

Validating Social Work Student Value Theme Perceptions Using the Emerging Values Model

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Abstract

The objective of this work is to evaluate the validity of the Emerging Values Model (EV) through a replication of the Values Team Study (VTS) and create a comparable analysis with the previous work, “Social Work Student Perceptions of Group Work and the Presence of Value Themes that Correspond to Group Work Success” by Williamson-Ashe and Ericksen (2017). The results and analysis highlight the validation and importance of both peer and group work values and reduces the categories from four to three, leaving the categories of decision-making and problem-solving (DP), skills (SC), and collaboration (CC). The majority of student responses convey the idea that equal effort group collaboration is a valuable skill that aids students in becoming better and a more successful student where problem-solving skills are refined, and those skills produce an effective tool for learning. Students indicate that the greatest barrier to group work participation is scheduling time to meet outside of class hours because of life’s responsibilities. The results and analysis of the study highlight the validation and importance of both values, peer and group work, and the three noted categories, DP, SC, CC, that are central to identifying what student’s value in the small group work process.

Keywords: values, group work, MSW students, student perceptions, group work models

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Introduction

The professional world finds relevancy in the skills that students cultivate through group tasks; such as planning and managing time, challenging expectations, and adjusting complex tasks into manageable parts (“What are the Benefits,” n.d., “Group Project”). Group assignments benefit students by increasing employee-desired skills, their knowledge, communication skills and critical thinking abilities (Bentley & Warwick, 2013). There is widespread application of small group learning despite the also extensive belief by many educators that group assignments are not welcomed by students (Bentley & Warwick, 2013). Notwithstanding this assumption, research indicates that students are benefiting from small group learning and these assignments are valued by students themselves (Bentley & Warwick, 2013). In small group learning, the literature remarks that students exposed to group dynamics and the viewpoints of others; develop interpersonal skills and are able to assume more inclusive assignments (Bentley & Warwick, 2013).

Having a positive collegiate group experience affects student retention and overall student success (“What are the Benefits,” n.d., “Group Project”). Group projects seemingly influence individual students in the group, as well as influence skills that aid collaboration (“What are the Benefits,”

n.d., “Group Project”). These learning benefits from group work include, segmenting complex areas into parts and confronting them, challenging customs, delegating roles and responsibilities, and developing alternative methods for resolutions (“What are the Benefits,” n.d., “Group Project”).

When traditionally taught students are compared to students that have received small-group work assignments, students reported to have a greater comprehension of their professional work environment; this follows the mastery of higher grades, profound studying, good retention of information, school attendance, and mastering communication and teamwork skills (Oakley, Fedler, Brent, & Elhadj, 2004).

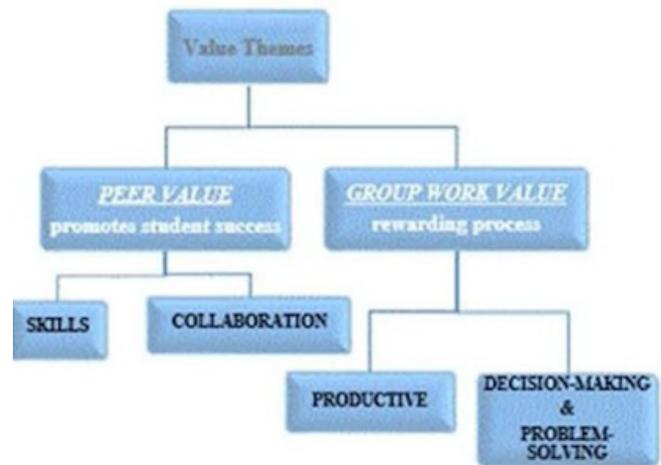
This level of small group work is cooperative learning where students must engage for problem-solving success; success that occurs because students listen to and hear one another (Brame & Biel, 2017). The sociocultural theory of development is applicable to how students in this study have perceived the value of their learning. Using this as theoretical framework, students have expanded their knowledge beyond their current level; they arrive at a point of problem-solving that incorporates known knowledge and new ideas (Brame & Biel, 2017).

