**A Bill of Rights and Responsibilities for Students**

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| [**Group Work: A Bill of Rights and Responsibilities for All Members**](https://sn2prd0510.outlook.com/owa/redir.aspx?C=SI0h-LrFUkKTOleI-xhPaaadn2rYvc4Im30K8NLJoiA1iAysnq34U4GcltCcq3nrVns61nOK8ms.&URL=http%3a%2f%2fwww.facultyfocus.com%2farticles%2fteaching-professor-blog%2fgroup-work-a-bill-of-rights-and-responsibilities-for-all-members%2f) By Maryellen Weimer, PhDI recently revisited something I have always considered a great resource. It originally appeared in a 1992 issue of *The Teaching Professor* and was published then as a Study Group Member's Bill of Rights. It outlined what individuals had the right to expect when they participated in study groups. Students not only have rights, they also have responsibilities. Those rights and responsibilities are relevant in any group activity used to accomplish educational goals. The version below attempts to capture those larger expectations and duties. There are lots of ways a document like this can be used, starting with simply distributing it to students prior to their participation in a group activity. During their first meeting, group members could review and discuss the document; and revise it so that it directly applies to the activity they will complete together. The teacher can help underscore the importance of the document by having students sign and return the document. Or, you might have group members construct their own bill of rights and responsibilities. Groups need to be empowered to fix problems that emerge as they work together. Peer pressure can motivate behavior change, but the pressure has to be applied. A document like this won't solve all group interaction problems, but it does make students aware that groups have collective responsibilities just as they have individual responsibilities. A student in a group has the responsibility to participate, but if that student does not, the group has a responsibility to seek that participation. It's difficult for most students to stay silent, if another group member directly asks for their opinion. Some teachers are reluctant to use group work because some groups work together poorly. And, with a lot of content already in the course, the teacher doesn't have time to teach small group dynamics. But when using groups, teachers should do what they can to help students learn how to work productively with others. A resource like this begins the process. It makes students aware that their membership in a group comes with rights and responsibilities, and that the group has the right to deal with any issues that might emerge. **Group Member Bill of Rights and Responsibilities*** You have the right and responsibility to select meeting times and locations that are convenient for all members.
* You have the right to contribute to the formation of group goals, the dividing of the work among group members, and the setting of deadlines.
* You have the right to expect all group members to do their fair share of the work and you have the right to confront group members who are not doing their fair share. You have the responsibility to complete the work assigned to you.
* You have the responsibility to be an active participant in the group process. And you have the right to expect active participation from other group members.
* You have the right to expect feedback from the group on work you complete for the group and you have the responsibility to provide constructive feedback on the work of other group members.
* You have the right to expect group meetings to begin and end promptly and that the group will follow an agenda that outlines the tasks it expects to accomplish during the meeting. You have the responsibility to help the group fulfill these expectations by getting to meetings on time and helping the group develop and follow the agenda.
* You have the right to participate in a group that works cooperative and handles disagreements constructively.
* You have the right to ask group members to limit the amount of time devoted to socialization or the discussion of extraneous topics. You have the responsibility not to engage in excessive socialization or to bring up extraneous topics. You have the responsibility to help the group stay on task.
* You have the right to expect that group members will listen to you respectfully and you have the responsibility to listen to all group members respectfully.

*Adapted from a study group bill of rights developed by D. G. Longman and published in The Teaching Professor, 1992, 6 (7), 5.* [https://r3.res.outlook.com/owa/14.16.117.1/themes/resources/clear1x1.gifShareThis](https://sn2prd0510.outlook.com/owa/redir.aspx?C=SI0h-LrFUkKTOleI-xhPaaadn2rYvc4Im30K8NLJoiA1iAysnq34U4GcltCcq3nrVns61nOK8ms.&URL=http%3a%2f%2febm.facultyfocusemail.com%2fc%2ftag%2fBPMn63B8X3cvB8fqqHAABCFJSZ%2fdoc.html%3ft_params%3dEMAIL%253Dlmaule%252540indstate.edu%2526PASSWORD%253DB8X3cvAABCFJBPMn63qALxbAcRPhsY%26t_sharepop%3d1) Featured product[**Ten Ways to Improve Blended Course Design**](https://sn2prd0510.outlook.com/owa/redir.aspx?C=SI0h-LrFUkKTOleI-xhPaaadn2rYvc4Im30K8NLJoiA1iAysnq34U4GcltCcq3nrVns61nOK8ms.&URL=http%3a%2f%2fwww.facultyfocus.com%2fseminars%2ften-ways-to-improve-blended-course-design%2f%3fc%3dmos0306a) Faculty and students alike are drawn to blended learning because it offers more flexibility than a traditional course, while providing plenty of face-to-face time. In fact, if properly designed, blended courses can enrich the teaching and learning experience, making it more engaging and productive than ever before. In **Ten Ways to Improve Blended Course Design** presenter Ike Shibley, PhD, an associate professor of chemistry at Penn State - Berks, will show you how blended course design delivers a cost-effective, quality-laden educational model for the present and the future. By the end of video seminar, you will be able to: * Decide which courses are good candidates for blended course design.
* Transform your current courses into blended courses.
* Understand which learning activities work best online and which are most effective F2F.
* Create a class guide to help organize the course.

[**Learn more about blended course design »**](https://sn2prd0510.outlook.com/owa/redir.aspx?C=SI0h-LrFUkKTOleI-xhPaaadn2rYvc4Im30K8NLJoiA1iAysnq34U4GcltCcq3nrVns61nOK8ms.&URL=http%3a%2f%2fwww.facultyfocus.com%2fseminars%2ften-ways-to-improve-blended-course-design%2f%3fc%3dmos0306b) | ETS TOEFL**Find a Job. Post a Job.** Looking for a new teaching position? The *Faculty Focus* job board contains thousands of full- or part-time positions throughout the United States. If you wish to post a faculty position, the rate is $50 for 60 days. Because our job board is part of the Simply Hired network, when you advertise with us not only is your job listing featured on *Faculty Focus,* but it gets added to the Simply Hired database and appears on their other partner sites; giving your position even greater exposure to potential candidates. 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