seat and we kinda direct each other. Cuz' we're all kinda leaders so it's better that way when you have three leaders then when you have like one leader and five followers.

J: So you really feel like in the group of six you were totally in charge.

M: It was bad. I wasn't totally in charge because I had one sheet of notes and that was the best notes of anybody. And they were all saying that they had better notes, and they were all either copied and pasted from a website or what they thought were good notes but they weren't good notes.

J: I guess you've kinda answered what you've been doing physically. The projects not over yet so it's a hard question. Like you said, they were cutting out letters and you were taking real notes.

M: No, I was telling them to cut out letters and they wouldn't cut out the letters so they weren't even doing anything, even the simple task of letters.

J: So you were responsible for every physically thing we see up on that bulletin board.

M: Well me and the other two people in my group now. Yeah, pretty much.

J: And then again, if you had to judge yourself, one to five, one your not doing anything, five like your doing the best you could be doing. What do you think for each group?

M: Like a four. In the other group I was one of the better one so I was like a four and now in this group it's all kinda equal so it's like a four because we are all giving four work, which is a lot better then...

J: Right, then you giving... and everyone else doing absolutely nothing. Cool. Okay so maybe this is also a redundant question in this case. But who do you think was the most capable group member?

M: Meredith and Jack, because now their like in the working group. I don't know what the other kids are doing now.

J: But it would be you and Meredith and Jack? And if Meredith and Jack were the most capable group members, how did their role and what they contributed affect what you contributed?

M: They were so quite in the group of six that I didn't know what they were doing, but I knew they were working. Cuz' I could see them on books and stuff and could see them actually doing work. When I looked at the other kids I could see they were just talking, so I didn't want to know what they were doing.

J: But do you think maybe that's why you ended up in a leadership role? If you were with a bunch of people who weren't doing anything and then some people who were really quite.

M: That's why I took leadership, like I can't hand in another bad project because that's what my coffee house was like too. So I got to get these people like motivated I guess.

J: Yeah, okay, so then was it helpful to collaborate on this project?

M: Yeah, it was. It should be more helpful but we don't collaborate a lot but when we do it's a lot more helpful because we have to write a focus paper based on our culture groups, so we kinda need that.

J: Okay, cool. I think that's it.

Interview with Cassidy

Project 3: Culture

11/19/10

Lauren: So what is your group working on?

Cassidy: We're all now working on different things. We're gonna start the map for our bulletin board and we've been working on our bulletin board more, so we need to get it kind of filled up. Well, we've been doing our research and we plan to, after Thanksgiving break, to have most of it concluded so then we can start on our other time period, which we haven't quite found yet... so we have to figure out that.

L: What's your topic?

C: We're doing Ireland.

L: Big subject.

C: Yeah.

L: So, how's it going- the project in general?

C: It's going good, I mean we're a little behind because at the beginning of the project we didn't really know what to do and we didn't do quite as much research as the others, so we were kind of behind by like three weeks, so we're still trying to catch up but we're getting there.

L: How do you feel about working in a group in general?

C: I like working in groups. I mean, sometimes it's hard if you have like a person that you can't really get along with, but I mean overall I like working in groups.

L: What's your role in the culture project?

C: Um, do you mean like the categories I have?

L: Yeah, like if you were to give yourself a title.

C: Oh, well, like, I mean, I think we're kind of all equal, but like, I know some of them still don't understand what we're supposed to be doing, so I guess I like explain it to them, but like, I don't know what title I would have.

L: Yeah, that's not as cut and dry as 'leader' or 'organizer,' that kind of thing.

C: No.

L: Alright. And what's your contribution to the group?

C: Well, I have like two subjects I'm doing- education and government, so I have to research those and- I mean, I guess I kind of get people on task with what they're doing since, like I said, I have to explain it to most of them. But I kind of like, I've figured out the bulletin board and I've figured out things, so... wait, what was the question again?

L: Haha. Your contribution. You're still on it.

C: So, yeah. Okay.

L: If you had to rate your contribution, on a scale from one to five, what would your number be?

C: Um, I think it would probably be a five.

L: Why?

C: Well, I know we're like all equal and we do the same things, but I think I also- Mrs. Jacobson and Mr. Mercurio came to me and Tyler in our group and told us that we needed to kind of get people on task and everything, so I think that, I mean, I have to contribute more, I guess, because I need to, yeah, do that.

L: You're talking like you're a five because other people are-would be less than a five. Do you think-

C: No, they would be fives, but it's like, I'm a five because I like try to do all my work and everything and they do all of their work, but I think it's just more is expected from me, so I guess I do like more work, but I mean they do the work that's expected of them.

L: So it's possible to have a group of all fives, you think?

C: Yeah, I think that it is possible.

L: Who do you think was-or, is, the most capable group member?

C: Um, you want me to name the one?

L: Yeah, but I'm more interested in why.

C: Well, like, I think Tyler is because he like has brought things in, he's brought in this thing for our map, and he's like done all of that, and he really understands it, like I understand it, but he *really* understands it and he does a *lot* of research and he's pretty much done his research, whereas everyone else is kind of still going.

L: And how does-how do his contributions effect yours?

C: Well I think his contributions effect because I, um, I push myself harder because I see what he's doing, so it's kind of like people balancing us.

L: So is it useful or helpful to you to work in a group on this?

C: I think it is, because I think you learn things from other people, and when you're working in a group next time, you'll have like, you've know more about it, and also in life you'll always have to work in groups.

L: Can you say more about that? Working in groups in life?

C: Well, like, in your job you'll have to work with other people, and in college- do you...?

L: Yeah, *this* is a group project! Haha

C: Yeah. You have to work with other people, and you have to know *how* to work with other people. Like, you can't just... it can't be your first time because you need to have past experience.

L: So, do you think anyone else would have benefitted from working alone on this project?

C: No, because I think this project is so broad and so big that I think if someone worked alone it would be too much to handle, so I think on this project, it's better to be in a group.