Methodology

The results of the 2015 Value Teams Survey (VTS), provided like themes to create the Emerging Values Model (EV in Figure 1). The EV developed in 2015 is a coagulation of valued subjects themed into group work values and peer values that contain the categories of skills, collaboration, decision-making/problem-solving, and production (Williamson-Ashe & Ericksen, 2017). Before the creation of the EV in 2015 from the results of the VTS, the VTS was originally dispersed to psychiatry cohort students in their internship during the 2001–2003 academic calendar years. The results of this Baylor College of Medicine survey encouraged research and study in disciplines outside of psychiatry. As a response to that outcome, an application of the VTS to social work students was originated.

For this study, the VTS was disseminated to graduate social work students in April 2017, the same classification and course enrollment

Figure 1
The Emerging Values Model



population utilized in the distribution of the VTS in 2015, which resulted in the creation of the EV in 2015. The 2017 VTS participants would determine if the themes would again materialize and provide empirical supportive data. The participants were a group of first- or second-year full-time students or first-, second-, or third-year part time graduate students. Also noteworthy is the participant’s university, a minority-serving four-year institution with three program levels for social work: BSW, MSW, and Ph.D. The survey participants were in an elective social work policy course with two graded group work projects assigned in the course, but no group work techniques instructions were a part of the course. Students were informed that the completion of the VTS was voluntary and without any repercussions. The dissemination and collection of the VTS was on the final course day of the semester at the conclusion of student’s second group work assignment.

Thirteen of 17 students voluntarily participated with 12 surveys submitted to completion. The VTS in 2015 consisted of 13 Likert scale questions and one descriptive question. In its original Baylor format, the VTS consisted of nine Likert scale questions only. The EV 2017 study

duplicates the EV 2015 study by amending the VTS of 2015 to include basic demographic questions of race and gender along with three descriptive questions. The three added descriptive questions include describing one’s group knowledge level, naming one benefit from this course; and name one challenge from participating in groups in this class.

Results

The survey question with the most like responses, Question 5, is a member of the group work theme, decision-making and problem-solving category, it states *solving problems in a group is an effective practice that I have learned*. Students were certain of their agreement with Question 5: Ten students agreed and two strongly agreed, making this the only question with 100% agreement. All other possible selections were zero. With 92% agreement and only one student not selecting agree, Question 1 and Question 3 are both members of the peer value theme. Question 1, *the ability to collaborate with peers is necessary for student success*, is in the collaboration category with seven students agreeing and four strongly agreeing. Question 3, *the ability to work with peers is a valuable skill*, is in the skills category also with seven students agreeing and four strongly agreeing. Like responses are notable in Question 13, *other group members usually put in more effort than me*, is a member of the peer value theme, collaboration category with 84% of students in disagreement: Four disagreed and six strongly disagreed.

With 76% agreement among students, both Question 4 and Question 6 rank the same: Five strongly agree and four agree. Question 4, *collaborating with my peers aids me in being a better student*, is a member of the peer value theme and the collaboration category. Question 6, *solving problems in a group is an effective way to learn*, is a member of the group work theme and the decision-making and problem-solving category.

Interestingly, 66%, or eight students, responded with neither agreement nor disagreement to Question 8, *group decisions are often better*

than individual decisions. This question did not score membership into the value themes during the development of the Emerging Values Model (EV), from Williamson-Ashe & Ericksen (2017), and with this VTS replication, it again scored without decisiveness.

