

VISION of the group (i.e., the class) functioning as a support & coaching structure to get most students to finish their reports by the end of the semester

students grow as they build projects within flexible scaffolding

teacher sets up scaffolding for flexibility in process			students interact to promote experience, experiment, and reinforcement		
TEACHER MAKES TIMELY, MEASURED INTERVENTIONS	ATTITUDE SHIFTING ENCOURAGED	CAN MOVE OUT OF PROCESS TO LOOK AT IT	BALANCING CONTRIBUTION AND RECEPTION	SUPPORTIVE PEERS STRENGTHEN PROJECT RESULTS	USING LEARNING TOOLS & INTERACTIVE STRUCTURES STRENGTHENS PROJECTS
Momentum Flagging? Teacher Timely Nudges	Culture of Learning from Experience (including from bad reactions)	Zen Through Ambiguities	Fair Exchange – Giving as Much Input as you Receive	Build Trust Among Peers	Structured Appreciative Listening
Time Each Week for Individual Attention		Importance of Outside Peer Support Structure	Students Finding Ways to Challenge Each Other	Development of an Atmosphere of Trust	
Ritual of Structured Listening to Start Each Class	Ultimately, Inner Motivation is Critical	Maintain Initiative Utilizing Process	Appreciate and Acknowledge Peer Contributions	Peer Feedback Easier to Respond to	Tools to Facilitate Communication Outside Class
Knowing Project Topic Early on	Shift to Embrace Process		Students Commenting on Written Assignments	More & More Familiar Faces	
Encourage Students to Ask for Help	Breakthroughs on Asking for Help (Counter-Isolation)	Facilitate New Avenues of Thought Without Losing Process	Do Paired Activities: Learning to be Both Speaker & Listener	Students Voluntarily Help Each Other	Break the Ice in Use of Email Contact
Small Sub-groups Responsible for Members			Facilitate New Avenues of Thought Without Losing Process	Do Paired Activities: Learning to be Both Speaker & Listener	Brainstorming with Peers Enables Articulation of Inchoate Ideas
				Find Ways to Accommodate Different Learning Styles	