Teamwork Part 1 Instructor Guide

Teamwork Skills for Undergraduate Students Part 1 is designed to be asynchronous, meaning that students can work through it independently in their own time. We have provided suggestions for integrating Teamwork Skills for Undergraduate Students into your course(s), best practice for creating team projects, and example synchronous activities that will increase the pedagogical effectiveness of this module.

How to integrate Teamwork Skills for Undergraduate Students into your course

Please refer to the Teamwork Part 1 Content Links & Edits guide for details on how to edit the individual H5P Interactive Books.

- Ideally, students should work through Teamwork Skills for Undergraduate Students Part 1 in a first- or second-year course alongside a graded group project. They would then continue to develop those skills with Teamwork Skills for Undergraduate Students Part 2 in a separate course later in their degree.

- Teamwork Skills for Undergraduates Part 1 and Part 2 prepare students for working in teams. Each course **should be introduced prior to students being given a group project**. This will help ensure students focus on developing teamwork skills.

- Students should be given between 1-2 weeks to complete Part 1, and between 1-2 weeks to complete Part 2, with additional time allowed for the full completion and submission of the Team Skills Audit and Team Contract, or other assignments, as appropriate. The reflective activity at the end of Part 2 should be completed after the team's work has been submitted.

- The courses should be used in conjunction with a group project and generally not on their own. Students will gain a much deeper understanding of the skills involved in teamwork if given the opportunity to work in teams towards a project.

- To ensure completion and engagement, we strongly advise that a portion of the group assignment grade be put towards the Teamwork Skills for Undergraduate Students completion and ancillary activities (including the Team Contract and Team Skills Audit).

- For advice on grading of team projects and peer evaluation / feedback, please see the Best Practices for Teams Instructor Guide.

Additional activities/updates

Section 0: Welcome

Page Title	Content recommendations
Land Acknowledgement	• The current Land Acknowledgement is that used by the University of Toronto and, specifically, the St George Campus. • **Suggestion**: Update this acknowledgement or add your own, personalized version that is appropriate for you and your area.
Learning Outcomes	• The current learning outcomes are based on the Teamwork Skills for Undergraduate Students being used as an asynchronous activity. You may like to update these learning outcomes if you choose to implement more in-person or synchronous activities.

Section 1: Understanding teamwork

Page Title	Content recommendations
Why Teamwork	• **Suggestion**: add content below (or re-shoot the video) to highlight the specific ways that teamwork skills are important in your discipline or context.
What is Effective Teamwork?	• **Suggestion**: Set aside 5 minutes in class to discuss students' experiences with teamwork using an <u>active learning teaching technique</u> such as "<u>think-pair-share</u>" or small group discussion. This will help students to reflect on positive and negative teamwork behaviours.
Reflection	• **Suggestion:** Replace this H5P exercise with an assignment created in your LMS with the same questions. This will enable students to submit their responses in the LMS, and you can mark this exercise as complete/incomplete or assign a grade or a percentage.

Section 2 Team cohesion

Page Title	Content recommendations
Communication	• **Suggestion**: Set this question up using <u>Tricider</u> with the responses "Yes" "Maybe" and "No". Add the link to the Tricider in an announcement or specific page on your LMS. Students can vote for their response and add their reasons as "pros" and "cons". You can then debrief this in class. • **Suggestion**: Alternatively, set aside 15-20 minutes in class for an <u>active learning teaching technique</u> such as a "<u>line of agreement</u>", "<u>think-pair-share</u>", or even a mini debate on whether students should use social media to communicate with their teammates. The aim of

	this exercise is to have students think carefully about the tools they are using and the skills they are developing while working in teams.