The next set of questions scored a fraction above or below the median level. Question 2 and Question 7 show a 58% agreement among students with both the group work theme and productive category membership. Question 2, *it is a waste of time to work in groups*, five students strongly disagreed and two disagreed. Question 7, *working in teams in class is productive and efficient*, four students agreed and three strongly agreed. Question 9, *solving problems in groups leads to better decisions than solving problems alone*, and Question 10, *it is important to volunteer to lead groups*, have majorities at 58% and 50%, respectively. In Question 9, three students each agreed and strongly agreed, and a very close five students neither agreed nor disagreed; it holds membership in the group work theme, decision-making and problem-solving category. In Question 10, six students agreed, four neither agreed nor disagreed, and two disagreed. It holds membership in the peer value theme, skills category.

There were three descriptive questions added to the VTS 2015 survey for the EV 2017 study.

When asked to describe their group

Table 1

Questions	Percentage of Agreement
5	100%
1 & 3	92%
13	84%
4 & 6	76%
8	66% Neutral
2, 7, 9	58%
10	50%

knowledge level, overwhelmingly six students selected moderate, three selected more than average, and one each selected extensive, some more than average, and expert. A few students elaborated with explanations; notably a moderate responder indicated having group projects in both undergraduate and graduate classes while the more than average responder noted not a lot of exposure to groups in the undergraduate program. Although their experiences and ranks differ, the responders similarly indicated the benefit is meeting people. Strikingly, students benefited despite responses that revolve around meeting and communicating with peers. They grew in the group process and learned the behavioral dynamics and diversities of others. The challenges are decidedly the most analogous of all the descriptive responses, nine of the 13 students note that scheduling time to meet because of life responsibilities is the greatest barrier to group participation.

The participants reported demographics show nine females, two males, one gender-fluid, 11 African-Americans, one Caucasian, and one undisclosed race. All respondents are graduate social work students; however, their matriculation of first or second year, full- or part time is unknown.

Comparative Analysis

When examining the outcome differences between the studies that resulted in the development of the Emerging Values Model (EV) in 2015, compared to the outcomes of the validation study (EV 2017), there is a remarkable awareness that the EV is accurate as it duplicates the original findings and clearly articulates a student's value of small group work. In the succeeding paragraphs, a comparison is articulated between participant responses of the EV 2015 and the likeness or dissimilarity in the student responses to the EV 2017 study.

In the EV 2017 validation study, Question 5 (Q5), *solving problems in a group is an effective practice that I have learned*, has the greatest response agreement. Comparatively in the 2015 study Question 1 (Q1), *the ability to collaborate*

with peers is necessary for student success, has the greatest response agreement; and for these two questions, Q5 (2017) and Q1 (2015), the agreement levels are both unanimous and are the only unanimous responses. The questions are members of different themes and categories, Q5 is in the group work theme (GW), decision-making and problem-solving category (DP) and Q1 is in the peer value theme (PV), collaboration category (CC). In the EV 2017 study, Q1 remains noteworthy with 92% student agreement just as Question 3 (Q3), *the ability to work with peers is a valuable skill*. Like Q1 (2017), Q3 (2017) is a member of the PV but with the skills category (SC) and has a majority of student agreements in the EV 2015 study.

Question 13 (Q13) with membership in PV & CC, *other group members usually put in more effort than me*, is highly in agreement in both the EV 2017 and the EV 2015 results. Question 4 (Q4), *collaborating with my peers aids me in being a better student*, is assigned to the GW and productivity category (PC) and has a very significant agreement level (76%) in the EV 2017 study. In the EV 2015 study, Q4 numerically aligns with Question 2 (Q2), *it is a waste of time to work in groups*, assigned to PV & CC, where both questions had a significant majority response. In this, study however, the EV 2017, Q2 scored just slightly above the median level, which is different from the EV 2015 study. Students continue to identify that working in groups is valuable and their success as a student means that they need to be able to work with other students (Williamson-Ashe & Ericksen, 2017).

Question 6 (Q6), *solving problems in a group is an effective way to learn*, has membership in GW & PD and in both the EV 2017 and EV 2015 study, Q6 is a highly agreed upon analogous response well above average. By order of the paragraphs above, Q6 is the last survey question that garners response agreements significantly above the median.

