The following observations were noted by the instructor and assistant:

1. G1 – two members were using texts, and the scribe was writing on a piece of notebook paper. This group announced completion of the twenty-five-minute activity at twenty minutes.

2. G2 – two members of the group were using their textbook. Typically, one member was talking while the rest were listening. They all appeared relaxed, smiled, and laughed frequently. This group finished the twenty-five-minute activity within thirty minutes.

3. G3 – three members had textbooks, while the two members used class notes, and one discussed frequently. This group appeared to be uneasy with one another at times, but listened well to each other’s comments.

4. G4 – all members had their textbooks on their desks, and all members were using their class notes. Work included intense conversation by all group members. Intense conversation by all members was observed. This group finished the twenty-five-minute activity in twenty minutes.

5. G5 – The scribe led the group most of the time. Members were reading from textbooks while the other two were reading class notes. Conversation was minimal.

6. G6 – One member was leading, while the rest followed. This group used their own textual sources, including a poem written by the leading student. Two of the female members of this group frequently laughed, looked around, and had side conversations.

7. G7 – Several students looked disengaged, and one sent a text message with her cellular phone before this was noticed and the professor asked her to put it away. Only two students were actively participating, and the rest were talking or looking around the classroom. Only two had textbooks, everyone had some form of notes out, but only two were looking at their notes. This group finished the twenty-five-minute activity in thirty-two minutes.

8. G8 – The only all-female group cooperated gave one another frequent feedback on ideas, read together from just one textbook primarily, used each others’ notes, and asked the instructor questions after they were finished with the first step. The group tended to finish quickly with errors that the instructor advised them to correct.

During the reasoning, critical thinking, and applied analysis portion of the activity, where the groups had to develop reasoning and analysis, the following observations were noted by the instructor and assistant:

1. G1 – all members, except one, were using texts, and one was writing on notebook paper. At twenty minutes, members were smiling and appeared to be relaxed.

2. G2 – three members of the group were using the textbook. Typically, one member was talking while the rest were listening. This group finished the thirty-five-minute activity in twenty-three minutes.
3. G3 – three members were reading from textbooks, three members were using their class notes. Work included intense conversation by four of the group members. This group asked the professor to clarify the activity more than the other groups.

4. G4 – all members were reading from textbooks and using class notes. Intense conversation by all members was observed. This group remained focused even when they finished the activity.

5. G5 – Four were reading from textbooks, one member was trying to have side conversations with another, but was steered back to the material by two other members. All had class notes on their desk. Conversation was primarily between two members who took leadership roles, but two other members were sharing information from the textbook with the leaders so that it could be debated.

6. G6 – None were reading from the textbook since they used another source. Only two were reading class notes. Two members appeared to be detached from the group process.

7. G7 – Four members were actively participating, giving input, and analyzing the outcomes of the narrative. Two were still detached, but giving minimal input when prompted by the other members.

8. G8 – All members were giving input, reading text, and taking minimal notes. The scribe was consistently writing. The group members were all seen laughing frequently, joking, and relaxed. One checked her cellular phone from time to time.

The activity, as an integrated whole, provided a scaffolding of metacognitive skill development as presented in Table 4.

Table 4

<table>
<thead>
<tr>
<th>Activity Components</th>
<th>Metacognitive Skills</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Identification</td>
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<td>Identification of Issues</td>
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<tr>
<td>Deconstruction of Elements</td>
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<tr>
<td>Connection of Facts, and Details from textbook</td>
<td>X</td>
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<tr>
<td>Development of Narrative</td>
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