# Making Teamwork Work in Online Courses

**Online Teaching Program, 2020**
**Centre for Teaching, Learning and Technology**

Isabeau Iqbal, CTLT
Jeff Miller, CTLT
Judy Chan, CTLT

University of British Columbia

# Native Land  [f] [t]

Territories  Languages  Treaties

Search your address, or toggle switches above to add shapes. Click around! Think critically about this map

[Q] Search

Territories

Languages

Treaties

You are on the land of:

səlilwətaʔɬ təməxʷ (Tsleil-Waututh) [↗]
S'ólh Téméxw (Stó:lō) [↗]
Stz'uminus [↗]
xʷməθkʷəy̓əm [↗]
səlilwətaʔɬ təməxʷ (Tsleil-Waututh) [↗]

xʷməθkʷəy̓əm

S'ólh Téméxw (Stó:lō)

Qayqayt

səlilwətaʔɬ təməxʷ (Tsleil-Waututh)
xʷməθkʷəy̓əm
Stz'uminus
S'ólh Téméxw (Stó:lō)

Katzie

scəwaθenaɬ təməxʷ
(Tsawwassen)

Export Map  ☑ Colors  ☐ Labels
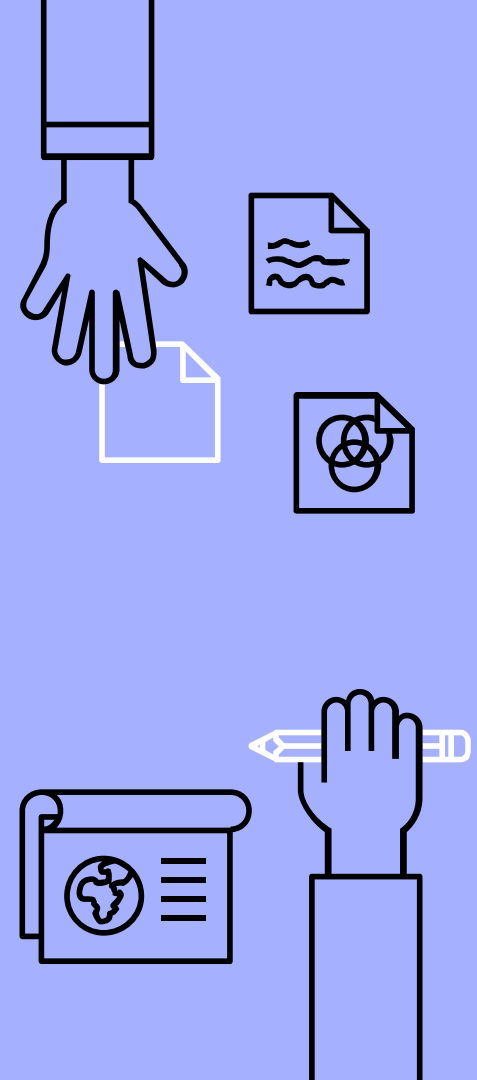
[+]
[−]

[mapbox]  © Mapbox © OpenStreetMap

# Why This Session?

# Learning Objectives

By the end of this workshop, you should be able to:

1. List key considerations for effective teamwork
2. Begin to assess a team assignment for its suitability online
3. Discuss strategies that encourage team formation and cohesion.
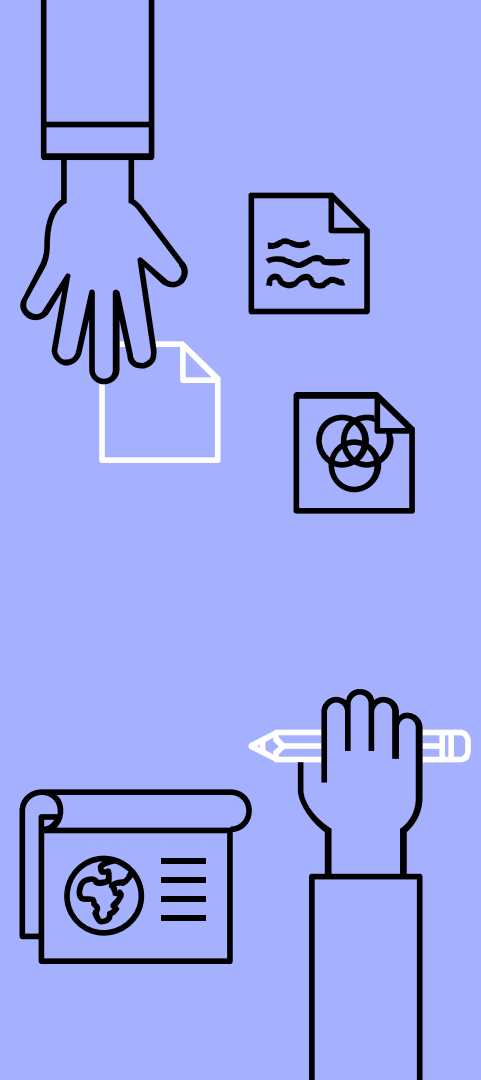4. Identify additional relevant resources

# Agenda

Considerations for effective teamwork

Activity: Assessing a team assignment for its suitability online

Discussion: Strategies that encourage team formation and cohesion.