L: Well, that was my last question, thank you so much!

C: You're welcome.

Interview with Kaelee

Project 3: Culture

11/19/10

Lauren: So I want to ask you about your culture project. I haven't been here lately to watch you guys work on it - So what is your culture project?

Kaelee: Well, our group picked Africa. But that's a continent, so - we had to pick a country from Africa. So we picked Kenya. And um, well we have to pick, like, a certain time period, and we have to connect it to modern day. And so we're going to do it for like, the 1900s to modern day. And so, like we have information about modern day, but we have to get like the gap - we have like a big gap between the 1900s to now. And there's no information on the internet. So we were trying to like, contact the Kenyan embassy, but they haven't responded. So I think we have to call them -

Lauren: That's exciting -

Kaelee: Yeah, I don't really want to do that. Hmm. So yeah. But our group is pretty far, like when we like research modern day.

Lauren: Alright. So, how's it going, in general - your project?

Kaelee: Um, besides like, the research part that we don't have, like that gap - we have like a huge gap - It's going pretty well.

Lauren: And working with your group?

Kaelee: Yeah, it's going really well. Like, we're one of the higher groups - that's like moving along.

Lauren: Alright then, how do you feel about working in a group in general?

Kaelee: Um, I like it - like most of the work is like, off your shoulders. It's like, not as much work compared to doing it by yourself.

Lauren: Alright. Then, what's your role in the culture project? Like, if you had to give your self a title?

Kaelee: Um, what we did was, we like split up the researching. Like, one person had - Well what we did, since Kenya has five letters and we have five people in our group, we split up like Kenyas and Kenyans with the people. E is like, entertainment. N is Nairobi, which is the capital. And then we couldn't think of a word for Y so, we said "Yummy food." And then, so like each person has a different thing. And then like, A is like, agriculture. So um, I have Kenyans, which is like, really big. And it's about like, the people - like, the population, their daily life, and marriage and religion, and stuff. So I have to research all that.

Lauren: So you're each doing separate presentations?

Kaelee: No, we're doing one. Like, we share our information, but that's just what we have to research.

Lauren: So you're all researching separately -

Kaelee: Yeah, and then like sharing it and then, we're all doing...

Lauren: I guess what I'm trying to get is, if you had a title like, leader or researcher, organizer -?

Kaelee: Umm, I don't know. I think like, me and this other girl are like one of the best people in the group - Like we do a lot of things, and stuff. And then there's these two other girls that like, fool around. And then, the other boy just researches. Yeah.. so..

Lauren: And my next question is what would your contribution be? What is your contribution to the group?

Kaelee: Like, researching and entertainment. And like, helping with ideas and stuff. And like, projects.

Lauren: If you had to rate your contribution on a scale of 1 to 5, what number would you give it?

Kaelee: Maybe like a 4.5 or 5.

Lauren: Why?

Kaelee: Becuase like, me and this other girl, like were researching a ton of stuff. And like, we're not fooling around. We kinda like, keep the group together. Like, without us, our group would be like.. yeah..

Lauren: Um, who do you think is the most capable member in your group?

Kaelee: Um, well, the other girl in our group - she's like, really good. And if we're like, if we're fooling around, she like, keeps us on track and stuff.

Lauren: Who is that?

Kaelee: Um, Yung Hi.

Lauren: And how did her contributions affect yours?

Kaelee: Um, well, we kinda like, worked together alot. But um, if somebody's doing like, alot and then then you don't have to as much - but you still help a lot too. Like if someone wasn't doing like, anything, you'd have to do a lot more work.

Lauren: Was it helpful for you to work in a group - to collaborate on this project?

Kaelee: Yeah.

Lauren: Why?

Kaelee: Um, because each person's researching a different thing, instead of like, you researching everything - and there's a ton of stuff. And like, each person finds different websites and has different ideas and stuff, that you can you like, go back on.

Lauren: What kind of work are you doing in the classroom, versus at home or by yourselves?

Kaelee: We don't really do anything at home. It's mostly in the classroom. Like, maybe we did a little bit of research at home, but like most of it - most of everything is the classroom.

Lauren: Um, so do you think anyone else in your group would have benefited if they had been working alone rather than in the group?

- - brief interruption - - (question repeated)

Kaelee: Um, probably not. Like, yeah. Cuz it's a lot of work. And we're getting a couple months to do it.

Lauren: It sounds like a lot coming together.

Kaelee: Yeah, yeah.

Interview with Will

Project 3: Culture

11/19/10

Jamie: So we've asked you guys about coffee house presentations and about working in the lab, and now we're asking you about working in your culture groups.

Will: Okay.

J: That was a really different type of project right, it's like way more long term, so we wanted to get your opinions on how you're working in that group. How has it been so far?

W: We haven't really done, like a lot of groups had stuff for their bulletin but our group had just done a lot of research before. Like, everybody got assigned different, I guess topics, in each culture. Like some of the things, I'm military, food and climate so we got a few things but we haven't done anything within our culture yet.

J: Has it been like a good experience though, I mean so you've done like a different amount of work compared to the other groups but is it going well?

W: I think it's going well, everyone's kinda pulling their own weight and stuff.

J: I remember I sat in on a group interviews last time and I remember I don't think you were there that day.

W: Was it on a Friday? Last Friday or something? Yeah. I was absent, I was sick.

J: Yeah, I guess it was two Friday ago, the teacher conference with the groups. I think Greece is doing well...(irrelevant distraction)...So the other question then is, in general in groups what do you think about it, does it usually go pretty well? I know we've asked this before.

W: I like working in groups as I said before, you get different opinions on things.

J: All right, so within your group it sounds like it's going well.

W: Yeah.

J: What kind of role are you playing, not, I mean like, you told me you were doing military, everyone is doing that so in that sense everyone would have the same role. But that's not usually true in a group. Like some people kind of take on a leadership role, some people are more like doing the work the leader is telling them, or like contributing something in an entirely different way, so what do you think?

