Structuring Positive Interdependence

This project contains a goal analysis, hierarchical map, performance objectives and assessments to help fellow classmates learn the main concepts and skills covered in Chapter 7 of the Johnson, Johnson and Holubec (1994) textbook.
Instructional Goal: Structure positive interdependence in learning groups to ensure intragroup collaboration, intergroup collaboration, and individual accountability.
### Performance Objectives and Assessment:

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<th>Skill Set</th>
<th>Performance Objectives</th>
<th>Assessment Items</th>
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| **1.1 Structure Positive Goal Interdependence**  
1.1.1a Specify Criteria for Individual Performance on Assessment  
1.1.1b Specify Criteria for Individual Improvement on Assessment  
1.1.1c Specify Criteria on Group Score for each Member’s Performance  
1.1.1d Specify Criteria for Group Performance | 1.1 Given the task to recall what responsibilities to assign students when structuring positive goal interdependence, identify three responsibilities. | Positive goal interdependence unites group members to share a common goal. Which responsibility would you apply when structuring Positive goal interdependence? (Choose all that apply)  
a. You are responsible for finishing your test on time  
b. You are responsible for turning in your test on time  
c. You are responsible for learning the assigned material  
d. You are responsible for making sure all other members in your group learn the assigned material |
| **1.1.1.a-d** Given the task to recall options for structuring goal interdependence, name a minimum of two criteria an instructor can specify in order to get his/her students to exercise positive goal interdependence. | In order to structure positive goal interdependence, the instructor must specify:  
a. Expected individual performance levels  
b. Expected group performance levels  
c. Individual improvements needed  
d. Expected group score  
e. All of the above  
f. Any of the above |
| **1.2 Structure Supplemental Goal Interdependence**  
1.2.1 Choose Form of Positive Interdependence  
1.2.1.1 Identify 7 Supplemental Types of Positive Interdependence  
1.2.1.1a Resource Interdependence  
1.2.1.1b Reward/Celebration Interdependence  
1.2.1.1c Role Interdependence  
1.2.1.1d Identity Interdependence  
1.2.1.1e Environmental Interdependence  
1.2.1.1f Fantasy Interdependence  
1.2.1.1g Outside Enemy Interdependence | 1.2 Given the task to propose additional forms of goal interdependence, identify at least three types of supplemental positive goal interdependence. | To ensure a successful program consisting of goal interdependence, can you identify three types of supplemental goal interdependence from the options listed?  
a. Environmental  
b. Identity  
c. Random  
d. Role |
| **1.2.1.1.a-f-g** Given a description of supplemental types of interdependence, identify and associate the description with the type of interdependence. | Match the following possible types of interdependence with their descriptions, as applicable. (Select only 1 description for each type.)  
Types:  
1. Environmental  
2. Fantasy  
3. Internal  
4. Identity |
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<th>Task</th>
<th>Description</th>
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| 1.2.1.1a Given the task to identify a required task when structuring resource interdependence, list the required task. | What would you separate if you were to structure ‘resource interdependence’?  
a. Tasks into parts  
b. Materials and/or Information into portions  
c. Student into Roles  
d. Students into Groups |
| 1.2.1.1b When asked to identify ‘tangible rewards’ as used in structuring Reward/Celebration Interdependence, name two types of tangible rewards that may be applied when using academic rewards to match students. | When structuring Reward/Celebration Interdependence and using rewards to match students, one can use which type of tangible rewards? (Choose one)  
a. Complementary and Interconnected  
b. Academic  
c. Non-academic  
d. Academic and Non-academic |
| 1.2.1.1c Given the task to structure Role Interdependence, give an example of possible roles you would assign students. | Identify the set of roles that best apply when structuring complementary and Interconnected roles:  
a. Nurse, Lawyer, Teacher, Student  
b. Teacher, Student, Lawyer, Plaintiff  
c. Carpenter, Wood, Judge, Mallet  
d. Reader, Recorder, Researcher, Writer |
<p>| 1.2.1.1d When asked to recall Identity Interdependence, name two examples of items you’d suggest a group can select to bind the group together. | When structuring Identity Interdependence, what item(s) can you suggest student groups use to establish an identity and bind the group together, name at least one? |</p>
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| 1.2.1.1g Given the task to structure a competition-style lesson review, identify a supplemental type of positive interdependence activity that can be used when assessing students' performance during the review. | Choose an appropriate collaborative review activity to incorporate Outside Enemy Interdependence: | a. Teams/Games/Tournament  
b. Individual written test  
c. Individual oral test  
d. Group oral test |
| 1.3 Structure Intergroup Interdependence | 1.3 Given the need to plan intergroup interdependence, list three steps necessary to include in your proposal. | If you were to recommend others to structure intergroup interdependence, what three steps would you list in your recommendation (choose all that apply): | a. Determine reward system  
b. Assign roles  
c. Assign students to groups  
d. Choose criterion for class goals  
e. Plan class goals |
| 1.3.1 Plan Class Goals  
1.3.2 Determine Reward Form  
1.3.3 Specify Class Performance Levels  
1.3.4 Choose Criterion for Class Goals | 1.3.1 Given the need to plan class goals in intergroup interdependence, list two goals that must be established to carry out your plan. | When planning class goals in intergroup interdependence, it’s essential to establish which goal(s), choose one: | a. Individual  
b. Instructor  
c. Group  
d. Individual and Group  
e. Instructor and Student |
### 1.3.2 Given a list of rewards that may be used when structuring Intergroup interdependence, distinguish and identify each as Academic or Non-academic.

### 1.3.4 Given the task to choose criterions for class goals and a matching reward, identify one class goal accompanied by its reward.

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<tr>
<th>Academic Reward</th>
<th>Non-academic Reward</th>
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<tr>
<td>a. If every one in the group scores above 85% in this assignment, each member gets 5 bonus points in their next assignment.</td>
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<td>b. If every group member completes their part of the assignment on time, the class will get free pizza next Friday.</td>
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<td>c. If each member in the group improves over their last score, everyone gets an extra 15 min. break tomorrow.</td>
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<tr>
<td>d. If each member in the group scores 95% or higher, each member gets to skip the next assignment.</td>
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### 1.4 Given the task to structure individual accountability, list two essential components.

**What two essential components would you include when structuring individual accountability?** (Choose two)

- Assign roles and observe students
- Assess students and provide feedback
- Assess group and reassign roles
- None of the above

### 1.4.1 When specifying criterions for individual performance, state the primary goal for doing so.

**The primary goal in specifying criterions for individual performance is (choose the BEST answer):**

- Improve student’s self-esteem
- Individual Accountability
- Improve FCAT scores
- None of the above

### 1.4.1.1 Given the task to identify methods for structuring Individual Accountability, name two methods.

Identify two methods used for structuring Individual Accountability (Choose two):

- Give individual tests to each student
- Have group members do each other’s work
- Have group members edit each other’s work
- None of the above