

## Directions for Group Investigation

### Stage 1: Class Determines Subtopics and Organizes into Research Groups

1. Take the idea of violence and phrase it to set a tone of inquiry and define the scope of the investigation.
2. Do a search for resource materials that would stimulate interest for students. (Keep in mind multiple intelligences and learning styles as you list references.)
3. Create a list of possible questions from students in buzz groups.
4. Meet with another person, pair, or small group and switch lists of questions. Create categories from the list and switch papers back.
5. Under each category, list 3 sample students and particular interests that would make them interested in that category.

### Stage 2: Groups Plan Their Investigation

1. Switch papers again. Create a list of investigative methods for each student. (Remember some of them may be the same.)
2. Develop an investigation plan for 2 students to share with their teacher.

## Directions for Group Investigation (Part 2)

### Stage 3: Groups Carry Out Their Investigations

1. Students begin their data collection, organizing data, and interpreting their findings.
2. In this stage, students should talk about the relevance of sources, finding multiple sources, and formulating answers to questions.

### Stage 4: Groups Plan Their Presentations

1. The group members have been in close contact with each other throughout this process and now decide which information to share with the class and the best way to present those ideas.
2. All students should have an active role in the presentation.
3. Be sure all materials and supplies are available, every group sticks to the time constraints, and give time for questioning.
4. Try to involve the audience as much as possible.

### Stage 5: Groups Make Their Presentations

1. Create a schedule of presentations
2. Remind students the rules of etiquette in a presentation
3. Collaborate on an evaluation sheet for students to fill out after each presentation
4. The teacher should be prepared to relate all the presentations to the main idea of the general problem.

### Stage 6: Teacher and Students Evaluate Their Projects

1. Evaluation focuses on the knowledge learned and the experience of investigation.

### **To prepare for a group investigation:**

1. Understand how well students can plan and study together. Give the students cooperative learning tasks and conduct group discussions to help determine how much responsibility students can be given and how long the project should be.
2. Choose the general problem. Be sure it is relevant to the students and worthwhile.
3. Brainstorm possible questions student could create and link these questions to the general problem.
4. Find the resource material that will aid students in their investigations.

Sharan, Y., & Sharan, S. (1999). Group investigation in the cooperative classroom. In S. Sharan (Ed.), *Handbook of cooperative learning methods*. (pp. 97-114). Westport, CT: Praeger.