I will keep track of how often students come to me individually with questions.

I will add a weekly check in for students about their satisfaction with the group work. This lasted one day.

“I would not have answered the [group work continuum] questions the way I did if I was in a different class. It agreed.

“I feel like all the people in this class will work really well together so I am okay with the group work”.

“I am really excited to do this!! All of the students in here are smart and it will be fun to get to know them.”

“I called her this weekend and she always has an excuse why. I don’t mind helping but I cannot teach them from the address the reasons more of the young people choose not to go to a four year university to raise the living conditions of their families. Students at CDKC often express concern in transferring into a university setting. The also have a difficult time asking their peers for help and learning how to advocate for themselves. The goal of this study to teach students how to lean on each other both inside and outside of the classroom.

One of the most valuable parts of this work was remembering what it was like to be a student! I also learned that the students can handle WAY more than what I have been expecting of them. I will continue this process in future sections of this class and other classes with some modifications:

- I will keep track of how often students come to me individually with questions.
- I will keep track of students overall perceptions of each other as group members formally and more frequently.
- I will give specific expectations for the group work sessions until students understand how to be productive.
- I will add a weekly check in for students about their satisfaction with the work the group is doing.
- I will have students complete the survey more frequently.
- I will keep the reflexive journal with me in the classroom and write in it IMMEDIATELY when I have information to record.

The unemployment rate in Lame Deer, Montana is a staggering 78% with 87% of the population living below the poverty line. The average life expectancy is only 57 years old with 63% of the population under the age of 18 years old (Wolf, 2016). With this in mind, I wanted to address the reasons more of the young people choose not to go to a four year university to raise the living conditions of their families. Students at CDKC often express concern in transferring into a university setting. The also have a difficult time asking their peers for help and learning how to advocate for themselves. The goal of this study to teach students how to lean on each other both inside and outside of the classroom.

Value and Future Work

One of the most valuable parts of this work was remembering what it was like to be a student! I also learned that the students can handle WAY more than what I have been expecting of them. I will continue this process in future sections of this class and other classes with some modifications:

- I will keep track of how often students come to me individually with questions.
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- I will give specific expectations for the group work sessions until students understand how to be productive.
- I will add a weekly check in for students about their satisfaction with the work the group is doing.
- I will have students complete the survey more frequently.
- I will keep the reflexive journal with me in the classroom and write in it IMMEDIATELY when I have information to record.

Results and Conclusion

Though student assessment scores did not increase dramatically, the students were able to work through more material than the previous sections of the class. Students also spent more time working with each other and less time relying on me as an instructor.

Student Comments at Conclusion of Treatment:

• “I called her this weekend and she always has an excuse why she can’t come do the work”.
• “I don’t mind helping but I cannot teach them from the address the reasons more of the young people choose not to go to a four year university to raise the living conditions of their families. Students at CDKC often express concern in transferring into a university setting. The also have a difficult time asking their peers for help and learning how to advocate for themselves. The goal of this study to teach students how to lean on each other both inside and outside of the classroom.

WORKS CITED


Baby Cleveland. His mother came back to class after having him because her group would not let withdraw from the class. Permission to use photo Given by Brooke Whitewolf