

Teamwork Part 2 Instructor Guide



Teamwork Skills for Undergraduate Students is designed to be asynchronous, meaning that students can work through it independently in their own time. We have provided suggestions for integrating the TSU into your courses, 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 Skills for Undergraduate Students Part 1 Content Links 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. s
- 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: Introduction

Page Title	Content recommendations
Introduction to Improving Teamwork	<ul style="list-style-type: none">• Suggestion: Set aside 5 minutes in class to discuss students' experiences with teamwork using an active learning teaching technique such as "think-pair-share" or small group discussion. This will help students to reflect on positive and negative teamwork behaviours, as well as to address potential resistance students might have to working in teams.
Learning Outcomes	<ul style="list-style-type: none">• The current learning outcomes are based on 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.
Land Acknowledgement	<ul style="list-style-type: none">• 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.
Reflection Activity	<ul style="list-style-type: none">• 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. In this reflection activity, students are meant to draw on teamwork experiences they have encountered in earlier courses or years in the program. Feel free to adapt the prompt questions based on your learning goals or local context.

Section 1: Managing Team Projects and Team Communication

Page Title	Content recommendations
Team SWOT	<ul style="list-style-type: none">• The Team SWOT should be completed synchronously as a team, though it is best if students spend some time reflecting on their strengths, weaknesses, opportunities, and threats before meeting as a group.• Suggestion: after students have worked through this section of the Team Skills for Undergraduate Students Part 2, set aside 30 minutes (or more) of class time for them to begin filling out the Team SWOT 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 SWOT. This will enable you to

	<p>mark it as complete/incomplete or assign a grade or percentage for completion.</p> <ul style="list-style-type: none"> At the end of the team work process, have students reflect on the usefulness of the Team SWOT and how they might use it in the future.
	<ul style="list-style-type: none"> 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.
Leadership and Team-based Learning	<ul style="list-style-type: none"> Suggestion: Set aside 5-10 minutes in class to discuss students' perceptions around leadership using an active learning teaching technique such as "think-pair-share" or small group discussion. This will help students to reflect on how they view leadership and challenge commonly held beliefs. Whether teams should identify leaders might depend on the type of team or type of team project, and the nature of your goals as instructor in assigning the project. Add clarification and context about the expectations around leadership that are specific to your course project.

Section 2: Communication and Conflict in Teams

Page Title	Content recommendations
Managing Conversations	<ul style="list-style-type: none"> Students will gain the most from these conversation management techniques if they are given the change to practice them. Consider setting aside class time to have students practice these techniques in their teams, and learn the strategies yourself so that you can model them to your students.

Making Decisions in Teams	<ul style="list-style-type: none"> • Suggestion: Have students submit a reflection at a mid-point in the term where they identify a key decision they made as a team and which of these strategies (if any) they used to arrive at it. Ask them what worked about the strategy and what didn't, or what they would do differently next time.
Scenario	<ul style="list-style-type: none"> • Suggestion: Set aside 10-15 minutes in class for a debrief discussion after students have worked through the scenario.
Handling Emotions	<ul style="list-style-type: none"> • Suggestion: Consider devoting some time in class to modeling or role-playing a conflict scenario, where students are encouraged to practice acknowledging their own and others' emotions.

Section 3: Giving and Receiving Feedback

Page Title	Content recommendations
Feedback Reflection	<ul style="list-style-type: none"> • 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. • Suggestion: Set aside 5-10 minutes in class to discuss students' experience with feedback using an active learning teaching technique such as "think-pair-share", "line of agreement", or small group discussion. Have students discuss the aspects of "good" feedback and how they aligned with the content in the module. If students raise examples of poor feedback, have them analyze what made it poor and highlight the characteristics of effective behaviour. • Suggestion: Create a peer feedback assignment (refer to the guidelines in our Best Practices for Teams Instructor Guide document) and have students practice giving feedback. <ul style="list-style-type: none"> ○ Option A: Each team of students gives feedback to another team on their final project. ○ Option B: Teammates give feedback to each other based on their time together working as teammates.

Section 4: Next Steps

Page Title	Content recommendations
Reflect on your learning	<ul style="list-style-type: none"> • 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. • The questions given in this section as prompts can be adapted for your local context or specific course or project goals.

