

# Designing Tasks for Collaborative Groupwork

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This article provides an overview of the principles of task design for collaborative group work, using a fictional case study of a teacher seeking to develop a task. The article explains low-floor, high-ceiling tasks, anchored instruction, ill-structured problems, group-worthy tasks, and rich mathematical tasks. It distills the common themes of each of these paradigms for task construction by analyzing the process of rewriting a college algebra textbook problem about linear equations, making it suitable for use in collaborative groups. The article concludes by demonstrating how the newly revised task can be used in a classroom setting.

Keywords: collaborative groupwork, active learning, complex instruction, tasks, historical perspective



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