The following survey questions also reflect comparable results from both survey samples, EV 2017 and EV 2015, and were correspondingly close to an agreed upon or disagreed upon median, but essentially 50%. Question 7 (Q7), *working in teams*

in class is productive and efficient, is a member of GW & PC; Question 9 (Q9), *solving problems in groups leads to better decisions than solving problems alone*, is a member of GW & DP, and Question 10 (Q10), *it is important to volunteer to lead groups*, is a member of PV & SC.

Question 8 (Q8), *group decisions are often better than individual decisions*, as mentioned in the results, was indecisive in both the EV 2017 and EV 2015 studies and was not assigned to a theme nor a category. It is noteworthy to mention that the EV 2017 study indecisive responses were much greater than in 2015 where the responses were closer to the median.

The following survey questions reflect comparable results from both the EV 2017 and the EV 2015 survey and were correspondingly below the median. Question 11 (Q11), *the distress of the group process*, and Question 12 (Q12), *the encouragement to excel because of group participation*, were not assigned a theme or a category from the EV 2015 study. In the EV 2015 study, Q11 resulted in a majority of neutral responses; in the EV 2017 study there was an equal response rate across the Likert scale, all 4's for agreement, neutral, and disagreement. In the EV 2015 study, Q12 also resulted in a majority of neutral responses; in the EV 2017 study, the majority responses both equally divided with 42% each between agreement and neutral replies.

Referencing Figure 1, the results, and the comparative analysis, the most companionable survey answers are interesting because they show the broad agreement among graduate social work students about their value perceptions on group work. The results illustrate that only six out of 13 Likert scale questions congruently exceed the median with agreement approval: Questions 1, 3, 4, 5, 6, and 13; Question 8 is neutral, and Questions 2, 7, 9, and 10 are below the median. These results are delivered in the EV 2015 study as well as replicated in the EV 2017 study. All of the questions demonstrate consistent responses, with the exception of Question 9 (Q9).

In Q9, there is only one respondent

difference between the neutral and agreement categories in both the EV 2015 and EV 2017 studies but in a reversed order. In the EV 2017 study Q9, 58% of students agree—6 respondents—and 42% of students are neutral—five respondents. In the EV 2015 study Q9, 50% of students are neutral—10 respondents—and 45% of students agree—nine respondents (Williamson-Ashe & Ericksen, 2017). These results mimic like results. In the EV 2015 study, Q8 and Q9 show close neutral agreements among the respondents, which resulted in Q8 not being factored into a theme or category. However, Q9 is included in the theme and category membership. Question 9 shows high neutral agreements. The agreement responses were also high, but agreement and neutral responses were separated by only one respondent's selection. With such closeness between the numbers of neutral and agreement responses, researchers made a methodical decision about the relevancy of the inclusiveness of the question in the membership areas.

There is also the examination of Q8 and Q9 as framed. Greater agreement versus greater neutral agreement is favored in Q9 in the EV 2017 study. As noted in Williamson-Ashe & Ericksen (2017), group decisions are not necessarily better than individual decisions (Q8), but when the decision is addressing a problem that needs resolve (Q9), there is an understanding that the group decision is better than an individual decision. This is what the responses of the EV 2015 and 2017 studies reveal in the decision to incorporate Q9 and not Q8 into the membership of the theme and categories for the EV model. The most highly remarked term, "stressful," of the EV 2015 study did not replicate repeating remarks in the EV 2017 study.

Examining the position of the themes and categories in association with their agreement percentages, there are some noteworthy alignments. The GW & PC did not place any of its two-member questions greater than 58%, GW & DP has only one member question at the 58% level, and PV & CC marks the lowest percentage score with one member question at 50%. GW & DP has the highest level of membership question agreement at 100%, and GW

& DP's other member question placement is with 76%. Notably PV & CC has a membership question representation of 92%, and two questions at 84%; PV & SC also has representation at 92%. With this analysis, the most valid themes and categories are GW & DP, PV & CC, and PV & SC. This represents Questions 1, 3, 4, 5, 6, and 13.

