Guide to Group Progress Tracking & Reporting
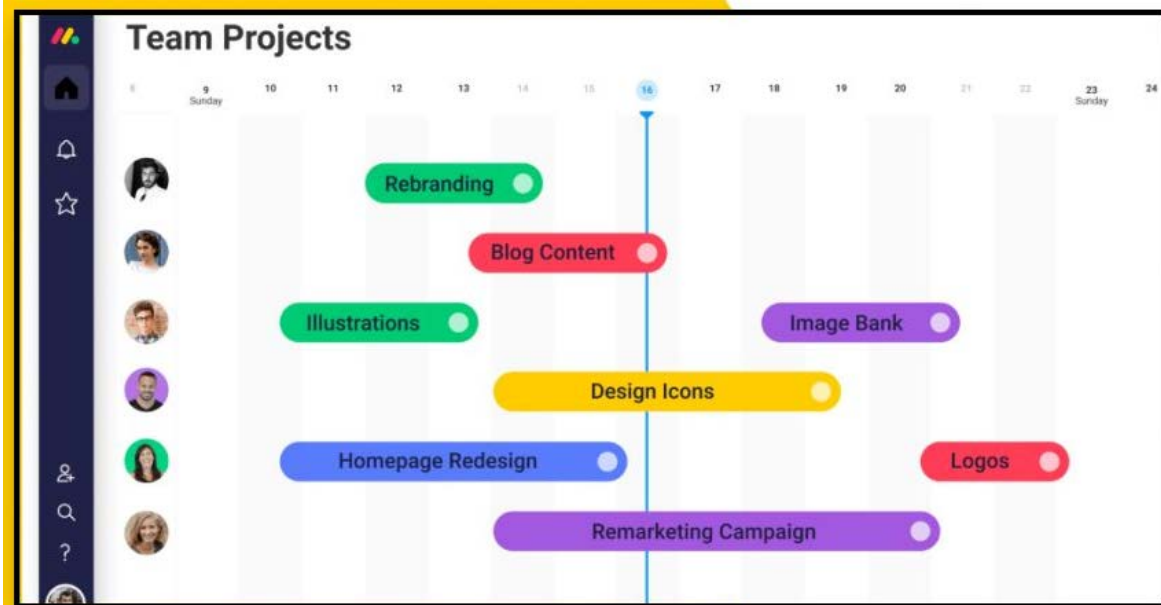## Author: Suzanne Lye, Department of Classics

→ *A little humor (TPS Reports Clip)*: https://www.youtube.com/watch?v=mBdjkmwwl9g

Goals of this Guide

The overall goal of this guide is to show faculty how to track group progress and give students the training and tools to report feedback to the instructor and give constructive feedback to each other over the course of the term.

Recommendations

- Project information and group assignments should be done in Week 3, after student enrollment stabilizes
- Distribute a document containing an overview of the project with instructions and regular group check-ins (See sample provided)
- Create clear project timelines and milestones, assessment methods (e.g. rubric examples), learning objectives, and include them in an initial guidance document (See sample provided)
- Teach students to create a visual project tracking document, which shows timelines for different tasks associated with the project (see image above with a simple Gantt chart)
- Groups should assign individuals to be responsible for each task
- Beyond task assignments, each group should create a set of roles and designate individuals to be in those roles (e.g. project manager, group leader, editor, etc.) – this is different from task assignments
- Groups should fill out progress reports every two weeks so they get used to thinking in terms of deliverables and action plans
- Instructor should review and give comments on progress reports, scan a copy of them, then return original with comments to each group.
- Progress reports should contain specific details

- Count these towards participation or engagement with a "complete" or "incomplete"
- Count these progress reports towards the group grade
- Ask each group to review and rate their groupmates and give constructive suggestions, then use this feedback as part of both the reviewer's and the individual's grade
- Spend a few class sessions doing a communication and conflict resolution workshop for students and a few class sessions devoted to group meetings and completion of the progress report (students may meet for 5 or 50min)

