Addressing & Assessing Teamwork

Beginning in Fall, 2014 required in 3 components:
Communication
Life & Physical Sciences
Creative Arts
Overview

- THECB Definition of Teamwork
- A few FAQs
- Addressing Teamwork In Your Class
- Assessing Teamwork: Using Rubrics
- Further Guidance
THECB Definition of Teamwork

[The] ability to consider different points of view and to work effectively with others to support a shared purpose or goal.

- NOTE: Unlike other state-required objectives, teamwork addresses a student process (not a product).
- The question is: how well does the team function?
A few FAQs
Do I have to require group work in my core class?

*No.*

Although this is an excellent way to address teamwork, there are other effective ways to include this requirement.

*(More on this later in the ppt.)*
How much do the students have to interact?

Students will need to interact enough to evaluate their ability to engage in teamwork.

Remember, you will assess students’ ability to engage in teamwork (in addition to course content).

How will I assess teamwork?

Teamwork will be assessed using a rubric.
What is a rubric?

A rubric is a document that articulates the expectations for an assignment by listing the criteria, or what counts, and describing levels of quality from excellent to poor.

Heidi Andrade
Do I need an entire rubric dedicated to team work?

Not necessarily.

Teamwork may be assessed using a rubric fully developed solely for this purpose

Or

A rubric that includes a few criteria related to teamwork in addition to criteria that assess other skills & concepts
Addressing Teamwork in Your Class
Addressing Teamwork in Your Class

- Students work in small groups or pairs
- In class, out of class or both
- Groups/pairs might work on one ongoing assignment/project &/or on multiple brief activities
- Students might use technology in their group work, e.g.: Bb discussions.
- Group work may or may not be conducted in face-to-face groups/pairs
For more info about how to address teamwork in your class, consult the Teaching & Learning Services Webpage

http://lib.utsa.edu/services/faculty/teaching-learning-services
Assessing Teamwork:
Using Rubrics
Assessment of Teamwork will come from 1 or more of the following 3 sources

- Students' own reflections about their contribution to a team's functioning;

- Evaluation or feedback from fellow team members about students' contribution to the team's functioning;

  &/Or

- The evaluation of an outside observer (i.e.: instructor or TA) regarding students' contributions to a team's functioning.
The LEAP VALUE Rubric for Teamwork * is a good place to start.

- Framing Language section (pg. 1) differentiates between process & product and explains how the rubric can be used by either the professor or by students.

- You may use this rubric “as is,” revise & tailor it to your needs, or create your own rubric.

* LEAP VALUE Rubrics are located on this website under Resources and online at

http://www.aacu.org/value/rubrics/index_p.cfm?CFID=29434967&CFTOKEN=46422322
Sample Criteria might include *

* Excerpt from LEAP Rubric for Teamwork

| Evaluators are encouraged to assign a zero to any work sample or collection of work that does not meet benchmark (cell one) level performance. |
|---|---|---|---|
| **Contributes to Team Meetings** | **Capstone 4** | **Milestones 3** | **Benchmark 2** |
| Helps the team move forward by articulating the merits of alternative ideas or proposals. | Offers alternative solutions or courses of action that build on the ideas of others. | Offers new suggestions to advance the work of the group. | Shares ideas but does not advance the work of the group. |
| **Facilitates the Contributions of Team Members** | **Capstone 4** | **Milestones 3** | **Benchmark 2** |
| Engages team members in ways that facilitate their contributions to meetings by both constructively building upon or synthesizing the contributions of others as well as noticing when someone is not participating and inviting them to engage. | Engages team members in ways that facilitate their contributions to meetings by constructively building upon or synthesizing the contributions of others. | Engages team members in ways that facilitate their contributions to meetings by restating the views of other team members and/or asking questions for clarification. | Engages team members by taking turns and listening to others without interrupting. |
See *Resources* section for additional guidance.