Findings

Questions 1, 3, 4, 5, 6, and 13 result in numbers and percentages that are the most highly agreed upon responses by students in both the EV 2015 and 2017 studies; their agreements are 76% and above. These highly agreed-upon responses expose a clear depiction of how group work is valuable to students. The overarching concept is students perceive value in student small-group work and believe that there are benefits for the engagement. The portrait of Questions 1, 3, 4, 5, 6, and 13 reveals that equal effort collaboration with other students is a valuable skill that will aid collegians in becoming better students and a successful student where there are learned problem-solving skills and the same problem-solving is an effective tool for learning.

"Peer value" themes reflect relationships, behaviors that are directly affected by peers, and outcomes related to peer influences and their level of importance (Williamson-Ashe & Ericksen, 2017). "Group work value" themes reflect the worthiness, success, or failure in the active engagement process of teamwork (Williamson-Ashe & Ericksen, 2017). Almost all of the student value descriptive responses revolve around meeting and communicating with peers, growing in the group process with facilitation skills and learning of the dynamics and diversities of others. This provides an accurate reflection of the themes and categories developed in the EV 2015 study continued now in the EV 2017 results. The most valid themes and categories for the EV 2017 study are GW & DP, PV & SC, and PV & CC. These remaining validated categories are decision-making and problem-solving (DP), skills (SC), and collaboration (CC). Subsequently, the results and analysis highlight the validation and importance of both values and the three noted categories: DP,

SC, and CC; decision-making and problem-solving (DP), skills (SC), and collaboration (CC). These itemized categories are central to identifying what student's value in the small-group work process. The benefits students declare are decision-making and problem-solving, skills, and collaboration.

Question 1 and Question 4 both deal with collaboration and are both members of the peer value theme collaboration category (PV & CC). Because these PV & CC membership questions are in the above 76% agreements, they are remarkably an area that is without uncertainty. Research has shown that in this era of higher education changes, the active learning profile that collaboration presents is a valued premise when it comes to educational persistence and learning; students learn better, when they are actively engaged in the process (Burke, 2011).

Question 3 (PV & SC), *working with peers is a valuable skill* (Q3) and peer learning is a coined abstract phrase used to connote the exchange of information, beneficial to all because of its emphasis on sharing information (Boud, 2002). Peer learning touts as a skill for developing, planning, exchanging feedback and learning evaluation (Boud, 2002). At a 92% agreement level, Q3 is one of the most highly ranked questions. Peer learning too involves collaboration through participatory activities (Boud, 2002).

Question 5 and Question 6 hinge on problem-solving and are both members of the group work theme problem-solving decision-making category (GW & PD). Question 5 has the highest level of this membership agreement and Question 6 is notably at 76%. As mentioned in Burke (2011), there is an interdependence involved in effective group work and this acceptance of responsibility and goal commitment, propels engagement in the group process. As the respondents indicate that they have learned problem-solving in groups (Q5), the group process benefits grow from stronger communication skills to finding new ways to solve issues to take on complex matters ("What are the Benefits," n.d., "Group Project").

Question 11 (Q11), which was not assigned a theme, requires more relative examination. Students equally agree, disagree, and are neutral about the stress of the group process, but they overwhelmingly indicate that no one-group member's efforts are above the other (Q13). If students feel that the input for work is the same with all students (Q13), the immediate assumption is, in the group process, working relations are not strained and thereby eliminate stressors. There is no definitive standard on stress (Q11) revealed in the EV 2017 study although highly prevalent from student responses in the EV 2015 study. Research related to college student stress does not detail stressors with group work assignments. Most explorations narrate college student stress as byproducts of mental challenges, social adjustments, and University life with academics; but the academic association transmits grade concerns and not the specific processes involved in grade attainment (Civitci, 2015). The perception of being able to handle a situation or not is what leads to stress, but a certain amount of stress is necessary for the accomplishment of life's daily tasks with the predestined possibility of bringing out the best that people have to deliver (Mishra & Rath, 2015). Stress may often be considered a negative response however, the pre-personality disposition of students also affects how stress is managed, having a positive or a negative affect can make the difference (Civitci, 2015).