Things to Avoid

- Avoid micromanaging students through the progress report, but you can encourage them with comments and suggestions when you return them (e.g. I give students the blank form and give suggestions on how to handle their concerns BUT I leave it up to the group to resolve issues unless they want to set up a special meeting with me as a group)
- Avoid being too lenient with these. They need to be specific, particularly with action plan and dates, so that the instructor and the group can flag concerns early, and there is a record of those concerns. If a group does not take it seriously, return it as "incomplete" and give them a zero or "no-grade" for it so they take it seriously (these progress reports should be worth a very low grade so that but can contribute to their participation grade). I've only had to do this once, but it can be an important lesson

Modifications

- Instructors can add sub-sections or modify as needed.
- Frequency of submission can vary, but should be fairly frequent
- Students sometimes drop out of the class during the term so a group may have one fewer member than others. The group can either continue as planned (recommended) or the instructor can modify the assignment

Other Resources

- See Sample Guidelines and Instructions (Appendix A)
- See Group Progress Report Form (Appendix B)

Appendix A: Group Project & Presentation Instructions

Group Project & Presentation Instructions

Overview:

Greek and Roman religion and magic use myths and physical materials to define, understand, and interact with seen and unseen elements in the world. Archaeologists have found a wide range of objects from buildings to amulets that present challenges to our modern definitions of "religion" and "magic." Your task is to create a multi-media presentation by producing an object (or set of objects) with your group informed and inspired by archaeological objects we are reading about in this class. You can re-create objects from the ancient world (as much as possible) or try to make something new that would be recognizable to someone from the ancient world. "Media" includes something produced from the BeAM makerspace or an alternate workshop but can also incorporate digital or visual media (e.g. produce a website or app; generate a computer animation of the Eleusinian procession; a 3D reconstruction of a sanctuary or temple complex paint a mummy portrait; create a board game etc.). If you decide to do a digital/visual project you do not have to program something from scratch. You can use existing technology then add to it. For example, there are several digital recreations of ancient sites – figure out if you can use them creatively in a presentation.

Key questions to address in the planning and presentation:
How does my object represent something from ancient religion or magic? What is the purpose of my object? When and how frequently was it (or could it be) used? What is the mythology surrounding my object(s) and how does it relate to objects used by the ancient Greeks and Romans in their religious and magical practices? What are the prototype objects or models from the ancient world that I am trying to re-create? What gives meaning to my object and why did I choose it? How does it fit with the other objects produced by my group?

Below are the guidelines that will serve as a framework for the final project. Please follow these steps.

Step 1: DON'T PANIC!

Step 2: Take a deep breath and read the following, marking any areas of confusion or questions. I tried to be as thorough as possible in explaining the guidelines. While this assignment may sound scary and time-intensive it doesn't have to be if you and your group manage your time well and communicate early and often. This will be AN EXPERIENCE – you can decide whether it will be an enjoyable one. (I hope it is!).

Step 3: Post questions, challenges, and comments to the "Group Project Questions & Comments" Forum OR email GRC **Tine Rassalle** (tine1985@live.unc.edu)

Here we go…

Project Guidelines:

As a group, you must research your pre-approved topic and construct related objects based on the themes from this class. Each group must use **two media OR one physical medium and one digital/visual medium** for their projects and provide the following:

Project Proposal (**due Monday 2/3**):
- *Request your topic:* Email Professor Lye and GRC Tine Rassalle with your 3 ranked choices.

- *Overview*: Give an overview of your group plan
- *Workshops/Media*: List the BeAM areas and digital resources you plan to use and the materials you will require
- *Approval from Workshop*: Your objects and overall plan must be pre-approved by Professor Lye

For Objects
- Research a particular type of object used in a religious or magical context in ancient Greek or Roman context
- Create one or more objects in one of the pre-approved media informed or inspired by ancient objects. Your object can be a re-creation or replica of an original object from the archaeological record or a new creation marrying old technology or knowledge with a new medium. You must use two (2) media during the course of this assignment unless otherwise exempted by the professor.