Assignment: introduce yourself	• **Suggestion:** Replace this H5P assignment with a required group assignment in your course LMS and adapt the language accordingly. This will enable students to submit their responses in the LMS, and you can mark this exercise as complete/incomplete or assign a grade or percentage.
	
	    o Most LMS have an in-built "group" function that includes a discussion board area or other collaboration space. Students can post their responses to each other on these boards before they begin their project.
	
	    o Students can submit a screenshot of their post on their team discussion board as an assignment if you want to grade their participation.
	
	    o This is a way to:
	        • Introduce the inbuilt group tools in your LMS.
	        • Build team cohesions virtually prior to their project.
	        • Ensure students have their teammate's contact details.
	
	• **Suggestion:** Set aside 15-20 minutes of class time for students to practice some ice-breaker techniques, get to know their teammates, and swap contact details.
	
	    o Set students a silly or fun task to complete during their introduction. For example:
	        • Plan a movie night or picnic for you/their instructor. They must report back: where it will be, who is invited, what movie they are showing (if a movie night), and any snacks/food they would serve.
	
	    o When debriefing their answers, ask students if they used any group roles while making their decision. Did one person dominate the conversation? Did everyone get a chance to speak? Did they give time for people to think through their answers, or did they just choose the first option someone said? What did they notice about their group's dynamics?
	
	    o This quick activity gives students a micro-experience of working in a team, and an opportunity to reflect on their team's dynamics early on.

Section 3: Managing group projects

Page Title	Content recommendations
Assignment: Team Skills Audit	• The Team Skills Audit should be completed synchronously as a team, though it is best if students spend some time reflecting on their strengths and areas for consideration before meeting as a group. • **Suggestion:** after students have worked through this section of the Team Skills for Undergraduate Students Part 1, set aside 15-20 minutes of class time for them to begin filling out the Team Skills Audit in their groups. Assign specific roles for students to use (Reporter, Facilitator, Encourager, Observer, etc.) to model best practice, and debrief the team interaction afterwards. • Create an assignment on the LMS for your course and require submission of the completed Team Skills Audit. This will enable you to mark it as complete/incomplete or assign a grade or percentage for completion. • At the end of the group work process, have students reflect on the usefulness of the Team Skills Audit and how they might use it in the future.
Assignment: Team Contract	• The Team Contract should be completed synchronously as a team, though it is best if students spend some time reflecting on work styles and team preferences (using the prompt questions as a guide) before meeting as a group. • **Suggestion:** after students have worked through this section of the Team Skills for Undergraduate Students, set aside 20-30 minutes of class time for them to begin filling out the Contract. Students should focus on the Ground Rules discussion. Assign specific roles for students to use (Harmonizer, Facilitator, Critic, Note-taker, etc.) to model best practice, and debrief the team interaction afterwards. • Create an assignment on the LMS for your course and require submission of the completed Team Contract. This will enable you to mark it as complete/incomplete or assign a grade or percentage for completion. • If any conflicts occur, refer to the Team Contract as you debrief and discuss of the conflict with the team. • At the end of the group work process, have students reflect on the usefulness of the Team Contract and how they might use it in the future.

Section 4: Working through challenges

Page Title	Content recommendations
Reflection	**Suggestion:** Set aside 10-15 minutes in class for a debrief discussion after students have worked through the branching scenario. Questions can follow the reflection prompts: - What could the team have done differently? - What could Omari have done differently? - What could Larissa have done differently? **Suggestion:** Students submit a 200–300-word reflection on the branching scenario, detailing their responses to the three questions above.
Final Reflection	**Suggestion:** Replace this H5P exercise with an assignment created in your course LMS with the same questions. This will enable students to submit their responses in the LMS, and you can mark this exercise as complete/incomplete or assign a grade or percentage. **Suggestion**: As an additional activity after students have submitted their final projects, have students reflect on their experience throughout the process. Below are some suggested questions that could be done as either a written submission or group discussion: - How effectively were you able to apply the strategies you gained form the Teamwork Skills for Undergraduate Students Part 1? What barriers existed? - What are you proud of in your group work? What skills helped you achieve this? - What skills did you work on throughout the group project? Do you feel that you developed these skills? - What skills do you still need to work on? What challenges exist that make this difficult? - Assign a portion of their grade to either the submission of the written reflection or participation in the group discussion.