Additional relevant resources

# Zoom - A Quick Orientation

Near the bottom of your screen, a toolbar:

**Chat**

Unmute | Start Video | Invite | Manage Participants | Share Screen | Chat | Record | Support | End Meeting

**Polling:**

Polls
Connection

1. How are you attached to the meeting?
- [ ] Windows PC
- [ ] Mac PC
- [x] Android phone/tablet
- [ ] iOS phone/tablet
- [ ] Other

2. How are you attached to the audio?
- ( ) Phone
- ( ) VOIP/computer speakers

Submit

**Breakout Room:**

Breakout Rooms ✕

The host is inviting you to join Breakout Room:
**Breakout Room 1**

Join | Later

**Ask for Help**

Breakout Room 1 - Zoom Meeting ID: 664-073-419

Speaker View

Jaq the Barbarian | Bob the Wizard

Unmute | Start Video | Participants | Share Screen | Chat | Record | Ask for Help | Reactions | Leave Breakout Room

# Key Considerations for Effective Teamwork

# Team:
## A Definition

A team is a small group of interdependent individuals who have a common purpose and share responsibilities for the outcomes.

(Bravo, Catalan & Pina, 2019; Drake, Goldsmith & Strachan, 2006).

Process by which a team collaborates over time on an assignment within a course.



**Teamwork**

(in this session)

When it comes to implementing teamwork in your courses, which aspects concern you the most?  Use the annotate tool and select as many choices as you wish.

1. Team composition

2. Dealing with conflict

3. Setting up the virtual space

4. Establishing a peer feedback system

5. Assigning grades

6. Communicating with teams

# Collaborative Learning

Educational approach that involves groups of learners working together to solve a problem, complete a task, or create a product.

(Laal & Ghodsi, 2012)

- Interaction
- Individual responsibility
- Respect for abilities and contributions of peers
- Sharing of authority
- Acceptance of responsibility among group members for group's actions
- Cooperation and consensus building

(Laal & Ghodsi, 2012)

# Elements of Collaborative Learning

# Key considerations for effective teamwork:

- Commitment to team success and shared goals

- Interdependence

- Interpersonal skills

- Open communication and feedback

- Appropriate team composition

- Commitment to team processes, leadership, and accountability

**How can you contribute positively to these?**

(Tarricone & Luca, 2002)

# Strategies that encourage team formation and cohesion

# Activity - Breakout Room:

Randomly in groups of 4 to 5 (total time = 12 minutes)

- **Reflect on strategies you used in the past to foster effective teams**
- **Consider new challenges in the online environment**
- **Think of (and document) strategies**


- Unmute yourself, share video
- Quick introductions (2 min)
- Assign roles: notetaker, timekeeper, reporter, etc
- Click on the link in chat to join a notepage
- We may not join you; use 'Ask for Help'

# Strategies that encourage team formation and cohesion

How was your experience in the breakout group working with some strangers? What helped? What hindered?

Unmute and speak up!

# Online Teamwork: Considering the affordances of online learning environments

**Design Affordances**

Affordances refer to properties of objects that set up a relationship between those objects, possibilities for action in the design, and those who encounter them.

(Norman, D. A., 1990)

Need for thoughtful design: intentional choices within technology-enabled learning spaces to support student collaboration, creation, engagement.