The final question on the survey is a qualitative question to provide some insight into the perception of student group work. Question 14 (Q14) asks the respondents for words to describe their group experiences. In the EV 2015 study, descriptive narratives revealed the most utilized term was "stressful" (Williamson-Ashe & Ericksen, 2017). There is a significant difference between the two EV studies because unlike the EV 2015 study, the EV 2017 study remarks overwhelmingly of optimistic comments, only once is stress noted. Most notably is the overwhelming comments student remark indicating that the greatest hindrance and barrier regarding student group work is that difficulty in meeting other group members outside

of the course schedule. The other comments were good, motivational, positive-great people willing to pull their weight, a learning experience, interesting and valuable, and refreshing. With Q11, *the group process being stressful*, if the descriptive narratives are fused with four disagreeing responses and four neutral responses, it weights the confidence of group work being non-stressful for graduate students.

Implications

According to the results of the EV 2017 study, neutral responses indicate group decisions are not necessarily better than individual decisions (Q8) but positive responses state that when the decision is addressing a problem that needs resolve (Q9), there is an understanding that the group decision is better than an individual decision. This is an ideal supported by cooperative learning where groups work together to solve problems (Brame & Biel, 2017). The implications for this finding confirm the importance of group work in learning problem-solving skills sought after by employers and beneficial in any discipline or life's tasks. Students will be more aware that their membership in small group learning is greater than a term grade; and value learned skills that will advance them beyond the classroom. Knowing this will also encourage professors of other disciplines to incorporate small group learning into their pedagogy in an effort to add the learned skills of problem-solving to their student roster of success. Notably professors may want to dedicate class time to group work in an effort to encourage the participation that students acknowledge is difficult independent of class time.

This would markedly transfer to career endeavors that weigh on employees to dedicate post normal standard hours to the completion of a work project. For effective company operations, this provides an approach to company issues that are normally resolved through leadership. It can be advantageous to create small groups with the charge of solving problems because students, which are professionals in training, value small group work and problem-solving. Employees working in small groups may improve their support of company

values and mission loyalty as well as provide a tool for enhanced on the job learning.

Limitations

Differences shown in the analysis is not known but could be attributed to the demographic make-up of the social work students and these characteristics were not collected in the EV 2015 study but were collected in the EV 2017 study. Specifically, this may account for the differences noted in the stress results and the low-level responses of the group work and productivity category. Students in EV 2017 did not note stress as a concern. However, they did significantly highlight the difficulty associated with meeting the demands of out-of-class group sessions. Without specific analysis, it may be surmised that participants in the EV 2015 study utilized the term stress but had the same concerns while participants in the EV 2017 study felt stress but were precise in their description of the stressor.

Both EV 2015 and 2017 studies were conducted with graduate students, this may have an effect on the level of maturity of the students and their expectations, as noted most have had group work exposures at a moderate level. However, this moderate level does not provide explanation for the acquisition of the level; were students specifically trained with group work techniques or did they participate in group work at their social work practicum placements? This variance was not examined.

A noted dissimilarity between the EV 2015 and 2017 studies is the measure of analysis of the data collected. In the EV 2015 study, mostly noted were high levels of agreement or disagreement in count numerals; however, in the replication of the study, EV 2017, percentages configure for the analysis. With the differences, the comparative analysis looks at the both quantitative and count numerals for analysis.

