

IMPORTANCE OF GROUP WORK

by:

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Group work has consistently been shown to be a successful learning approach. The term "group work" describes a collaborative learning setting where students solve issues and complete evaluations collectively. The ability for students to share information and resources, assign roles and duties, and receive assistance from one another.

Students can learn a variety of skills that are becoming more and more crucial in the workplace through group work. Furthermore, it has been demonstrated that positive group interactions help students learn, retain information, and succeed academically overall. Group projects that are properly organized can strengthen abilities that are applicable to both group and individual work, such as the capacity to break difficult tasks down into manageable steps, plan and manage time, clarify understanding through discussion and explanation, provide and receive feedback on performance, challenge presumptions, and improve communication skills.

Students can also learn how to organize and manage their time while working. Students may learn about a wide range of opinions and ideas through group projects. The ability to collaborate with others is what pupils learn how to do the most. Group work has been found to improve deep learning, long-term knowledge retention, strengthened communication and collaboration skills, and a better feeling of purpose and devotion to course materials – but only if groups are established wisely and given clear limits.

Group work also offers benefits to teachers. Teachers have a great opportunity to monitor and watch pupils cooperate when they are working in groups. They can be able to see their pupils' development as they apply what they have learned and examine circumstances and choices. Likewise, teachers can adjust and provide advice as required. They also can spot students' strengths and areas for improvement in both their intellectual and social skills by watching them work in groups. When employing group projects, teachers may give students more challenging assignments since they can pool their resources.

On the final note, it is crucial to understand that, even though group works have a lot of potential to improve learning, there is no way to know for sure that these objectives will be met by merely distributing group tasks. Group activities that are not planned, guided, and evaluated in a way that fosters significant cooperation and intense engagement can and frequently do backfire. For this, it is essential that teachers do close supervision when they conduct group dynamics.

References:

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