W: I guess, I'm kinda in between like a leader and, me and my friend kinda like share the leadership but...

J: No, that's cool.

W: He tells me some stuff to do and I tell him things that he needs to do or something like that.

J: Cool, so you think, how many kids are in the group, it's not just you.

W: Like 5.

J: Yeah, and you think you and Ben are kinda taking on a leadership role?

W: Yeah.

J: Cool. So now what are you actually, now this is the question that is easy to answer, what are you actually doing for the group? Like you say you're doing, when you say your doing...

W: I'm doing military, climate, and like geography, and then food, Modern and ancient.

J: For all of those categories you have both modern and ancient?

W: Yeah.

J: Wow, that's a lot.

W: Well it's not, it's just like golden age for Greece. So I guess that's like 200 years or something. And then modern day

J: So what does that mean, are you doing research on those, are you making a poster or a powerpoint or like...

W: Originally we were going to make a powerpoint, and then, cause like we have this focus paper, and so originally we were going to make a power point. Each person on their topic and then at the end we were just going to combine them into one so that everyone could look at that for their focus paper. The focus paper is persuading people in the future to come to your culture, who've never been there before.

J: Cool. And then there is this question we ask every time, in this group if you had to rate yourself from one to five in terms of your contribution, maybe how much and of what quality, you know. One being like, man I'm not doing anything and five being I'm the only one doing anything.

W: I'd say in between a three and a four. Towards a four I guess, I don't know.

Everyone in my group is in the four range because everybody is doing a lot of research and taking a lot of notes and stuff.

J: Cool. You kinda said that you and I forget his name,

W: Ben.

J: Yeah, you and Ben were like being leaders. Who do you think in the group is the most capable member. Who's, maybe who's taking on a leadership role but who's the most capable in the project, just taking the most charge, who knows what's going on.

W: Well, Ben, I really talk a lot with Ben but I haven't really with the other members of my group that much so... As far as I know I think Ben probably, cuz' he's always telling people what to do. Not like bossy about it but just giving them tips and stuff.

J: Cool. And then the question we always ask again, how does Ben's contribution affect how you contribute? Like...

W: I don't have to keep people, like, what they're supposed to be doing so I can focus more on what I need to do. Instead of telling other people that they need to get back on track or something.

J: All rights, and then for this project, I mean I now this is a huge project, same question as last time, is it good to be working in a group on this project.

W: It would be hard to get so much detail if it was just by yourself.

J: That's interesting, so you were able to cover more with a group.

W: Yeah.

J: So are you learning more?

W: Yeah I think so, but you don't get as much, like, you get a lot about your topic but you don't get the other topics and so you don't get to do them. But that's what our Bulletins are for, everybody can share their information that they have found with the other members of the group.

J: I think that's it. So what your saying was that it was definitely useful working in this group.

W: I thought so.

J: And has it helped you, like you personally would rather be working on this project in a group?

W: Yeah.

J: Why is that?

W: Cuz' it would just be a lot of workload just for me. I like working in a group.

Coding Document:

Coding document Coffeehouse

- What did you think of working in a group on this project?

Scale: 1-“Strongly disliked it” to 5-“Strongly enjoyed it”

Will: 4

“It has advantages and disadvantages” / “it was kind of better working in a group”

Meredith: 1

“It was like, kind of difficult” / “...didn't work out well” / “It was like, really stressful”

Kaeley: 4

“It was pretty good” / “It was good overall” / “...some people that didn't do anything”

Joey: 5

“I think I kind of liked it” / “I'm more of a group person” / “I know that kids really liked it”

Cassidy: 4

“It was fun” / “Overall I thought it was good” / “It obviously needed work and stuff”

- How do you feel in general about working in a group?

Scale: 1-“Strongly dislike it” to 5-“Strongly enjoy it”

Will (There was no #2 with Will, but he talked in general in #1): 4

“It has advantages and disadvantages” / “It was kind of better working in a group”

Meredith: 3

"It's like really fun"/"Everyone does all their work"/"It, like, depends on the people..."

Kaeley: 4

"They do go pretty well"/"I'd rather work in groups than by myself"

Joey: 5

"I like, work better in groups"/"Working in a group definitely helps me"

Cassidy: 3

"Sometimes I prefer it"/"Other times, I kind of like working by myself"

3. What role did you play in this group? (This was the most difficult to code...)

Scale: 1-"Completely passive role" to 5-"Completely active role"

Will: 2

"I gave a lot of my ideas and opinions on things. That's pretty much what I did."

Meredith: 3

"I made the PowerPoint"/"I did the little things"/"I was like, more of a follower"

Kaeley: 3

"I think I did like, a good amount"/"split it up pretty equally"

Joey: 1

"I kind of like got everything, like everything kind of ready"/"They didn't tell me to do it"

Cassidy: 5

"I planned the scavenger hunt"/"came up with the idea for the skits"/"the runner of the scavenger hunt"

4. How would you rate how much you contributed on a scale of 1 to 5?

Scale: 1-"Contributed nothing" to 5-"Contributed the most"

Will: 4

Meredith: 3.5 or 4

Kaeley: 4

Joey: 3

Cassidy: 4

5. Who do you think was the most capable group member? (I did not code this question. Should I? Is it possible?)

Will: Annie

"She like, kind of, was like the boss"/"She kind of, took charge of the group"

Meredith: Cassidy

"She is really good with time management"/"It helped us get stuff done"/"took charge"

Kaeley: Cassidy, Meredith, Annie, and Herself

"We kinda split it pretty evenly"

Joey: Meredith

"More like a leader"/"Too more of a responsibility"/"she came up with the idea"

Cassidy: Meredith

"She organized all of it"

6. How did the aforementioned person affect your contributions?

Scale: 1-"Not at all" to 5-"A great deal"

Will: 2

"I don't really think it did anything for me"

Meredith: 5

"I did somethings, but she told me what to do"/"She put me in charge of somethings"

Kaeley: 3 (I'm super unsure about this-Lauren, what do you think?)