Conclusion

The portrait of Questions 1, 3, 4, 5, 6, and 13 reveals that equal effort collaboration group-work

among students is a valuable skill that will aid students in becoming a better, more successful problem-solving student. The group learned problem-solving skills act as an effective tool for learning according to the student responses. These survey questions are the most highly agreed upon responses by students in both the EV 2015 and 2017 studies, their agreements are 76% and above. These highly agreed-upon responses expose a clear depiction of how group work is valuable to students. The overarching concept is students perceive value in student small group work and believe that there are benefits to the engagement.

A result of the greater agreement percentages of the EV 2017 survey questions develops the recommendation for future studies to assess the student value of small-group work and limit the Likert scale questions to Questions 1, 3, 4, 5, 6, and 13. These themes and categories are group work (GW) & decision-making and problem-solving (DP), peer value (PV) & collaboration (CC), and peer value (PV) & skills category (SC), excluding theme group work (GW) & productivity category (PC). The concluding outcome of the recommended Likert scale questions and their corresponding themes and categories suggest equal effort collaboration with peers is necessary for student success and is a valuable skill where solving problems in a group is an effective way to learn. Note in both studies, students reference the necessity of equal work from all students in the group. The EV 2017 study has evidenced to provide consistency in the small group-student value assessment model; the Emerging Values Model (EV) with Likert scale Questions 1, 3, 4, 5, 6, and 13. Excluded from the EV should be theme and category GW & PC, four questions that scored below the median (Questions 2, 7, 9, and 10), and Questions 8, 11, and 12, which were not assigned a theme or a category from the EV 2015 study and continued to prove insignificant with the EV 2017 study.

Students self-describe their group knowledge level prior to this course as moderate, similarly indicating the value in groups is meeting people, communicating with peers, learning

both the group facilitation process, and about the diversities of others. The challenges are decidedly the most analogous of all the descriptive responses, nine of the 13 students note that scheduling time to meet because of life's responsibilities is the greatest barrier to group participation. This could influence the time students devote to group work when time is not allotted in class.

Additionally, the EV 2017 study finds students perceive value in student small-group work and believe that there are benefits from their engagement. The value in the small-group work process are identified in the categories of decision-making and problem-solving (DP), skills (SC), and collaboration (CC). With equal effort collaborations among students, they will become more successful scholars as problem-solving skills advance. Successful students translate into college graduates and improved university graduation rates. Graduates represent more civically engaged citizens who contribute to societal democracy, think independently, promote volunteerism, and improve the municipal tax base.

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Please respond to the questions as they relate to this course.

Gender: Female ___ Male ___ Other (describe) _____ Race: Please note your race as you self-identify: _____

Please circle the number under the phrase that best describes the extent to which you agree with the following statements	Strongly Disagree	Disagree	Neither Agree Nor Disagree	Agree	Strongly Agree
1. The ability to collaborate with my peers will be necessary if I am to be successful as a student.	1	2	3	4	5
2. It is a waste of my time to work in groups.	1	2	3	4	5
3. The ability to work with my peers is a valuable skill.	1	2	3	4	5
4. Collaborating with my peers will help me be a better student.	1	2	3	4	5
5. Solving problems in a group is an effective practice that I have learned.	1	2	3	4	5
6. Solving problems in a group is an effective way to learn.	1	2	3	4	5
7. Working in teams in class is productive and efficient.	1	2	3	4	5
8. Group decisions are often better than individual decisions.	1	2	3	4	5
9. Solving problems in groups leads to better decisions than solving problems alone.	1	2	3	4	5
10. It is important to volunteer to lead groups.	1	2	3	4	5
11. The group process is distressing.	1	2	3	4	5
12. Group participation encourages me to excel.	1	2	3	4	5
13. Other group members usually put in more effort than I do.	1	2	3	4	5
14. Words to describe my group experiences are:					

*Amended Values Teams Survey

Please answer the following questions:

- 1- Please describe your knowledge level about Groups (None, Some, Moderate-more than the average, Extensive- expert). Please explain:
- 2- One benefit from participation in groups during this class was:
- 3- One challenge from participation in groups during this class was: