

# Group & classroom based

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## Introduction

This section describes some research studies into career interventions designed to increase exposure to either the workplace or professionals within it, which offer learning opportunities or the chances for using evidence and ideas in approaches

In doing so, in the Practices and Outcomes section, we have noted the potential contribution that the study could make to practice, by identifying the type of challenge it addresses.

As well as publications showing implementations for this type of career intervention, we have included several resources from other media, including talks, interviews and case studies. These may not be “academically” rigorous, but can provoke reflection and understanding of further approaches. These are included in the “Further illustrations and perspectives” section.

Finally, from either discussions we have had with the CDI, or through research agendas suggested in careers or related fields, we include a section on some potential future “Research questions”.

## Key learning

Research into group based career interventions are now decades old, with early studies providing guidance on success factors (e.g. [Brown and Krane, 2000](#)).

Up until relatively recent times, however, group career coaching was seen as a “support activity” and lacked a pedagogical approach ([Meldrum, 2021](#)). However, Meldrum (2017) proposed a group career coaching model to address the gap grounded in psychodynamic group theory.

Structured sessions seem to out-perform non structured sessions ([Whiston and Brecheisen, 2003](#)).

Unique quality considerations exist in group based career interventions, such as acknowledgement of timescales required to build mutual support ([Hawthorne, 2012](#)).

Preparation stages are also critical when coaching in organisational settings (e.g. [O'Connor et al, 2017](#))

Group based exercises have been shown effecting through the mechanism where participants can draw on each other for mutual support, to the ends of reducing career decision-making difficulties. (Maree and Di Fabio, 2012)

Wider studies into group counselling than in careers shows the particular capability of group work to improve communication skills and improve the positivity of the emotions of participants ([Yusop et al, 2020](#))

Workshops that combine taught content and group work can be effective in schools for developing career clarity. ([Gashi et al, 2022](#))

Group interventions can influence people differently based on their identity traits. ([Maree, 2022](#))

## Practices and outcomes

Selected publications that describe practices and outcomes for different challenges are listed below, with links in the title column. We have mostly included open access sources, but where the sources requires payment, it is noted next to the link by “(Paid)”.

Title	Insights	Brief description
<p>Higgins, R and Westergaard, J (1998) In search of guidance models for the group context, In Occasional papers in careers guidance, No.2; A collection of professional papers by staff at the College of Guidance Studies, Stourbridge: Institute of Careers Guidance (<a href="#">Link</a>)</p>	<p>Historical context, regarding the state of knowledge at the turn of the century</p>	<p>The authors provide a paper that now acts as a historic reference to the state of group career work at around the turn of the C21st. The authors describe the field of group career counselling as “patchy” and set out to articulate its potential role, as being more similar to 121 guidance than was the case at the time. Sessions were seen as action focussing, while facilitating reflection by participants. Group work was deemed useful particularly at points of transition, where reflection was particularly valuable. However, the authors also point to potential challenges, such as the unwillingness to participate, requiring preparation from facilitators.</p>
<p>Brown, S. D., &amp; Ryan Krane, N. E. (2000). Four (or five) sessions and a cloud of dust: Old assumptions and new observations about career counseling. In S. D. Brown &amp; R. W. Lent (Eds.), Handbook of counseling psychology (3rd ed., pp. 740–766). New York: Wiley. (<a href="#">Link</a>)</p>	<p>Developing evidence informed interventions</p>	<p>The chapter contains various literature reviews on different aspects of career guidance, but includes five ingredients deemed necessary for successful group career work. Since the paper, knowledge has evolved, and so the paper also provides a milestone in the development of careers practice knowledge.</p>
<p>Higgins, R., &amp; Westergaard, J. (2001). role of group work in career education and guidance</p>	<p>Reflecting on the role of group work within a wider programme</p>	<p>Development of group work theory in career guidance is decades old, with a career service annual report in 1997/8 citing it as a an area for further research and development. In this 2001 paper, the authors reflect on the role of group work and the</p>

<p>programmes. Journal of the National Institute for Career Education and Counselling Vol 2 No 1, 14-17. (<a href="#">Link</a>)</p>		<p>ways that it ought to be integrated into a wider career education programme. This paper also provides a milestone in theory and practice that can be compared with both today.</p>
<p>Whiston, S. C., Brecheisen, B. K., &amp; Stephens, J. (2003). Does treatment modality affect career counseling effectiveness?. Journal of Vocational Behavior, 62(3), 390-410. (<a href="#">Link</a>)</p>	<p>Evaluation of choices of modalities</p>	<p>This paper reported results from a meta-analysis that compared the evidence for impacts when different modalities were used in the provision of careers support. Results also indicated that workshops or structured groups tended to produce better outcomes than non-structured career counseling groups.</p>
<p>Koivisto, P. (2010), Preparing for working life: Effects of group counseling on adolescents career development and mental health. People and Work Research Reports No 92. Finish Institute of Occupational Health (<a href="#">Link</a>)</p>	<p>Creating short programmes to enhance career preparedness and reduce mental health risks of transitions.</p>	<p>This report for the Finnish Institute of Health describes two experiments which both involved 1-week long group programmes with adolescents aimed at helping them to become ready for career transitions from school. The first group was concerned with work transitions and the second was readied to make educational choices. Positive results were found in both, and in the second, indicators of mental health risks were reduced.</p>
<p>Cregeen-Cook, S. (2011). Beyond words: An exploration of the use of 'visual tools' within career guidance practice. Journal of the National Institute for Career Education and Counselling, 27(1), 47-53. (<a href="#">Link</a>)</p>	<p>Using visual tools to aid learning</p>	<p>With a perceived need to increase the engagement levels of young people with career guidance, this paper explores the use of "visual tools". The basis of such tools is outlined, including the means to provide vehicles through which clients are better able to express their feelings than through dialogue. In this paper, feedback is reported on their application from career guidance practitioners, which is analysed along with drawings carried out by young disadvantaged and SEND people during the study. Participants responded well to the exercise, particularly the use of a so-called "crossroads" tool which allowed students to</p>

		show their version of the dilemmas they faced.
DiFabio, A, Maree, G (2012) Group-based life design counselling in an Italian context, Journal of vocational behaviour, 80 (1): 143-150. ( <a href="#">Link</a> )	Using group interventions for mutual support, to reduce career decision making difficulties	The research describes a group intervention with adults. It was found effective through participants being able to draw on other group members for peer support and feedback. This led to the study group displaying a significant decrease in career decision making difficulties compared to the control group.
Hawthorn, R. (2012). Does it help? Quality criteria for career guidance in group settings (No. 231). AMS info. ( <a href="#">Link</a> )	Setting quality standards in group guidance	This paper is a transcript from a talk given by careers expert/academic Ruth Hawthorn about the role and implementation of quality in group sessions. Unique challenges are outlined for implementing quality in group settings. The specific considerations are considered for different settings e.g. education and third sector. One such problem is the lack of time afforded for participants to build up group support. Hawthorn makes the case for more resources to support standards, and also for the commitment of practitioners to adhere to standards as they might in personal guidance settings.
Dogan, H., & Bacanli, F. (2012). The effect of a career decision-making group guidance program on career decision-making difficulties. Energy Education Science and Technology Part B: Social and Educational Studies, Issues, 912-916. ( <a href="#">Link</a> )	Designing a group program based on decision making theories to reduce decision difficulties.	A small group exercise was carried out with Turkish high school students and showed a positive effect on career clarity. The intervention design used the AHP model (Analytic Hierarchy Process) and the PIC model (Prescreening, In-depth exploration, and Choice) . The intervention was implemented over 11 45x min sessions. Students reported decreased career decision-making difficulties 11 weeks on from the program.
Westergaard, J (2013) Group work: pleasure or pain? An effective guidance activity or a poor substitute for one-to-one interactions with	Critical discussion of the pros and cons of group vs individual work with young people.	This paper defines the concept of personal learning and development (PLD) group work as a guidance activity in both career counselling and youth support practice. The paper goes on to present a research project exploring PLD group work and some key findings are presented from the research at that point.

