

phase 2

COLLABORATIVE INQUIRY

unit **2.8**

April 21

Theme:

**Dealing Constructively with Differences:
Unity and Diversity**

FACILITATION:

Study Group # 2

PREPARATION OVERVIEW:

READ by **yourself**

then

DISCUSS in your **study group**:

2.8 – 1 Aronson, SA: Chapter 8: Liking, Loving, and Interpersonal
Sensitivity (pp 288-327)

REREAD

2.8 – 2 E. Aronson and D. Bridgeman (1979) Jigsaw Groups and the
Desegregated Classroom: In Pursuit of Common Goals
(1.2 - 8)

THINK OVER by **yourself**

then

DISCUSS in your **study group**:

Questions To Consider:

Relate the foregoing to your experience with the 9.70 "collaborative learning system".

- What causes one person to like or dislike another? (Esp. the relevance of attitudes, default assumptions and contexts). What is the relevance to enhancement/ diminution of meaningful and effective communication and collaboration among peers in task-oriented groups.
- What is the reward theory of attraction?
- How are we influenced by praise and criticism? by flattery;? by doing and asking or being asked for favors?
- How are we influenced by socioculturally defined "personal attributes" – e.g. competence, beauty, attractiveness (and their opposites).
- How are we influenced by the effect of perceived similarities and differences?
- How are our likes and dislikes of others influenced by the opinions of our peers?

What role does the differential attractiveness of children play in influencing parental and teacher attributions and treatments? Imagine being a teacher-in training. A supervisor or colleague asks you to read a report giving you some details of a more or less serious instance of misbehavior on his or her part. Attached to the report is a photo of the alleged perpetrator (a 5-6 year-old child) and you are being asked, in effect, "what is to be done with this child?" You look at the photo and cannot help noticing at once that the child depicted appears to be (1) "very attractive" or (2) "extremely unattractive." Might there be a difference in your recommendation either way? Explain.

- What do "adolescents" value? ("young adults"?; "mature persons"? "old folks"?)
- What is "distance regulation" in social life (home-life and work-life)?
- How do similarities/ differences in attitudes between members of "dating" couples relate to their "distance regulation" processes?
- Compare and contrast influences of power and intimacy in social relations.
- What is "love"? Compare/contrast platonic (companionate) and erotic (passionate) love.
- What do we find "attractive" in encounters with potential "significant others"?
- Consider relations between self-esteem (on the one hand) and liking and being liked (on the other).

Compare and contrast influences conducive to and militating against the following:

- interpersonal intimacy and disconnection; to increased and decreased self-awareness,
- an increased/ decreased sense of inclusion/ alienation.

What is the gain/loss theory (of attraction)?

What is meant by the imperative of communal life?"

"Us" and "them" – what's love got to do with it?

Compare and contrast "prosocial" and "antisocial" ("asocial) acts (Who gets to do the defining?):

- love and intimacy
- influencing and being influenced by "intimacy" by "meaning" and by "power"
compare and contrast the influence of lovers and friends and family members;
by peers; by strangers; by superiors and by subordinates;
- gain/loss theory of attractiveness; influence of other aspects of self esteem on
closeness and distance regulation in intimate relationships
- intimacy, authenticity and the comprehensibility, coherence, and clarity of
communication
- means, ends, and distance regulation processes
- miscommunication and straight talk

Group Process Issues:

For effective communication it is important to have clear, concise, constructive and timely feedback.