"If they were like, not working as much, then I probably would have contributed more"

Joey: 5

"I bet I would probably be, instead of a 3, a 1."

Cassidy: 4

"She kind of organized me"/"Told me what I needed to do"/"I kind of expanded on those things."

7. Was this project better to have done in a group? Or would it have been better by yourself?

Scale: 1-"Better to have done it alone" to 5-"Better to have been in a group"

Will: 4

"I think I like them both pretty equally"/"I kind of like the group a little bit better"

Meredith: 1

"I think like if it was just me, I would have been able to manage my time better"/"So it's like easier if it's just one person"

Kaeley: 4

"We had like, different things for each of us"/"So it was kind of like, broken up"

Joey: 5

"I'm not really good with...things"/"Definitely a could uh, help"

Cassidy: 2

"It was helpful to collaborate, but not everyone would collaborate"/"If we had worked alone, it would have been better..."

Coding Lab Experiment

1. What did you think of working in a group on this project?

Scale: 1-"Strongly disliked it" to 5-"Strongly enjoyed it"

Meredith: 4

"Good, we had a couple problems"/"Easy to solve"

Kaylea: 4

"Yeah, yeah"

Joey: 5

"I think we did really good"/" We barely talked about like, barely got off topic. It was pretty good."

Will: 5

"Um, I liked it because most of the kids are smart in my group, so, everybody pretty much pulls their own weight."

Cassidy: 4

"My group, me and most them understood it"/"We had to explain it to her, but it also kind of thoroughly explained it to us"

2. What role did you play in this group? (This was the most difficult to code...)

Scale: 1-"Completely passive role" to 5-"Completely active role"

Meredith: 3

"I got all the materials, I guess"/"So you did most of the organizing" "Yeah, I guess"

Kaylea: 3

"I helped a lot with the procedure"/" Or just - everybody was kind of doing things equally?" "Yeah, yeah."

Joey: 4

"said like gave most of the ideas"/" we kind of just like did it all together."

Will: 3

"I did a lot of the calculations and I did some research"/" Well I kinda did both."

Cassidy: 5

"Me and Tyler we're like leaders"/"Sometimes they have to explain things to me"

3. How would you rate how much you contributed on a scale of 1 to 5?

Scale: 1-"Contributed nothing" to 5-"Contributed the most"

Meredith: 3
Kaylea: 4
Joey: 3.5
Will: 4
Cassidy: 4

4. Who do you think was the most capable group member? (I did not code this question. Should I? Is it possible?)

Meredith: Meredith and Meredith (Confusing)

“Me and Meredith are more directive” / “We tell people what to do”

Kaylea: Yung Hi (sp?)

“She helped alot” / “...with calculations and stuff.”

Joey: Mike and Joey

“Yeah I can’t really pinpoint”

Will: Ben

“Ben probably, because he did like, he like figured out how we were going to get the volume of the drill bit”

Cassidy: Cassidy

“They did things, but I kind of had to get them on track”

5. How did the aforementioned person affect your contributions?

Scale: 1-“Not at all” to 5-“A great deal”

Kaylea: 4

“I guess I did like, a little bit less, cuz like she was doing like, a lot.”

Joey: 4

“Because if he didn’t contribute then I could have did the whole procedure by myself”

Will: 3

“Well I kinda like piggy backed and built on his ideas with my own.”

6. Was this project better to have done in a group? Or would it have been better by yourself?

Scale: 1-“Better to have done it alone” to 5-“Better to have been in a group”

Meredith: 5

“I would have never been able to figure it out myself”/”You bounce ideas off each other”

Kaylea: 4

“Yeah”/”Like, it’s easier to have a group project.”

Joey: 5

“But I think it’s definitely helpful”/” so you can ask one of your classmates or someone in your group.”

Will: 5

“it’s nice to have different opinions on things so I liked being in the group.”

Cassidy: 4

“Need other people to explain things sometime”/”They help you, and you help them”

Coding Culture Project

1. What did you think of working in a group on this project?

Scale: 1-“Strongly disliked it” to 5-“Strongly enjoyed it”

Meredith: 1

“It wasn’t going good ”/”Those three didn’t do work so now they’re kicked out”

Meredith (again): 4

“I like working in a group, but it depends on the group.”

Kaylea: 4

“It’s going pretty well.”/” It’s like, not as much work compared to doing it by yourself.”

Joey: 2

“So, well we got, well we got split up because the teachers think that we’re not doing any work like in school.”/” like, I like, for some reason I don’t know I like working in groups. I don’t know.”

Will: 4

“I think it’s going well, everyone’s kind of pulling their own weight and stuff.”

Cassidy: 4

“It’s going good, I mean we’re a little behind...”

2. What role did you play in this group? (This was the most difficult to code...)

Scale: 1-“Completely passive role” to 5-“Completely active role”

Meredith: 5

"So I think I took more a of a leadership role in the group of six."

Kaylea: 4

"And then, so like each person has a different thing."/" I think like, me and this other girl are like one of the best people in the group - Like we do a lot of things"

Joey: 3

"Well, we all kind of have like the same role, like our main role is gather information,"

Will: 4

"I guess, I'm kinda in between like a leader and, me and my friend kinda like share the leadership but..."

Cassidy: 4

"I think we're kind of equal."/"I like explain it to them."

3. How would you rate how much you contributed on a scale of 1 to 5?

Scale: 1-"Contributed nothing" to 5-"Contributed the most"

Meredith: 4

Kaylea: 4.5-5

Joey: 3.5

Will: 3-4

Cassidy: 5

4. Who do you think was the most capable group member? (I did not code this question. Should I? Is it possible?)

Meredith: Meredith and Jack

"Cuz' I could see them on books and stuff and could see them actually doing work."