<p>young people, International journal for education and vocational guidance, vol.13 pp173-186, (Link)(Paid)</p>		
<p>Barclay, Susan R., and Kevin B. Stoltz. "The life design group: A case study vignette in group career construction counseling." Journal of Student Affairs Research and Practice 53.1 (2016): 78-89. (Link)</p>	<p>Using a life design approach in group work</p>	<p>Using career construction theory, the authors provide a framework for the Life Design Group and illustrate its use through a case vignette.</p>
<p>Jordan, S., Gessnitzer, S., &amp; Kauffeld, S. (2016). Effects of a group coaching for the vocational orientation of secondary school pupils. Coaching: An International Journal of Theory, Research and Practice, 9(2), 143-157. (Link)(Paid)</p>	<p>Running a career coaching programme to enhance motivation and capabilities (amongst secondary school students)</p>	<p>The study researched effects of a coaching career programme carried out in groups with German secondary school pupils. The n=46 participants taking part in the group intervention voluntarily and 56 pupils of a control group answered questionnaires regarding career-related variables at the beginning and the end of the 10-week coaching process. Results indicated that the group who experienced the intervention had significantly higher scores for career planning, career decision-making self-efficacy and career decision status compared to the control group.</p>
<p>Meldrum, S. C. (2017). Group guidance- is it time to flock together? Journal of the National Institute for Career Education and Counselling, 38(1), 36-43. (Link)</p>	<p>Description of a career model for group work grounded in psycho-dynamic theory.</p>	<p>Group based career counselling are described as being under-researched, and lacking a grounded in theory. This paper attempts to address some of the gap by describing a framework for group interventions called "Group integrative narrative approach (GINA)", which is grounded in psychological theory related to group dynamics.</p>

<p>Cardoso, P., Janeiro, I. N., &amp; Duarte, M. E. (2018). Life design counselling group intervention with Portuguese adolescents: A process and outcome study. <i>Journal of Career Development</i>, 45(2), 183-196. (<a href="#">Link</a>)</p>	<p>Designing a group intervention to increase career skills during education.</p>	<p>This article examines the process and outcome of a Life Design Counseling group intervention with students in grades 9 and 12 in Portugal. The intervention is described and applied to promoting Career Certainty, Career Decision-Making, Self Efficacy, and Career Adaptability with a sample of 236 students. generating positive results for a range of variables but not Career Adaptability. Focus groups held after the intervention provided feedback from participants.</p>
<p>Maree, J. G., Cook, A. V., &amp; Fletcher, L. (2017). Assessment of the value of group-based counselling for career construction. <i>International Journal of Adolescence and Youth</i>, 23(1), 118–132. (<a href="#">Link</a>)</p>	<p>Comparison of a novel group programme based on self-constructi on versus traditional career counselling lessons.</p>	<p>“This article reports on the change in the career adaptability of participants of a career programme derived using career and self-construction principles, compared to the change in participants who participated in standard, traditional career counselling lessons.” It was found that, while there was a positive outcome, there was no additive benefits of the new approach.</p>
<p>Meldrum, S. (2021) Group Career Coaching – A Critical Pedagogical Approach, <i>The Journal for Specialists in Group Work</i>, 46:2, 214-225, (<a href="#">Link</a>)</p>	<p>Applying group work as a mean to tackle social inequalities</p>	<p>Collective group-based models have been identified as addressing the need for career approaches to tackle social justices. To these ends, this paper describes collective career coaching, underpinned by a critical pedagogical theoretical base, along with the ability to contribute toward steering the focus of career guidance practice toward the advancement of social justice.</p>
<p>Dubbelt, L., Demerouti, E., &amp; Rispens, S. (2019). The value of job crafting for work engagement, task performance, and career satisfaction: longitudinal and quasi-experimenta</p>	<p>Creating a workshop to train participants in “job crafting” to increase satisfaction and career management skills</p>	<p>The authors identify the practice of “job crafting” for study, as a means by which employees increase their fit to a particular role by “seeking resources, seeking challenges, and decreasing demands”. In this longitudinal study from a Holland higher education establishment, a job crafting intervention was tested with n=60 participants and their outcomes compared with a control group (n=59). The intervention was a training intervention aimed at teaching</p>



<p>I evidence. European Journal of Work and Organizational Psychology, 28(3), 300-314. (<a href="#">Link</a>)</p>		<p>job crafting skills, which were then embedded using Kolb's learning cycle. The intervention was successful, as participants in the intervention group increased seeking resources and decreasing demands behaviors.</p>
<p>Hechtlinger, S., &amp; Gati, I. (2019). Reducing dysfunctional career decision-making beliefs: Gender differences in the effectiveness of a group intervention. Journal of counseling psychology. (<a href="#">Link</a>) (Paid)</p>	<p>Accounting for facilitator identity.</p>	<p>The present research focused on evaluating the effectiveness of a group intervention aimed at facilitating the transition to civilian life of n=1,194 young adults before discharge from military service. The results showed gender differences in the strength of dysfunctional career decision-making beliefs, as well as in the workshop's effectiveness in reducing them. It was found that the workshop varied when the group facilitator had a different gender to the participant.</p>
<p>Maree, J. G. (2019). Group career construction counseling: A mixed-methods intervention study with high school students. The Career Development Quarterly, 67(1), 47-61. (<a href="#">Link</a>) (Paid)</p>	<p>Implementing and measuring a group construction counselling session in an educational setting.</p>	<p>This study was one of several conducted by South African academic J.G. Maree into career counselling for groups. In this one, the research investigated the value of group career construction counselling in a high school with (n = 57) students. The paper describes the intervention, but also the range of tests and evaluations completed by students to measure different facets of pre- and post-intervention attitudes and capabilities: a) the Career Adapt-Abilities Scale–South Africa (CAAS-SA), b) the Career Interest Profile and c) the Maree Career Matrix. Results showed that the students' career adaptability scores had improved meaningfully and no gender-based differences had been introduced. However, differences were detected between both the boys' and the girls' pre- and posttest Control and Confidence subscale scores.</p>

<p>Maree, J. G., Gerrits, E. W., Fletcher, L., &amp; Olivier, J. (2019). Using career counselling with group life design principles to improve the employability of disadvantaged young adults. <i>Journal of Psychology in Africa</i>, 29(2), 110-120. (<a href="#">Link</a>)</p>	<p>Implementing a life design approach with disadvantaged young adults to increase employability skills</p>	<p>This article explores the effects of group life design counselling on unemployed young adults' career adaptability skills. A sample of n=62, average age of 25, participants were involved in a skills programme. A pretest/posttest comparison group-design, embedded in an intervention framework, was used to gather data with the Career Adapt-Abilities Scale (CAAS) used to assess results. The results showed improvements for key areas related to unemployability.</p>
<p>Fatchurahman, M., Setiawan, M.A., Syarif, D.F., &amp; Efasanty, M. (2020). Focused Solution Group Counseling as a Solution to Improve Career Choice Decision-making Abilities. <i>Universal Journal of Educational Research</i>, 8, 6635-6640. (<a href="#">Link</a>)</p>	<p>Using the Solution Focused Brief Counselling approach" to support career decision making</p>	<p>The Solution Focused Brief Counselling approach is a pragmatic approach of setting goals and then helping clients work out what needs to be done to achieve them. This research examined the impact of employing such a Solution Focused Brief Counselling approach to group career counselling within an experiment in a senior Indonesian high school. A control group received career counselling without the solution focussed approach. This paper does not explain much about the practice itself, but explains the set of tests needed to validate the value of such an intervention.</p>
<p>Womack, V. Y., Thakore, B. K., Wood, C. V., Jewett, D. C., Jones, R. F., Ingram, S. L., ... &amp; McGee, R. (2020). The ASPET mentoring network: enhancing diversity and inclusion through career coaching groups within a scientific society.</p>	<p>Conducting group career coaching for expert-diverse groups</p>	<p>This report builds on past studies that show how career coaching can help to increase the diversity of the STEM workforce and provide increased awareness of options for STEM-trained graduates beyond 'research scientist'. In this study, a 12 month online group programme is described that offers career support to young scientists. Methods are described where the researchers draw from different social science theories in building the programme, including using social capital ideas as part of accounting for the potential additional barriers or diverse groups within the design. Surveys are used to demonstrate the range of benefits, which including measuring trust and cohesion</p>

