

## **Possible Roles on Teams**

Student teams often function most effectively when members have designated roles. These can be instructor-determined or established by the groups themselves, e.g., by giving teams a list such as the one below and asking them to decide on and delegate appropriate roles within their group.

The roles you – or your students – assign will depend on the goals of the assignment, the size of the team, etc. They can be fixed or rotating.

Runner	Gets needed materials and is the liaison between groups and between their group and the instructor.
Wildcard	Assumes the role of any missing member and fills in wherever needed.

These roles are adapted from lists in:

Barkley, E.F., Cross, K.P., & Major, C.H. (2005). *Collaborative learning techniques*. San Francisco: Jossey-Bass.

Johnson, D. W., Johnson, R. T., and Smith, K. (1991). *Cooperative learning: Increasing college faculty instructional productivity (ASHE-ERIC Higher Education Report No. 4)*. Washington, DC: The George Washington University, School of Education and Human Development.

Millis, B. J., and Cottell, P. G., Jr. (1998). *Cooperative learning for higher education faculty*. American Council on Education, Series on Higher Education. The Oryx Press, Phoenix, AZ.

Smith, K. A. (1996). "Cooperative Learning: Making 'Group work' Work" In Sutherland, T. E., and Bonwell, C. C. (Eds.), *Using active learning in college classes: A range of options for faculty*, *New Directions for Teaching and Learning* No. 67.