Kaylea: Yung Hi

"She's like, really good. And if we're like, if we're fooling around, she like, keeps us on track and stuff."

Joey: All Work same amount

Will: Ben

"As far as I know I think Ben probably, cause he's always telling people what to do. Not like bossy about it but just giving them tips and stuff."

Cassidy: Tyler

"He brought things in..."/"He really understands it..."/"He does a lot of research..."

5. How did the aforementioned person affect your contributions?

Scale: 1-“Not at all” to 5-“A great deal”

Kaylea: 4

“But um, if somebody’s doing like, alot and then then you don’t have to as much - but you still help a lot too. Like if someone wasn’t doing like, anything, you’d have to do a lot more work.”

Will: 3

“i don’t have to keep people, like, what they’re supposed to be doing so I can focus more on what I need to do.”

Cassidy: 5

“I push myself harder because I see what he’s doing...”

6. Was this project better to have done in a group? Or would it have been better by yourself?

Scale: 1-“Better to have done it alone” to 5-“Better to have been in a group”

Meredith: 4

“Yeah, it was. It should be more helpful but we don’t collaborate a lot but when we do it’s a lot more helpful”

Kaylea: 4

“Um, because each person’s researching a different thing, instead of like, you researching everything - and there’s a ton of stuff”

Joey: 5

“I think it would be worse because I do have like a lot of questions I ask and they wouldn’t be answered really.”

Will: 4

“Cuz it would just be a lot of workload for just me. I like working in a group.”

Cassidy: 4 or 5

“You learn things from other people”/“In life you’ll always have to work in groups.”

Coding Culture Project, Second Rater

- What did you think of working in a group on this project?

Scale: 1-“Strongly disliked it” to 5-“Strongly enjoyed it”

Will: 4

“it’s going well”/” everyone’s pulling their own weight”

Meredith: 1 before the group split, 4 afterwards

“it was awful”/”they didn’t do any work and then they would just distract us” :: “A lot better”

Kaeley: 4

“besides like, the research part that we don’t have”/”It’s going pretty well”

Joey: 2

“We just got split up.”/ “the teachers think that we’re not doing any work in school”/” I did a lot of work out of school”

Cassidy: 4

“It’s going good”/” we’re a little behind”/” but we’re getting there.”

- How do you feel in general about working in a group?

Scale: 1-“Strongly dislike it” to 5-“Strongly enjoy it”

Will: 4

“I like working in groups”/” you get different opinions on things”

Meredith: 4

“I like working in a group, but it depends on the group.” Kaeley: 4

“I like it”/” most of the work is like, off your shoulders”

Joey: 3

“I don’t know I like working in groups.”/” I had questions, so, if I was working alone I wouldn’t have had them answered”

Cassidy: 4

“sometimes it’s hard if you have like a person that you can’t really get along with”/”overall I like working in groups.”

What role did you play in this group? (This was the most difficult to code...)

Scale: 1-“Completely passive role” to 5-“Completely active role”

Will: 4

“me and my friend share the leadership”/” He tells me some stuff to do and I tell him things that he needs to do”

Meredith: 4

“I took more a of a leadership role in the group of six.”/”the two of us [the two Merediths] take more of a front seat and Jack takes a back seat and we direct each other.”/”we’re all kinda leaders”

Kaeley: 4

“we split up the researching”/” we do a lot of things”/”helping with ideas and stuff”

Joey: 3

“we all kind of have like the same role”/” our main role is gather information”

Cassidy: 4

“we’re kind of all equal”/” I guess I like explain it to them”

5. How would you rate how much you contributed on a scale of 1 to 5?

Scale: 1-“Contributed nothing” to 5-“Contributed the most”

Will: 3.75

Meredith: 4

Kaeley: 4.5 or 5

Joey: 3.5

Cassidy: 5

6. Who do you think was the most capable group member? (I did not code this question. Should I? Is it possible?)

Will: Ben

“He’s always telling them what to do”/”Not like bossy about it but just giving them tips and stuff.”

Meredith: Meredith (the other one) and Jack

“because now they’re in the working group.”

Kaeley: Yung Hi

“she’s like, really good”/”she keeps us on track”

Joey: 3-way tie of all group members

“we all do like I said an equal amount of work.”

Cassidy: Tyler

“he really understands it”/”he has brought things in”/” he’s pretty much done his research”

7. How did the aforementioned person affect your contributions?

Scale: 1-“Not at all” to 5-“A great deal”

Will: 3

“I can focus more on what I need to do... instead of telling other people that they need to get back on track”

Meredith: 2

“They were so quiet in the group of six that I didn’t know what they were doing”/” When I looked at the other kids I could see they were just talking”/”That’s why I took leadership”

Kaeley: 3

“we worked together a lot “/”you don’t have to do as much - but you

still help a lot too.”

Joey: Missing Data

Cassidy: 4

“I push myself harder because I see what he’s doing, so it’s kind of like people balancing us.”

8. Was this project better to have done in a group? Or would it have been better by yourself?

Scale: 1-“Better to have done it alone” to 5-“Better to have been in a group”

Will: 4

“It would be hard to get so much detail if it was just by yourself.”/”you get a lot about your topic but you don’t get the other topics”/” I like working in a group.”

Meredith: 4

“Yeah, it was [helpful]”/” It should be more helpful but we don’t collaborate a lot”

Kaeley: 4

“each person’s researching a different thing”/” there’s a ton of stuff.”

Joey: 4

“yeah!”/”I work together with mike because he has a laptop.”

Cassidy: 5

“I think you learn things from other people”/” in life you’ll always have to work in groups... it can’t be your first time because you need to have past experience.”/”if someone worked alone it would be too much to handle, so I think on this project, it’s better to be in a group.”