CBE—Life Sciences Education, 19(3), ar29. ( <a href="#">Link</a> )		within the group, as well as post-intervention scores covering ‘awareness of career options’, and feeling equipped to act. Scores were generally very positive.
Yusop, Y. M., Zainudin, Z. N., Jaafar, W. M. W., & Wan, W. N. (2020). The effects of group counselling. <i>Journal of Critical Reviews</i> , 7(13), 623-628. ( <a href="#">Link</a> )	Gaining insights for careers from wider studies into group counselling dynamics.	This study looks at group based effects from counselling sessions wider than careers. The authors report a literature review based on ten journal articles. Group based interventions with found to have some some specific benefits e.g. "cial aspect includes increase in communication skills. Physiological aspect depicts decrease in Premenstrual Syndrome symptoms. Emotional aspect shows decrease in trait anger and anger repression. Psychological aspect depicts increase in mental health and decrease in anxiety. Cognitive aspect includes increase in knowledge and decrease in automatic thoughts."
Meldrum, S. (2021) Group Career Coaching – A Critical Pedagogical Approach, <i>The Journal for Specialists in Group Work</i> , 46:2, 214-225, ( <a href="#">Link</a> )	Designing group sessions that address inequalities	The authors note that collective group-based models have been identified as an intervention that can help with addressing inequalities but have received relatively little attention in the literature. A “collective career coaching approach” is proposed with a pedagogical theoretical base, as a contribution towards social justice ends.
Santilli, Sara et al. (2021) “In the same boat? An online group career counseling with a group of young adults in the time of COVID-19.” <i>International Journal for Educational and Vocational Guidance</i> 22, 623 - 641. ( <a href="#">Link</a> )	Using a group intervention online to motivate unemployed people towards action.	This paper describes using an online, group career counselling session with unemployed young people during the pandemic. As such, it addresses using group interventions in a situation where there are potentially complex challenges with both the participants and the external environment. Using a life design approach for an inclusive and sustainable future, the intervention was able to deliver improved scores on various dimensions: career adaptability, resilience, future orientation, and the propensity to identify inclusive and sustainable actions for the future.
Trottier, M. (2021), Participation in career development communities of practice:	Considering psychological and emotional barriers to engagement	Despite experiencing challenges in transitioning into graduate employment, students with lower socio-economic mobility engage less with their careers services. This study investigates the efficacy of using a four-week online community of practice

<p>Perspectives from low socio-economic background students. EWOP in Practice (<a href="#">Link</a>)</p>	<p>and participation in group programmes amongst disadvantaged groups.</p>	<p>intervention aiming to build careers support engagement of students from low socio-economic backgrounds through peer learning. Through a series of 24 semi-structured interviews, Reasons for disengagement were identified, including feeling a lack of knowledge and experience. This research expands the careers counselling literature to not only consider career consulting practices, but also student engagement</p>
<p>Maree, J. G. (2022). Enhancing group self- and career construction counselling: A review of outcome research. <i>Cypriot Journal of Educational Science</i>. 17(5), 1405-1426. (<a href="#">Link</a>)</p>	<p>Comparing results from five different group-based career construction research projects</p>	<p>The author provides a critical review of different career counselling interventions and shows the strengths and weaknesses of the collective set and the individual studies. For instance, it was found that women benefitted more than men in terms of career adaptability.</p>
<p>Jemini Gashi, L., Bëruxlli, D., Konjufca, J., &amp; Cakolli, L. (2023). Effectiveness of career guidance workshops on the career self-efficacy, outcome expectations, and career goals of adolescents: an intervention study. <i>International Journal of Adolescence and Youth</i>, 28(1), 2281421. (<a href="#">Link</a>)</p>	<p>Creating a varied workshop event for career and self-exploration</p>	<p>This study reviewed a workshop intervention with n=47 students in Albania, aged 16-18. Based on a five step model including self-awareness, career exploration, school and career paths, real encounters, and decision-making, the career guidance workshop combined lectures, discussions, individual activities, and pair and group work. Students were found to have increased self-efficacy and goal-clarity after the event.</p>
<p>Julien, B., Lexis, L., &amp; Church, J. (2023). A career research module promotes career exploration and understanding of the labour market</p>	<p>Enhancing labour market understanding with a research exercise (Higher</p>	<p>The paper describes an activity to promote labour market understanding amongst Australian physiotherapy students. Students were asked to research their labour market and create a video. Results indicate that the module supported students in gaining career management skills that were a focus of the curriculum.</p>