For objects please include the following tags along with the object:
- *Introduction*: Give a 1-2 sentence summary of each object.
- *Object Name:* Name your object
- *Object Description*: Describe your object including materials and technologies used and possible contexts. Length: 1-2 pages Times New Roman double spaced (maximum)
- *Sources*: Cite your sources and inspirations from the topics and themes discussed in this class. Sources can be assigned readings and others found through research.
- *Workshop/Media Used*: Name the BeAM area or software used and approximate number of hours spent on each
- *About the Artist*: List the "lead" authors or producers of the object(s) and any other contributors including their roles (art editing, etc.)…

N.B. *Your objects as a group should tell a story. Not everyone in a group will have to make an object (unless they want to!). I recommend each group assign roles for deliverables and for each stage of the project. Also, if two groups would like to join forces because they are working on similar things – either for the project itself or for the presentation I'm open to that as long as you consult with me. Remember – by combining groups you can be more ambitious, but administrative difficulties may also increase.*

Presentation Guidelines:
As a group, you must present your project to the class in a group presentation at the end of term. Think of your presentation as a "sales pitch," which needs to be both informative and convincing. Tell us something we don't know and why it's important, while also connecting it to what we learned in the class. Describe the challenges of doing your project. Hands-on demonstrations and/or digital presentations are one of the best ways to present materials but not the only way. Some possibilities: an interactive game an epic poem, a puppet show, a ballad to be sung, a PowerPoint presentation, a poem or music video, a story being told dramatically by a narrator and acted out by other group members, a cartoon or story board, a picture book, a play or skit -- and any other creative idea. All group members should be involved in the presentation and be ready to answer questions about their object(s) and roles. Presentations generally last about 15 minutes.

The content of your project should include the following:
- *Presentation and Description of your project and objects*: Give an overview of your project and why you did it.
- *Connection to course content*: Cite your sources and inspirations

Each member of the group should be involved in some aspect of the presentation either creating the material, delivering the presentation, etc. You can give a handout along with your presentation.

Public Display Guidelines and Deliverables:
We will have opportunities to display the projects in multiple venues, including a public showcase. Details will be announced later.
- Create museum tags/display descriptions for your objects. We will consult with a representative from the Ackland Museum to help us with this.
- Think about how you want your objects arranged and displayed. Is your object meant for 2D or 3D display? Which side do you want to be facing the audience? What will grab the attention of a passer-by?
- Digital/Visual display: make sure your digital display can run on a loop or that you can create still pictures with descriptions to display.

Research:
Your starting point for sources should be the texts listed on the syllabus. Depending on your topic you can consult the GRC and professor for additional bibliography. (I've got lots! Things I would have liked to assign if I had you for two terms instead of one!). Other great sources are JSTOR and the Classics section of the website.

Deliverables:
- Group Project proposal – **due Monday 2/3**
- Multi-media object or set of objects – you set your group's deadlines!
- Group Progress Report Forms – **due February 14 (Week 6), March 6 (Week 9), 27 (Week 12); April 8 (Week 14)**
- Final presentation – **Week 15/16** (presentation slots will be assigned)
- Public Display presentation – setup TBD

Grades:
There will be a *group grade* for the group as a whole as well as an *individual grade* for each group member. The group grade will be based on the final presentation and the coherence of the group's material. The individual grades are based on authorship of individual elements as well as your role and contributions to the successful running of the group (as a group leader editor proposal writer display creator etc.). Peer-assessments will contribute to the individual grade. Grading rubrics will be made available.

Tips for Group Work:
Decide group norms. Figure out what steps you will take if problems arise (discuss with group, talk to GRC, meet as a group with Professor).

Divide assignments among the members of the group and *assign roles* (Organizer, Editor, Artist, Schedule-master, Master Builder, Jedi Leader, etc.).

Compare schedules to decide when and where different people will have a stronger role in keeping the momentum going throughout the term.

