

## **IN THEIR OWN WORDS: STUDENTS' STORIES OF PERSISTENCE THROUGH CHALLENGING COLLABORATIONS**

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Research on cooperative learning and using groups in the classroom highlights the benefits group work has for students, including academic learning, building relationships, and developing communication skills (Johnson & Johnson, 2005). Despite the acknowledged benefits, some students hold negative perceptions and often find group work challenging. Challenges may create times where students feel “stuck” in completing projects or communicating with group members, possibly impacting academic learning and the development of collaboration skills. For this project, undergraduate students completed surveys with open-ended questions about their experiences working in groups. Survey responses were qualitatively analyzed for key themes about students’ experiences of getting stuck in groups, including the impact that being stuck has on student learning. Results provide an understanding of student experiences in their own words, highlighting some of the pedagogical practices and strategies that instructors can use that may have a positive impact on student success.