<p>and transferable skills. Journal of Teaching and Learning for Graduate Employability, 14(1), 31-52. <a href="#">(Link)</a></p>	<p>education context)</p>	
<p>McNichol, A. K., Lengelle, R., &amp; Poell, R. F. (2024). Career writing interventions for career learning: an integrative literature review. British Journal of Guidance &amp; Counselling, 52(6), 1151–1180. <a href="#">(Link)</a></p>	<p>Using creative writing exercises to generate self insight</p>	<p>This paper describes a literature review on “the use of expressive, reflective and creative writing in a career context, known as Career Writing. Studies included English-language research from peer-reviewed journals published between 1990 and 2020 with intervention(s) involving writing for personal and professional development in a career context. Forty-five articles were thematically analysed, and three themes identified: 1. dialogue/voice, 2. learning, and 3. wellness/well-being. Moreover, five subthemes emerged: 2a. professional development, 2b. personal development, 2c. career-identity development, 3a. psychological wellbeing, and 3b. physical health and wellness. Analysis revealed that through dialogue with themselves and others, participants learned personally and professionally and, in some cases, developed insights about career direction.”</p>
<p>Otermans , P., Nagada, U., Aditya, D., &amp; Pereira, M. (2024). A Systematic Literature Review of Teaching Employability: A focus on soft skills. Journal of Teaching and Learning for Graduate Employability, 15(1), 292-308. <a href="#">(Link)</a></p>	<p>Evidence on the effectiveness of teaching employability skills (higher education context)</p>	<p>This paper is a literature review on the teaching, training or learning of soft, transferable, employability, life, leadership or management skills from the years 2015-2023. Results showed that a number of classroom activities and games are effective: “Part-time or full-time employment, internships and volunteer work also lead to development of skills such as leadership, communication, and social skills. Higher educational institutions can hence employ the pedagogical methods and approaches mentioned in these studies to teach employability skills to students.”</p>
<p>Stavropoulou, E., Pezirkianidis, C., Kounenou, K., &amp;</p>	<p>Example of a group based approach to</p>	<p>This research provides an example of a positive strengths based approach applied within the context of Greek higher education.</p>

<p>Stalikas, A. (2024). A pilot strength-based career counselling intervention on career-calling and well-being. <i>Hellenic Journal of Psychology</i>, 21(1), 98-121. (<a href="#">Link</a>)</p>	<p>find “my superpower”, showing positive outcomes on career calling.</p>	<p>The exercise was for participants to articulate their “superpower”. The intervention took 6 week to carry out, with the participants reporting several benefits that included increased levels of career calling, well-being, and character strengths in the measurements after the program. The research also references the Calling and Vocation questionnaire, which can be useful for evaluating these exercises.</p>
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## Further illustrations and perspectives

The following resources show different further perspectives and some illustrations of the practical interventions in group and classroom settings.

Title	Challenges	Brief description
Group guidance and online career learning, Course module, YouTube ( <a href="#">Link</a> )	Reviewing practices for online and group career education	This is a c13m course module by Tristram Hooley at the University of Derby/iCeGS that discusses the principles, good practices and their rationale in online and group career guidance.
Group and Career Counselling, CMHCE Exam Review, YouTube video (c2020). ( <a href="#">Link</a> )	Reviewing principles of group guidance and therapy	This is a c1hr US lecture that is preparing students for a professional exam. It reviews principles and desirable outcomes of group based counselling approaches. It is orientated towards therapeutic situations, but nonetheless contains a checklist of factors and considerations.
Careers Education within the Curriculum: Enhancing Learning, Careers Hub, ( <a href="#">Link</a> )	Taking a structured approach to classroom careers classes.	This is a case study a teacher CPD event that addressed careers in the curriculum, involving five schools in Cornwall, UK. The 45-minute workshop was a starting point to work towards re-written lesson plans for delivery in the next academic year. The case study includes resource sheets for structuring career lessons.
Corey, G. (2023). Theory & practice of group counseling. Cengage. ( <a href="#">Link</a> )(Paid)	Theoretical background to group counselling	A book describing the foundational theories of group based work.
Malat, J., Cheng, S. E. T., & Tay, A. T. S. (2024). Group psychotherapy. In Tasman's Psychiatry (pp. 3835-3870). Cham: Springer International Publishing. ( <a href="#">Link</a> )	Literature review on group psychotherapy and group theory.	This source provides a wider contextual review about what is known in the area of group dynamics, and references a long list of important papers in the area. The chapter begins with a brief summary of the history of group therapy, followed by a summary of core principles and how they are modified for different types of groups. It culminates in suggestions for future work and research.

## Future research questions

The CDI discusses research questions and gaps with expert academics. However, we have not presently heard of any key outstanding key research questions in this area.

The Journal for Specialists in Group work is a journal that covers group work in depth and many papers include recommendations for further research.

[Malat et al \(2024\)](#) described the latest state of knowledge and practice in the adjacent area of group psychotherapy, which may offer learning for the careers sector.

Moreover, there have been several research agendas proposed within education, with the following being examples within a very wide topic.

- The smart classroom (i.e. ICT technology integration) ([Link](#))
- Mindful teaching practices ([Link](#))
- Classroom rules ([Link](#))
- The flipped classroom concept ([Link](#))