

Group Work Attitude Assessment
Based on Guidebook for Cooperative Learning
Dee Dishon and Pat Wilson O'Leary (1998) 3rd Edition

Belief/Behavior Inventory

This chart, adapted from the *Belief/Behavior Inventory* (Guidebook for cooperative learning page 19), helps teachers examine their beliefs about group work. According to Dee Dishon and Pat Wilson O'Leary authors of the Guidebook, if you tend to agree with statements on one side of the chart (left or right), your beliefs are consistent with your behavior. If not, it may be causing you stress when engaging students in group work.

Five Principles	Cooperative Groups	Typical Class Groups
Distributed Leadership	All group members are capable of understanding, learning and performing the tasks required for a group to complete a task and like each other when the task is done.	One group member, chosen by the teacher or the group, is responsible for seeing that the task is completed and everyone likes each other when the job is done.
	No leader is assigned or chosen. All group members perform the leadership skills when appropriate.	One leader is assigned or chosen. That leader performs all leadership skills or assigns them to group members.
Heterogeneous Groups	The most effective groups are heterogeneous in terms of social background, skill levels, physical capabilities, and gender.	The most effective groups are homogeneous in terms of social background, skill levels, physical capabilities, and gender.
	Selection of groups is made randomly or by the teacher to insure heterogeneity.	The teacher selects groups based on similarities of group members.
	All students are not willing to work in groups unless there is a built-in reason to do so.	Students will work together if desks are pushed together.

Positive Interdependence and Individual Accountability	There are shared and/or jigsawed materials, one product, common goals, and/or rotated roles within the group. Each student signs a group product, is prepared to report for the group, and/or shows understanding of mastery of material.	Group members each have own materials, make own decisions, and /or create their own product. Students are assessed based only on the product created.
Social Skills Acquisition	The ability to work effectively in a group comes from skills that can be taught and learned.	Students come to school knowing how to get along and work in groups.
	Social skills are defined, discussed, practiced, observed, and processed.	Groups are told to cooperate.
Group Autonomy	Students learn to solve their own problems by resolving them on their own rather than being rescued from them by the teacher.	Group members always need the teacher's help to solve problems.
	In problem situations, the teacher suggests and prompts at the request of the entire group.	The teacher directs and orders groups to solve problems according to the teacher's observations.