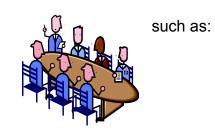
## **Group Size and Seating Arrangement**



Decision about size of a group and seating arrangement for group work depends on factors

- class and classroom sizes
- availability of resources (both ICT and non ICT)
- pupils' age and previous experience of working in groups and
- most importantly, the objective of group work.



## Features of group sizes and recommendations for use:

Group size	Formal features i.e. attributes of group size	Process features i.e. how group of this size functions	Recommended when	Seating Arrangement
2-3	Equal agreement as well as majority- split in the group.	Greatest possibility of sharing very strong opinions.	Ideal for working with computers.	In a line next to each other <i>ÖÖ ÖÖÖ</i>
	Ample time for each member to contribute.	Easiest to ensure that all members have learnt.	Useful for drill and practice of previous concepts as well as exploring new concepts.	In a line with ICT in front の の の の の の の の の の の の の の の の の の の
	Loss of even one group member can affect outcome.		When sharing of personal experiences (specially on sensitive issues) is expected.	In a triangle $\ddot{\mathcal{O}}\ddot{\mathcal{O}}$
			When use of one resource is expected by all group members at the same time.	
4-6	Chances of agreement, equal splits as well as	Optimum possibility of listening to many ideas through brainstorming and every member getting a	When objective is to explore a new concept rather than drill	As a square or rectangle $\ddot{\mathcal{O}}\ddot{\mathcal{O}}$ $\ddot{\mathcal{O}}\ddot{\mathcal{O}}\ddot{\mathcal{O}}$
	majority-minority splits.		and practice.	ÖÖ ÖÖÖ
	Reasonable time for each	chance to contribute.	When turns can be taken to	May or may not be around a table. Floor is

	member to contribute.		use resources within the	also a good alternative.
		Works well if group members have defined roles (to ensure that everybody learns and to avoid free rider effect).  Group pressure can make members conform to norms.	group.  For group work outside the classroom as peers ensure each other's safety and peer pressure keeps focus on learning.	As a horseshoe  U  In a circle
			Useful when the expected outcome is in written form as well as performance form (drama).	
7-12	Greater chances of equal splits and majority-minority splits.  Less time for each member to contribute.	More possibility of hearing ideas than chances of contribution.  Group pressure is high.	When outcome is expected in the form of performance, such as drama or puppet show as more time can be given for each presentation.	In a circle O As a horseshoe U
		Active structuring of group tasks and assignment of roles is required.	When concept requires further sub-grouping.	In subgroups of 2, 3, 4, 5 or 6 (see above for arrangement)

Group work with group size more than 12 pupils is not recommended as it is practically similar to working in the whole class.

## **GROUP TASKS**

1. Below are some lesson objectives to be achieved through group work. Discuss which group size and seating arrangement you will use for achieving these objectives. Briefly write reasons for your choices.

Lesson Objective	Group size?	Seating arrangement?	Reasons?
To read a historical story and present the events as a time-line on a chart.			
To work out problems on problems on division on a calculator and discuss instances when a remainder is left.			
To learn about changes in boys and girls during puberty.			
To identify examples of solids and liquids that can dissolve in water.			
To collect information about the average income from 20 families and present them as bar graphs.			

2. The other groups are working on different aspects of group work. For their benefit, prepare a presentation of about 3-5 minutes on 'group size and seating arrangement' with examples of objectives that you can achieve through various compositions. Of course add reasons to your examples...!

(If you were not a member of the group working on *Group Size and Seating Arrangement*, you can use this space for writing your thoughts while watching the presentation.)

**Reference**: Atherton J S (2011) *Teaching and Learning; Group size* [On-line: UK] retrieved 12 May 2012 from <a href="http://www.learningandteaching.info/teaching/group\_size.htm">http://www.learningandteaching.info/teaching/group\_size.htm</a>

Read more: <u>Group size http://www.learningandteaching.info/teaching/group\_size.htm#ixzz1ufDvEDvs</u> Under Creative Commons License: Attribution Non-Commercial No Derivatives