Eccles Measure of Self-Efficacy:

22. How well do you think you’ll do in each of the following subjects this year:

Science

Not at all

1

2

3

4

A lot

5

Language Arts

Not at all

1

2

3

4

A lot

5

Social Studies
Not at all
1 2 3 4 A lot
5

23. How successful do you think you would be in a career that required abilities in:

Science
Not at all
1 2 3 4 A lot
5

Language Arts
Not at all
1 2 3 4 A lot
5

Social Studies
Not at all
1 2 3 4 A lot
5

24. When taking a test that you have studied for, how well would you do in:

Science
Not at all
1 2 3 4 A lot
5

Language Arts
Not at all
1 2 3 4 A lot
5

Social Studies
Not at all
1 2 3 4 A lot
5

25. How have you been doing in each of the following subjects this year?:

Science
Not at all
1 2 3 4 A lot
5

Language Arts
Not at all
1 2 3 4 A lot
5

Social Studies
Not at all
1 2 3 4 A lot
5

26. In general, how hard are each of the following subjects?:

Science
Not at all
1 2 3 4 A lot
5

Language Arts
Not at all
1 2 3 4 A lot
5

Social Studies
Not at all
1 2 3 4 A lot
5

27. Compared to other school subjects you have taken or are taking, how hard is each of the following subjects for you?:

Science
Not at all
1 2 3 4 A lot
5

Language Arts
Not at all
1 2 3 4 A lot
5

[DataSet1] C:\Users\JGAUTH~1\AppData\Local\Temp\fall10.sav

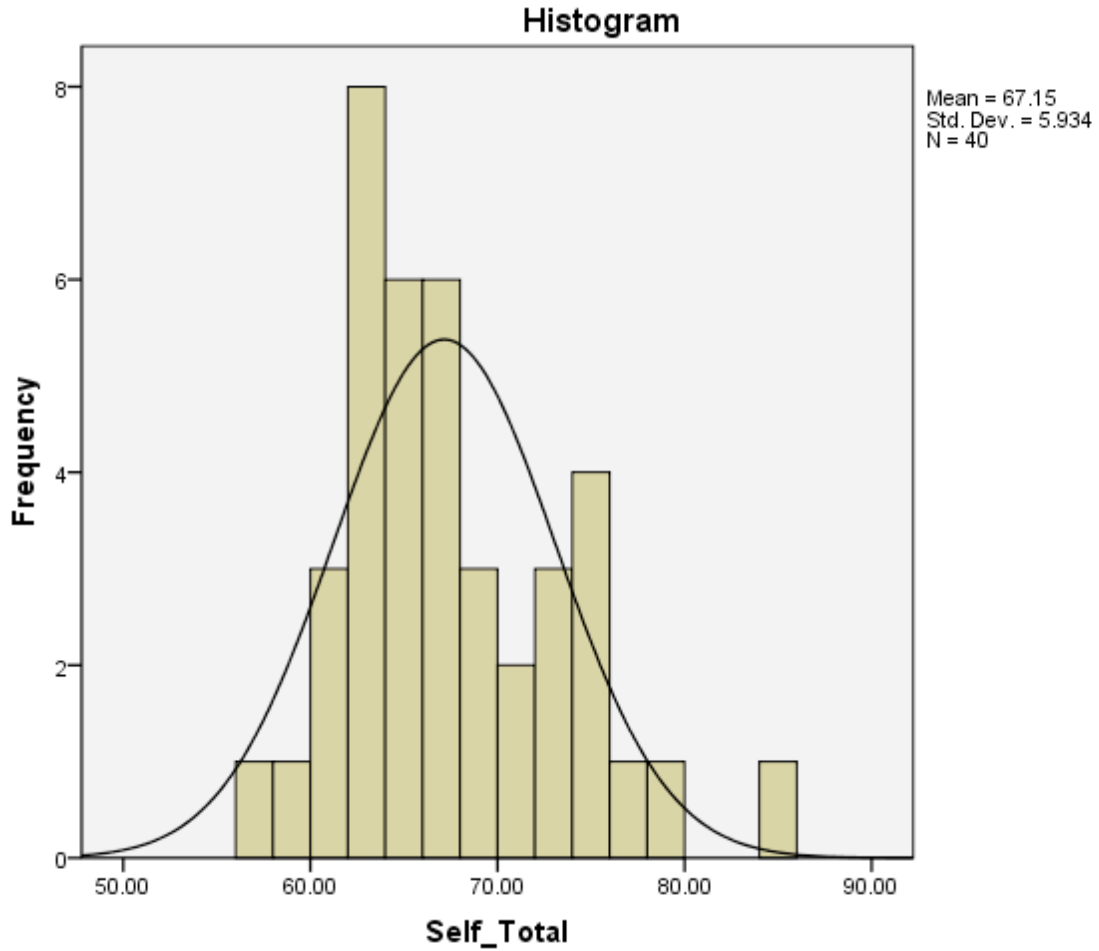
Statistics

Self Total

N	Valid	40
	Missing	0

Self Total

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	57.00	1	2.5	2.5	2.5
	58.00	1	2.5	2.5	5.0
	60.00	2	5.0	5.0	10.0
	61.00	1	2.5	2.5	12.5
	62.00	3	7.5	7.5	20.0
	63.00	5	12.5	12.5	32.5
	64.00	1	2.5	2.5	35.0
	65.00	5	12.5	12.5	47.5
	66.00	4	10.0	10.0	57.5
	67.00	2	5.0	5.0	62.5
	68.00	2	5.0	5.0	67.5
	69.00	1	2.5	2.5	70.0
	71.00	2	5.0	5.0	75.0
	72.00	1	2.5	2.5	77.5
	73.00	2	5.0	5.0	82.5
	74.00	2	5.0	5.0	87.5
	75.00	2	5.0	5.0	92.5
	77.00	1	2.5	2.5	95.0
	78.00	1	2.5	2.5	97.5
	84.00	1	2.5	2.5	100.0
	Total	40	100.0	100.0	



```

USE ALL.
COMPUTE filter_$=(filter_$ = 1).
VARIABLE LABEL filter_$ 'filter_$ = 1 (FILTER)'.
VALUE LABELS filter_$ 0 'Not Selected' 1 'Selected'.
FORMAT filter_$ (f1.0).
FILTER BY filter_$.
EXECUTE.
FREQUENCIES VARIABLES=Self_Total
  /HISTOGRAM NORMAL
  /ORDER=ANALYSIS.

