Team work

Team work is a broad term but encompasses some quite complex skills and understandings of how a group interacts to, usually, achieve a desired *common* outcome.

Team work necessarily depends on a range of skills such as negotiation, leadership, communication, intercultural awareness, time management etc. A range of activities set up by an academic can draw upon different skills. Crafting the assessment or evidencing of teamwork skills well will lead students through and awareness and the development of teamwork skills. The assessment of the team work process is just as important as the final 'product', in fact, some would argue that it is evidence of teamwork itself that is the desired outcome.

To begin with consider the following 12 aspects carefully (in *no* particular order of importance),

Team work as the ability to:

1. negotiate roles in line with the task involved
2. allocate and agree on responsibilities
3. select a leader
4. work through differences of opinion
5. problem solve to ensure task milestones and outcomes achieved
6. collaborate on the development of a team work plan
7. achieve assigned activities as decided (according to agreed timelines)
8. communicate with team members
9. negotiate issues, perspectives etc with team members
10. reflect on lessons learnt to then improve skills and understandings
11. draw on notions of inclusivity to provide a safe and satisfying group environment
12. contribute to creating a positive team approach to achieve outcomes

Some considerations:
- Should project plans reflect responsibilities, tasks, timelines, milestones, code of conduct etc.? Will these plans be submitted by students to evidence teamwork?
- Could peer feedback be helpful? Will you set the rubric or will the negotiation of this be part of the task? What aspects will be covered? Will this be part of formative or summative assessment?
- Could self-reflection be helpful? Will you ask students to reflect on how the team arranged and organised itself (eg process for selecting a leader, negotiation of tasks, problem-solving strategies etc.) as well as reflect on aspects of team outputs?
- What components of the tasks be considered as formative or summative assessment? Why?
- Will peer feedback be part of the reflection and evaluation process?
- In what ways will you consider and provide feedback for the team work process, and, team work outputs?