INTRODUCTION

Post-COVID-19 Adaptations → Universities adopt hybrid model → Group Communication Course

Research Aim:

to capture the students' experience in their team collaboration during the group communication course in the Communication Sciences Study Program, Universitas Padjadjaran

INTRODUCTION

- 16 Sessions (150 minutes)
- 3 Credits (SKS)
- Delivery:
  - Off-site:
    - Synchronus: Lectures, Discussions, Presentations
    - Asynchronus: Videos, Quiz, Case Studies, Discussion Forums, Reflections
  - On-site
    - 3 face-to-face group dynamic simulations

LITERATURE REVIEW

Group Dynamics

Communication in Hybrid Learning

Online and offline team challenges

METHOD

Qualitative Approach

Subject:

- 1 class of group communication course
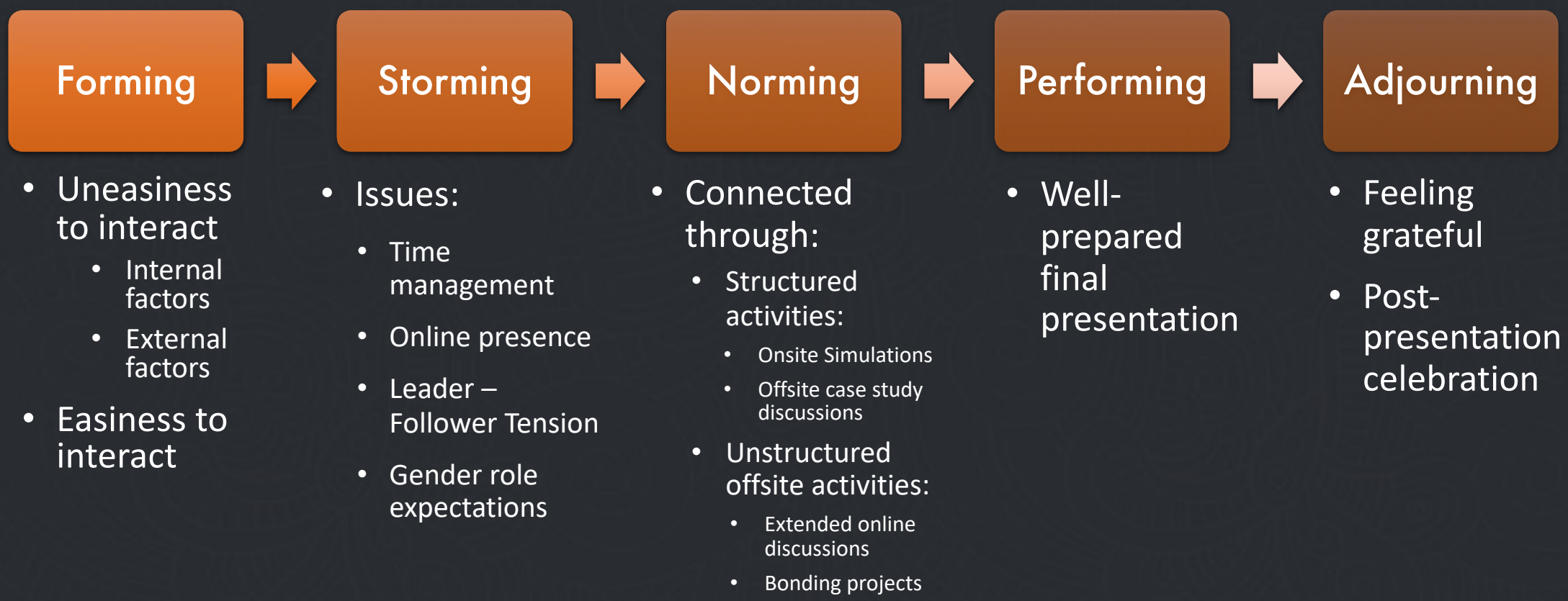- 9 teams (5-6 people)

Data Collection:

- Individual reflections
- Group leaders' report
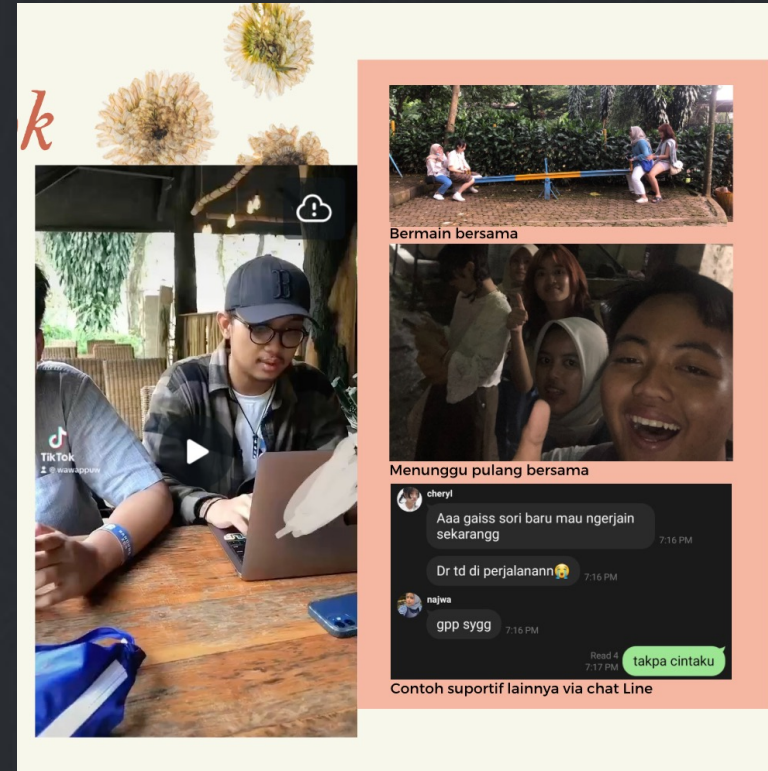- Course documents

Data Analysis:

Thematic Analysis

FINDING AND DISCUSSION

- Most students have positive experience collaborating within their group

- Their experience can be connected to Tuckman's and Jensen's group development stages

Forming → **Storming** → **Norming** → **Performing** → **Adjourning**

Forming
- Uneasiness to interact
  - Internal factors
  - External factors
- Easiness to interact

Storming
- Issues:
  - Time management
  - Online presence
  - Leader – Follower Tension
  - Gender role expectations

Norming
- Connected through:
  - Structured activities:
    - Onsite Simulations
    - Offsite case study discussions
  - Unstructured offsite activities:
    - Extended online discussions
    - Bonding projects

Performing
- Well-prepared final presentation

Adjourning
- Feeling grateful
- Post-presentation celebration

Group Activities

CONCLUSION

- Students experience stages of group development in a hybrid learning environment.

- The role of the group communication course in facilitating group development is reflected in the norming phase of group development, especially through offsite unstructured group activities.

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THANK YOU!