```

Frequencies

Notes	
Output Created	30-Nov-2010 19:41:35
Comments	
Input	C:\Users\JGAUTH~1\AppData\Local\T emp\fall10.sav

	Active Dataset	DataSet1	
	Filter	filter_\$ = 1 (FILTER)	
	Weight	<none>	
	Split File	<none>	
	N of Rows in Working Data		5
	File		
Missing Value Handling	Definition of Missing	User-defined missing values are treated as missing.	
	Cases Used	Statistics are based on all cases with valid data.	
Syntax		FREQUENCIES VARIABLES=Self_Total /HISTOGRAM NORMAL /ORDER=ANALYSIS.	
Resources	Processor Time		00:00:00.297
	Elapsed Time		00:00:00.312

[DataSet1] C:\Users\JGAUTH~1\AppData\Local\Temp\fall10.sav

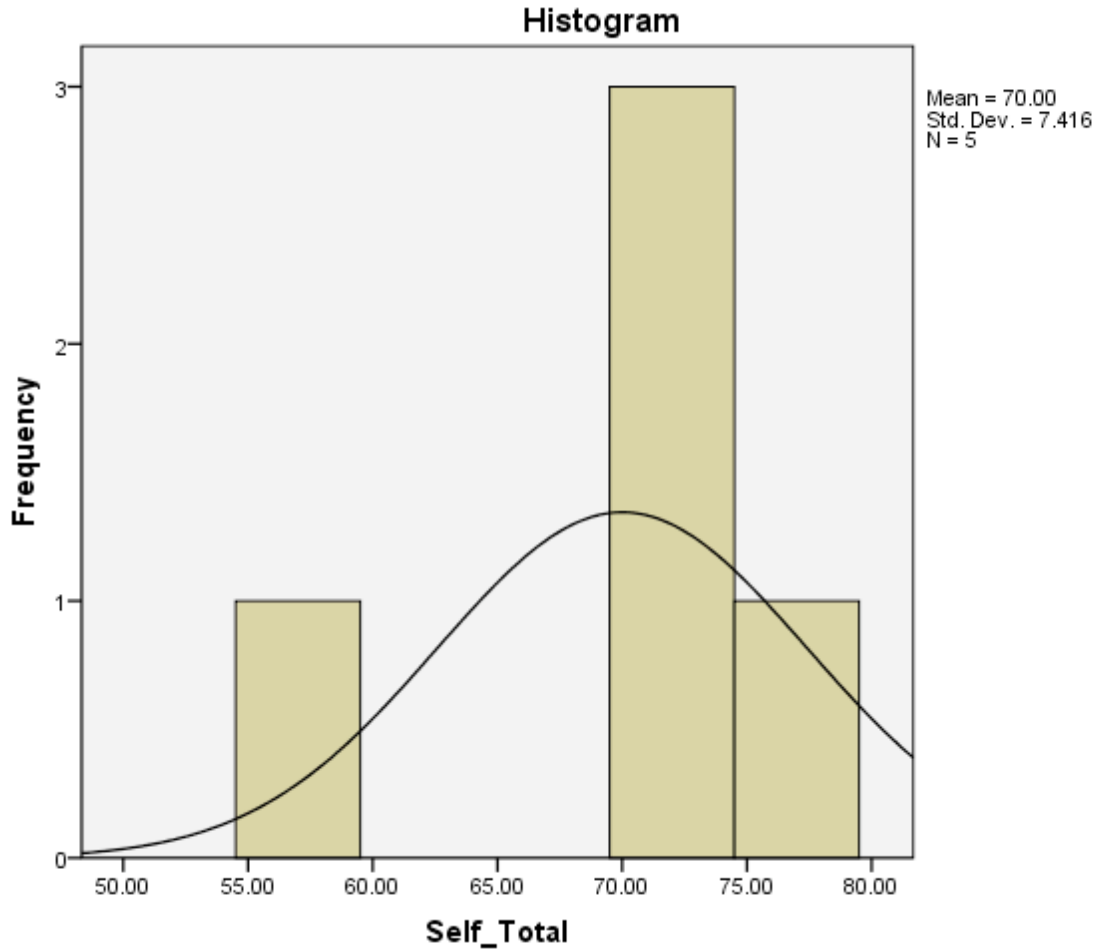
Statistics

Self_Total

N	Valid	5
	Missing	0

Self_Total

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	57.00	1	20.0	20.0	20.0
	71.00	1	20.0	20.0	40.0
	73.00	1	20.0	20.0	60.0
	74.00	1	20.0	20.0	80.0
	75.00	1	20.0	20.0	100.0
Total		5	100.0	100.0	



GET

FILE='C:\Users\jkendall\AppData\Local\Temp\fall10.sav'.

DATASET NAME DataSet1 WINDOW=FRONT.

CROSSTABS

/TABLES=Self_Total BY MathPSSA ReadingPSSA TeacherRating

/FORMAT=AVALUE TABLES

/STATISTICS=CORR

/CELLS=COUNT

/COUNT ROUND CELL.

