

Get Up and Move

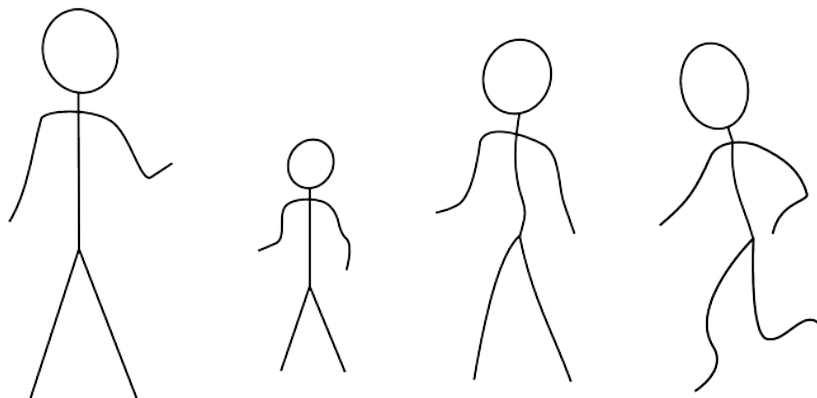
How might we help students identify team mates with similar and different working styles and facilitate norming conversations

Overview: When students are asked to form their own groups in the middle of a class session, they almost always turn to the people next to them and form groups based on physical proximity. But, there are several teammate characteristics that will matter in the long run and that can't be determined by physical proximity. With Get Up and Move, teachers provide axes that might matter during group work and students arrange themselves in the room according to where they think they fall on the axes. By using Get Up and Move, physical proximity isn't just arbitrary, it actually means something.

Time Required: 10-15 minutes

Materials: None necessary. A large open space to move around in and a PowerPoint to remind students of the axis are helpful.

Details: Before the class, consider which axes you want students line up along. Choose at least 4-5. If you have a place to project a PowerPoint, create a slide for each axis, so students can refer to it as they are lining up in the room.



Some axes that work well are:

I like to complete assignments as soon as they are assigned	←-----→	I tend to complete assignments closer to the deadline
When giving and receiving feedback, I prefer "tough love"	←-----→	I prefer gentle guidance
I prefer meeting in person	←-----→	I prefer meeting virtually
I like my group's work time to be structured	←-----→	I prefer "free-flowing" meetings

Because students often know best what matters to them in considering who they would want to work with, it's prudent to ask students if they have any other axes they would like to add before completing the activity.

After you announce an axis, give students time to figure out where they want to place themselves. Once students seem settled on their spot, remind them to look around at the people who are near them.

After you've gone through all of the axes, give students time to mingle with each other. Remind them to find people who were close to them on an axis that they particularly cared about.

Suggested reading:

Hansen, R. S., & Hansen, K. (2011). The student experience in speed teaming: A new approach to team formation. *Journal of College Teaching & Learning (TLC)*, 4(7).

Oakley, B., Felder, R. M., Brent, R., & Elhadj, I. (2004). Turning student groups into effective teams. *Journal of student centered learning*, 2(1), 9-34.