Image Credit: Brooklyn Museum,

# Modes of interaction/collaboration

| Synchronous | Asynchronous |
|---|---|
| <ul><li>Dialogue/Brainstorming</li><li>Planning/Coordination</li><li>Feedback (with peers/instructor)</li><li>Presentations</li></ul> | <ul><li>Discussion</li><li>Compiling individual & team research</li><li>Space for Collaboration: planning documents, drafts, prototypes</li><li>Presentations</li></ul> |
| <ul><li>Group cohesion/ team building</li><li>Motivation</li><li>Scheduled (less flexible)</li></ul> | <ul><li>Evolving archive of student work</li><li>Flexible (time/structure)</li></ul> |
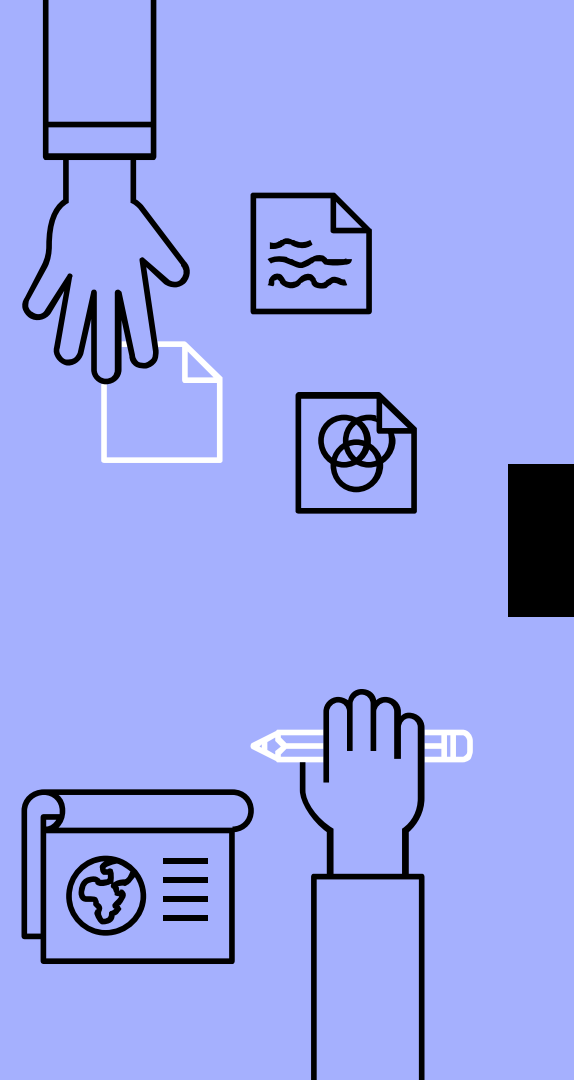
# Process over time…

- **Simplify**
- Structure/scaffold team assignment/project to give students time to connect as team and collaborate online (synchronously/asynchronously)
- Think about the flow of activities/interactions across a week or multiple weeks
- Break-up assignment into pieces (opportunity for formative feedback)
- Build in support for process (team-formation/cohesion) and product

# Virtual Spaces to support collaboration



CANVAS

Collaborate Ultra

zoom

UBC Wiki

UBC Blogs

Mattermost®

# Virtual spaces

- You can choose the spaces/tools or leave it up to students to choose (have good reasons for either choice)

- UBC Ecosystem - tools are FIPA compliant, supported and often integrated (CWL)

- Students report that they do not like having to use multiple tools/logins - keep things simple/consistent as much as possible

- Team projects can endure - engaging students in co-creation of knowledge (public scholarship)

# Questions?

# Resources

Keepteaching.ubc.ca

Keeplearning.ubc.ca

Online Teaching Program
- Modules (self-enrol)- Modules 1/2/4
- Workshops
- OTP One-on-one Consultations with CTLT Learning Designers

https://ctlt.ubc.ca/programs/all-our-programs/online-teaching-program/

# Resources

This session will be posted on the UBC Wiki.

**https://wiki.ubc.ca/Documentation:Online_Teaching_Program**

You are welcome to contribute!

# References

Bravo, R., Catalán, S., & Pina, J. M. (2019). Analysing teamwork in higher education: An empirical study on the antecedents and consequences of team cohesiveness. *Studies in Higher Education*, *44*(7), 1153-1165.

Drake, R., Goldsmith, G., & Strachan, R. (2006). A novel approach to teaching teamwork. *Teaching in Higher Education*, *11*(1), 33-46.

Norman, D. A. (1990). *The design of everyday things*. New York: Doubleday.

Philippe Starck (French, born 1949). *"Juicy Salif" Citrus Juicer*. Photo: Brooklyn Museum, CUR.1991.33.3.jpg

Tarricone, P., & Luca, J. (2002). Successful teamwork: A case study. Retrieved from: https://ro.ecu.edu.au/cgi/viewcontent.cgi?referer=https://scholar.google.ca/&httpsredir=1&article=5007&context=ecuworks

# Thank you!

**Your feedback welcome**

This work is Creative Commons Licensed:
Attribution-NonCommercial-Share Alike-International

Attribute to:
UBC's Centre for Teaching, Learning and Technology

# Contact us

**Judy Chan**
Faculty Associate / Faculty Liaison (Land and Food Systems)
judy.chan@ubc.ca

**Isabeau Iqbal**
Senior Educational Consultant, Teaching and Learning Professional Development
isabeau.iqbal@ubc.ca

**Jeff Miller**
Senior Associate Director, Projects and Faculty Partnerships
**jeff**.**miller**@ubc.ca