Crosstabs

Notes

Output Created	30-Nov-2010 20:22:48
Comments	

Input	Data	C:\Users\jkendall\AppData\Local\Temp
		\fall10.sav
	Active Dataset	DataSet1
	Filter	<none>
	Weight	<none>
	Split File	<none>
	N of Rows in Working Data	40
	File	
Missing Value Handling	Definition of Missing	User-defined missing values are treated as missing.
	Cases Used	Statistics for each table are based on all the cases with valid data in the specified range(s) for all variables in each table.
Syntax		<pre> CROSSTABS /TABLES=Self_Total BY MathPSSA ReadingPSSA TeacherRating /FORMAT=AVALUE TABLES /STATISTICS=CORR /CELLS=COUNT /COUNT ROUND CELL. </pre>
Resources	Processor Time	00:00:00.032
	Elapsed Time	00:00:00.063
	Dimensions Requested	2
	Cells Available	174762

[DataSet1] C:\Users\jkendall\AppData\Local\Temp\fall10.sav

Case Processing Summary

	Cases					
	Valid		Missing		Total	
	N	Percent	N	Percent	N	Percent
Self_Total * MathPSSA	39	97.5%	1	2.5%	40	100.0%
Self_Total * ReadingPSSA	40	100.0%	0	.0%	40	100.0%
Self_Total * TeacherRating	40	100.0%	0	.0%	40	100.0%

Self_Total * MathPSSA

Crosstab

Count

		MathPSSA			Total
		Basic	Proficient	Advanced	
Self_Total	57.00	0	1	0	1
	60.00	1	0	1	2
	61.00	0	0	1	1
	62.00	0	2	1	3
	63.00	0	1	4	5
	64.00	0	0	1	1
	65.00	1	0	4	5
	66.00	0	0	4	4
	67.00	0	0	2	2
	68.00	0	0	2	2
	69.00	0	0	1	1
	71.00	0	1	1	2
	72.00	0	0	1	1
	73.00	0	0	2	2
	74.00	0	0	2	2
	75.00	0	0	2	2
	77.00	0	0	1	1
	78.00	0	1	0	1
	84.00	0	0	1	1
Total		2	6	31	39

Symmetric Measures

		Value	Asymp. Std. Error ^a	Approx. T ^b	Approx. Sig.
Interval by Interval	Pearson's R	.254	.136	1.599	.118 ^c
Ordinal by Ordinal	Spearman Correlation	.303	.169	1.932	.061 ^c

N of Valid Cases	39		
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- a. Not assuming the null hypothesis.
- b. Using the asymptotic standard error assuming the null hypothesis.
- c. Based on normal approximation.

Self_Total * ReadingPSSA

Crosstab

Count		ReadingPSSA		Total
		Proficient	Advanced	
Self_Total	57.00	1	0	1
	58.00	1	0	1
	60.00	1	1	2
	61.00	0	1	1
	62.00	2	1	3
	63.00	0	5	5
	64.00	1	0	1
	65.00	0	5	5
	66.00	1	3	4
	67.00	0	2	2
	68.00	0	2	2
	69.00	0	1	1
	71.00	0	2	2
	72.00	0	1	1
	73.00	0	2	2
	74.00	0	2	2
	75.00	1	1	2
	77.00	0	1	1
	78.00	1	0	1
	84.00	0	1	1
Total		9	31	40

Symmetric Measures

		Value	Asymp. Std. Error ^a	Approx. T ^b	Approx. Sig.
Interval by Interval	Pearson's R	.228	.175	1.446	.156 ^c
Ordinal by Ordinal	Spearman Correlation	.276	.184	1.768	.085 ^c
N of Valid Cases		40			

a. Not assuming the null hypothesis.

b. Using the asymptotic standard error assuming the null hypothesis.

c. Based on normal approximation.

Self_Total * TeacherRating

Crosstab

Count		TeacherRating					Total
		Low	Below Average	Average	Above Average	High	
Self_Total	57.00	1	0	0	0	0	1
	58.00	1	0	0	0	0	1
	60.00	1	0	1	0	0	2
	61.00	0	0	0	0	1	1
	62.00	0	2	1	0	0	3
	63.00	0	1	2	1	1	5
	64.00	0	0	1	0	0	1
	65.00	0	0	2	2	1	5
	66.00	0	0	2	1	1	4
	67.00	0	0	1	1	0	2
	68.00	0	0	0	1	1	2
	69.00	0	0	1	0	0	1
	71.00	0	0	1	1	0	2
	72.00	0	0	0	1	0	1
	73.00	0	0	1	1	0	2
	74.00	0	0	0	1	1	2
	75.00	0	1	0	1	0	2
	77.00	0	0	0	1	0	1
	78.00	0	1	0	0	0	1
	84.00	0	0	0	1	0	1

Crosstab

Count

		TeacherRating					Total
		Low	Below Average	Average	Above Average	High	
Self_Total	57.00	1	0	0	0	0	1
	58.00	1	0	0	0	0	1
	60.00	1	0	1	0	0	2
	61.00	0	0	0	0	1	1
	62.00	0	2	1	0	0	3
	63.00	0	1	2	1	1	5
	64.00	0	0	1	0	0	1
	65.00	0	0	2	2	1	5
	66.00	0	0	2	1	1	4
	67.00	0	0	1	1	0	2
	68.00	0	0	0	1	1	2
	69.00	0	0	1	0	0	1
	71.00	0	0	1	1	0	2
	72.00	0	0	0	1	0	1
	73.00	0	0	1	1	0	2
	74.00	0	0	0	1	1	2
	75.00	0	1	0	1	0	2
	77.00	0	0	0	1	0	1
	78.00	0	1	0	0	0	1
	84.00	0	0	0	1	0	1
Total		3	5	13	13	6	40

Symmetric Measures

		Value	Asymp. Std. Error ^a	Approx. T ^b	Approx. Sig.
Interval by Interval	Pearson's R	.323	.158	2.105	.042 ^c
Ordinal by Ordinal	Spearman Correlation	.347	.172	2.278	.028 ^c
N of Valid Cases		40			

a. Not assuming the null hypothesis.

b. Using the asymptotic standard error assuming the null hypothesis.

c. Based on normal approximation.