Remember not everyone has to do everything at every time. People can work on parallel tracks but regular check-ins are key. Artists and builders need to start *right away* on their objects. Presenters may have more of a role later on for the final presentation or may start planning the presentation from day one. HOWEVER

someone should be assigned as the taskmaster and schedule-keeper to check in and make sure everything is on track (this can be a shared role). If one person drops the ball the rest of the group has to pick up the pieces. The class and instructors will only see the final result.

Everyone has different stresses and requirements pulling at them from different directions and may have "good" and "bad" weeks. Delegate work and communicate early and often. I HIGHLY recommend establishing norms for communication (a group chat, weekly/scheduled meetings, daily check-ins, prompt responses to emails/texts, etc.) and a schedule for deliverables when you meet with your group for the first time.

List of Possible Objects and Topics
The following is a list of possible topics and associated objects. Before making your final decision, a single representative in the group must email Professor Lye to request and "claim" one of the topics. This will be on a "first come, first serve" basis. In your email, please rank your top 3 topic choices. Professor Lye will respond with your topic. You can also let Fate take a hand and spin the wheel (i.e. let Professor Lye decide).

Some objects may fall into more than one category, so it is okay if different groups produce similar objects, as long as the object is contextually relevant to the chosen topic.

1) Curse tablets
2) Binding spells and objects
3) Love magic
4) Wearable magic (e.g. amulets, talismans, signet rings, etc.)
5) Votive offerings
6) Temple structures and rituals
7) Spells, hymns, and magical linguistics
8) Icons and images (e.g. figures of gods, daimons, and chthonic elements)
9) Cures and cosmetics (i.e. lotions, potions, and the things that hold them)
10) Priests'/magicians' tool kit (e.g. garments, chalices, daggers, etc.)
11) Women's magic
12) Everyday magical objects (e.g. household gods, herms, amulets, etc.)
13) Special occasion objects and rituals (e.g. scapegoating, oracles, etc.)
14) Other (Propose something!)

ORIGINAL

Group Title	Group Members
Group-1	Harper Ingram-Comers, Benjamin Joyner, Langston Luck, Wyndham Merrill, Mandelyn Risley-Smyth
Group-2	Haley Chavez, Cole Hayden, David Nassif, Jack Robinson, Alison Zhang
Group-3	Isabella Behrend, Lauren Behringer, Serdar Calikoglu, Tom Morioka, Skylar Waldron

Group-4	Sarah Curme, Linda Harris, Thomas Holt, Emily Jackson, Matthew Manchester
Group-5	Grace Deuser, Kacey Kemp, Hannah Ni, Michael O'leary, Nivetha Ramasamy

REVISED

Group Title	Group Members
Cures & Cosmetics	Benjamin Joyner, Langston Luck, Wyndham Merrill, Mandelyn Risley-Smyth
Temple Structures & Rituals	Haley Chavez, Cole Hayden, David Nassif, Jack Robinson, Alison Zhang
Wearable Magic	Isabella Behrend, Lauren Behringer, Serdar Calikoglu, Tom Morioka
Curse Tablets	Sarah Curme, Linda Harris, Thomas Holt, Emily Jackson, Matthew Manchester
Love Magic	Grace Deuser, Kacey Kemp, Hannah Ni, Nivetha Ramasamy

Appendix B: 'Group Project Progress Report' Template

DATE:

Group Project Progress Report

GROUP TOPIC:_____   COURSE WEEK: ___

UPDATE (List tasks completed the previous week or weeks)

ISSUES (List any challenges, resolutions, concerns)

DELIVERABLES (List upcoming tasks and their status)

REPORT PREPARED BY (List first AND last name, sign in)

In Attendance	Absent	Initials

Comments on Preparation (e.g. absent member contributed information for the report):

WORK PLAN & ACTION ITEMS

Action Items	Estimated Hours	Assigned to:	Completion Deadline

GENERAL COMMENTS & CONCERNS: