Fostering a Teamwork Approach in Graphic Communications Curriculum

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Agenda

- What?
  - Definition, Background, & Need
- Why?
  - Benefits
- How?
  - Strategies
- What now?
  - Conclusions

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Introduction

Background & Need

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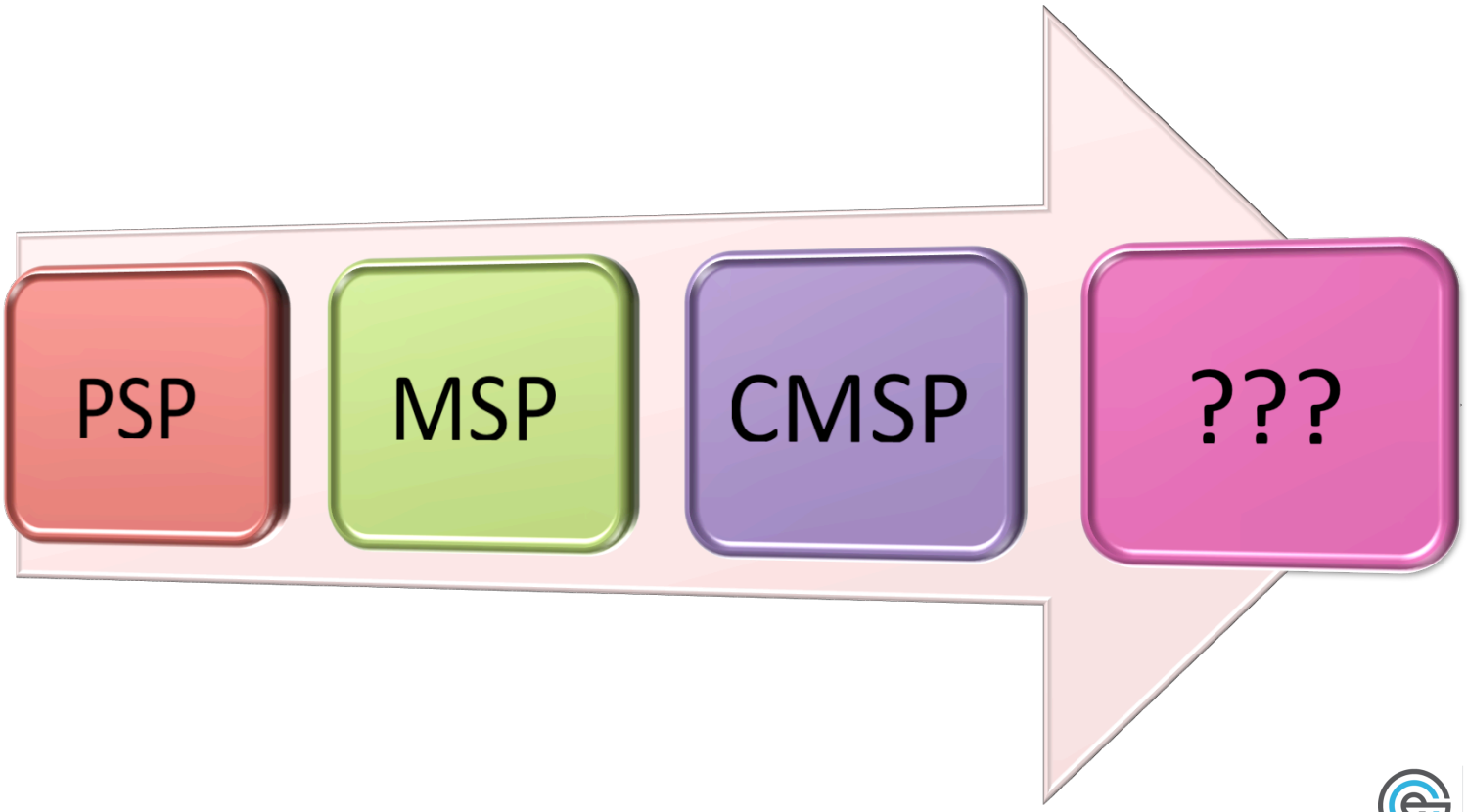
Industry and Technology Changes

- The only thing constant is change!



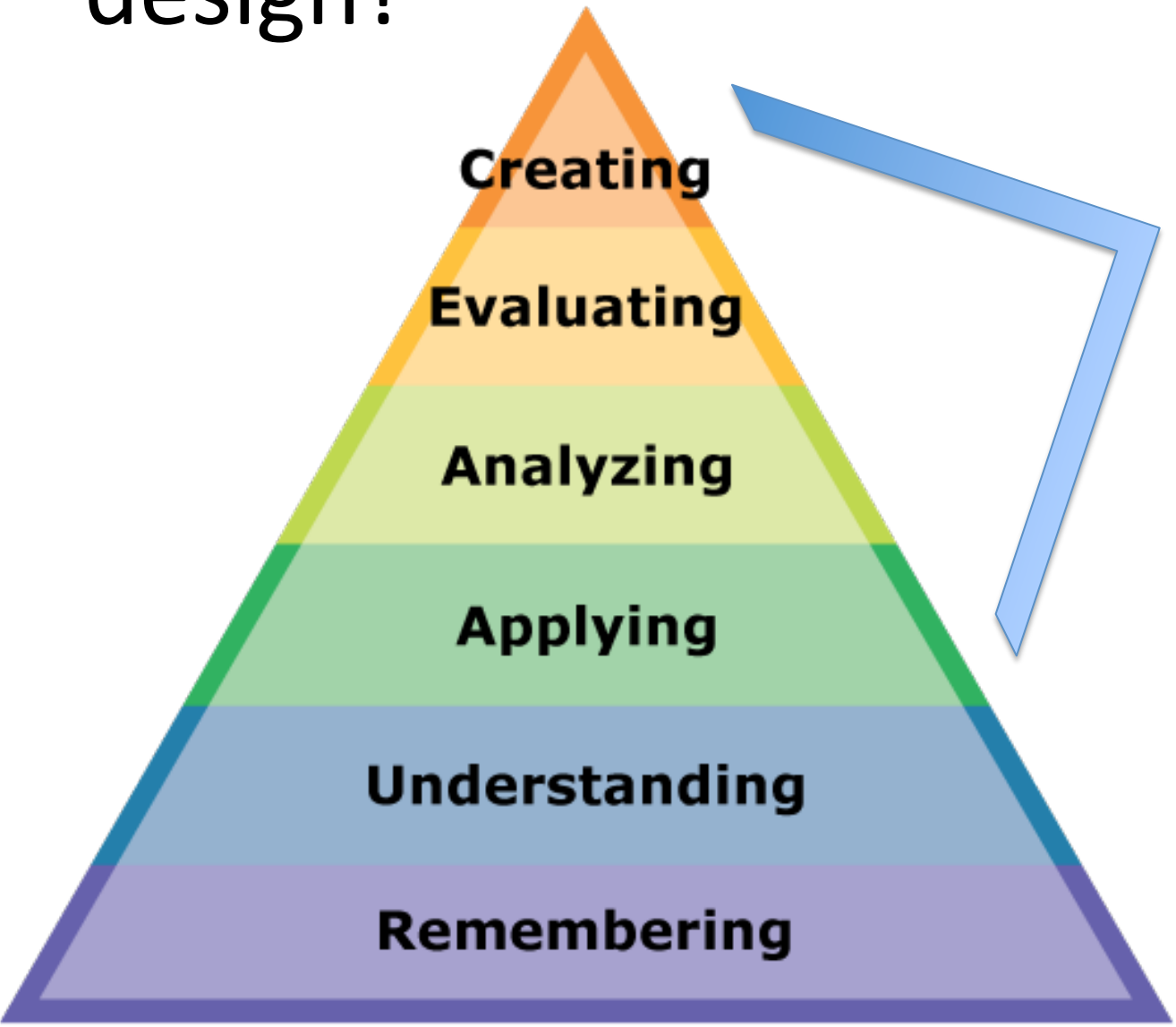
Job Descriptions Changing

- Digital Experience Strategist
- Digital Strategist
- TechnoCreative
- Communication Associate
- Multimedia Specialist

http://cdn3.sbnation.com/imported_assets/801452/help-wanted.jpg

What does industry want?

What does that mean for curriculum design?



TBL targets upper half of Bloom's taxonomy.

http://www.learnnc.org/lp/media/misc/2008/blooms_new.png

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Definition – What?

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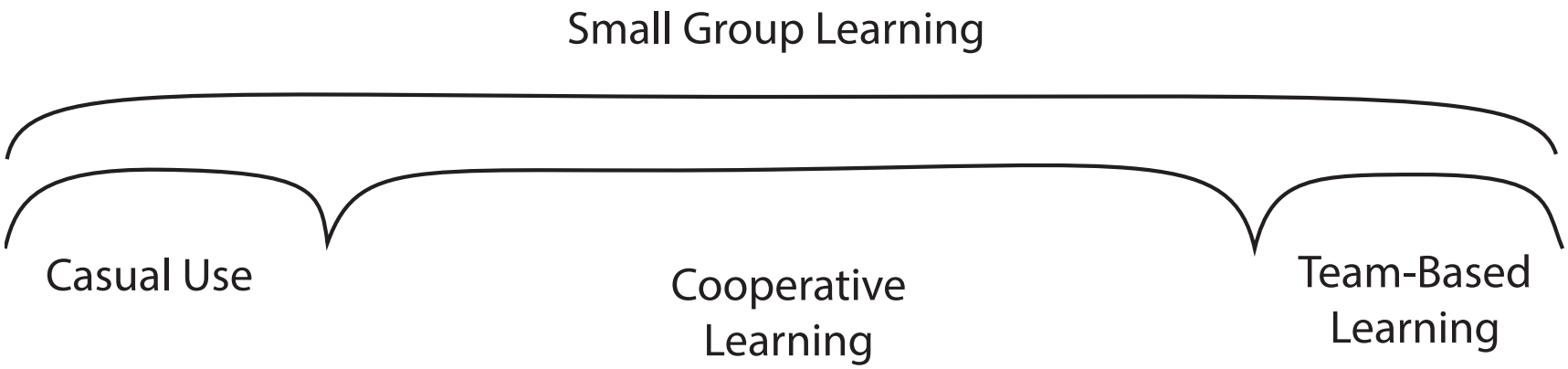
Teamwork Approach

- Team-based learning requires student collaboration and high levels of classroom engagement with practices of critical thinking, so students find *"success of cooperative efforts as leadership, decision-making, trust building, communication, and conflict management"* (Lamm, Dorneich, & Rover, 2014, p. 3).

Variations



Group Based Learning & TBL Comparisons

	Collaborative/Cooperative Group	Team-Based Learning
Team Formation and Size	1. Instructor-formed 2. Not typically permanent 3. Heterogeneous 4. 2-4 members, may vary with task	5. Instructor-formed 6. Permanent 7. Heterogeneous 8. 5-7 members
Ensuring Concept Familiarity	Activities vary 9. Lecture 10. Individual study 11. Jigsaw 12. Etc.	Readiness Assurance 13. iRat 14. tRat 15. Appeals 16. Instructor tutorial
In-Class Assignments	Activities Require: 17. Face-to-face interaction 18. Structured tasks suitable for group work 19. Interdependence	"4-S" Assignments 20. Significant problem 21. Same problem 22. Specific choice 23. Simultaneous report
Peer Assessment	24. Feedback during group process/reflection 25. Peer assessment occasionally used	26. Quantitative 27. Qualitative 28. Formative 29. Summative
Strategies for promoting productive interaction in groups/teams	30. Smaller groups 31. Group structures 32. Assigned member roles 33. Post-activity reflection/process discussions 34. Team/class building activities 35. Monitoring interaction 36. Providing guidance when needed 37. Providing feedback to group/members	Develop self-managed teams by: 38. Permanent groups 39. Grade incentives 40. Peer assessment and feedback Facilitating immediate performance feedback during/from: 41. Readiness Assurance 42. "4-S" Assignments
Assessment	Maybe/Maybe not	Self, Peer, and Group
Requires class re-design?	No	Yes

Benefits – Why?

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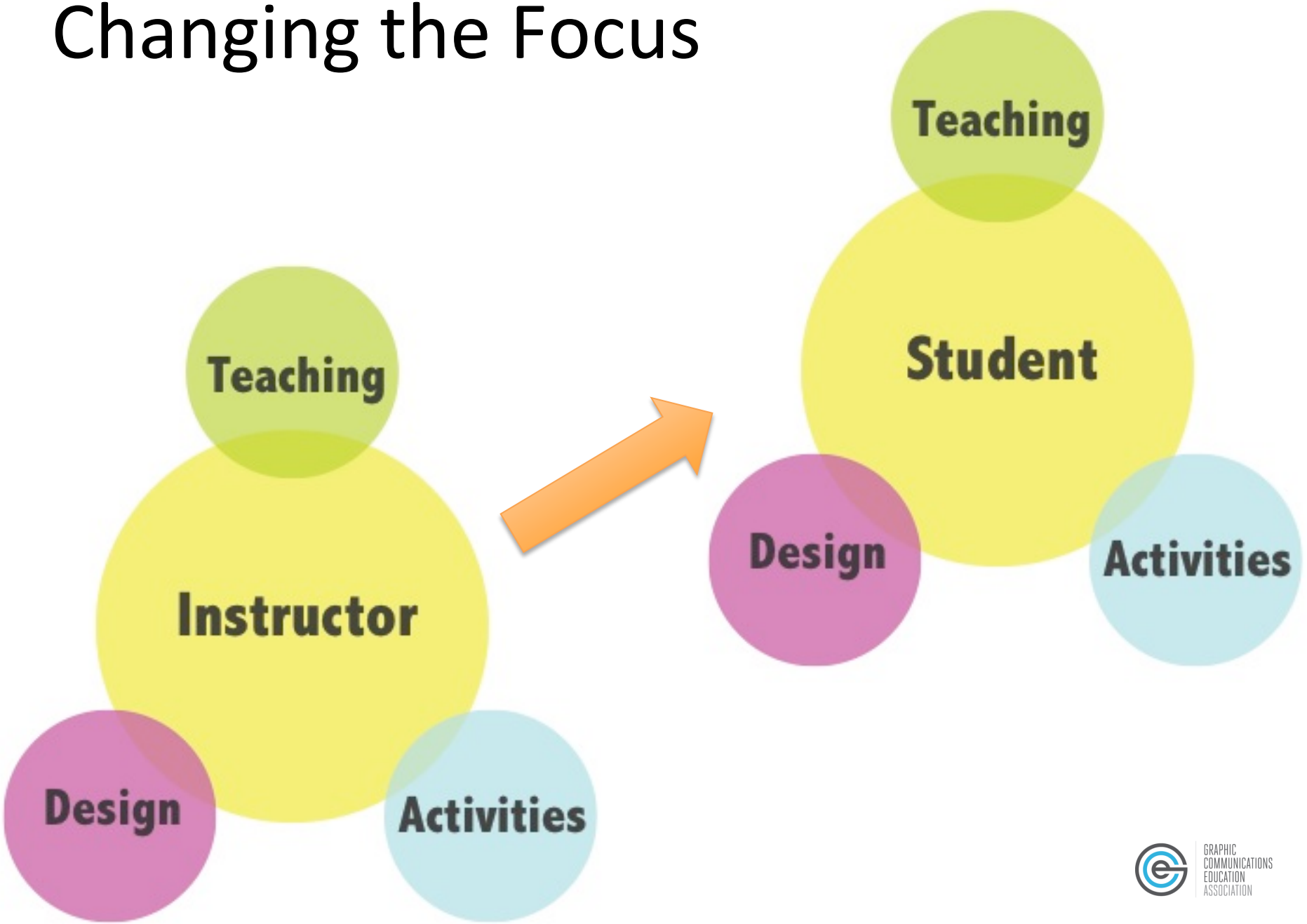
Changing the Focus



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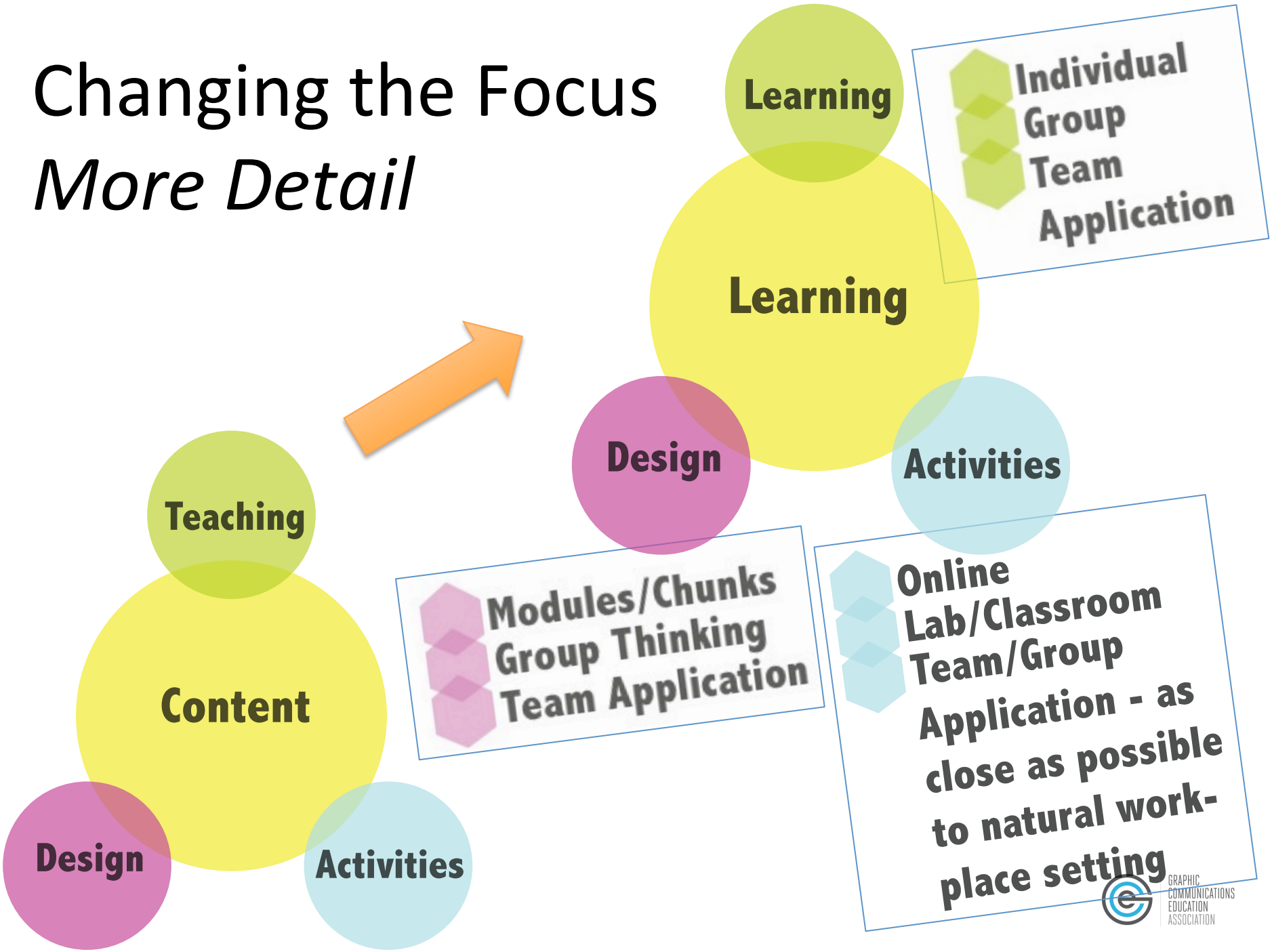
Changing the Focus
More Detail



Strategies – How?

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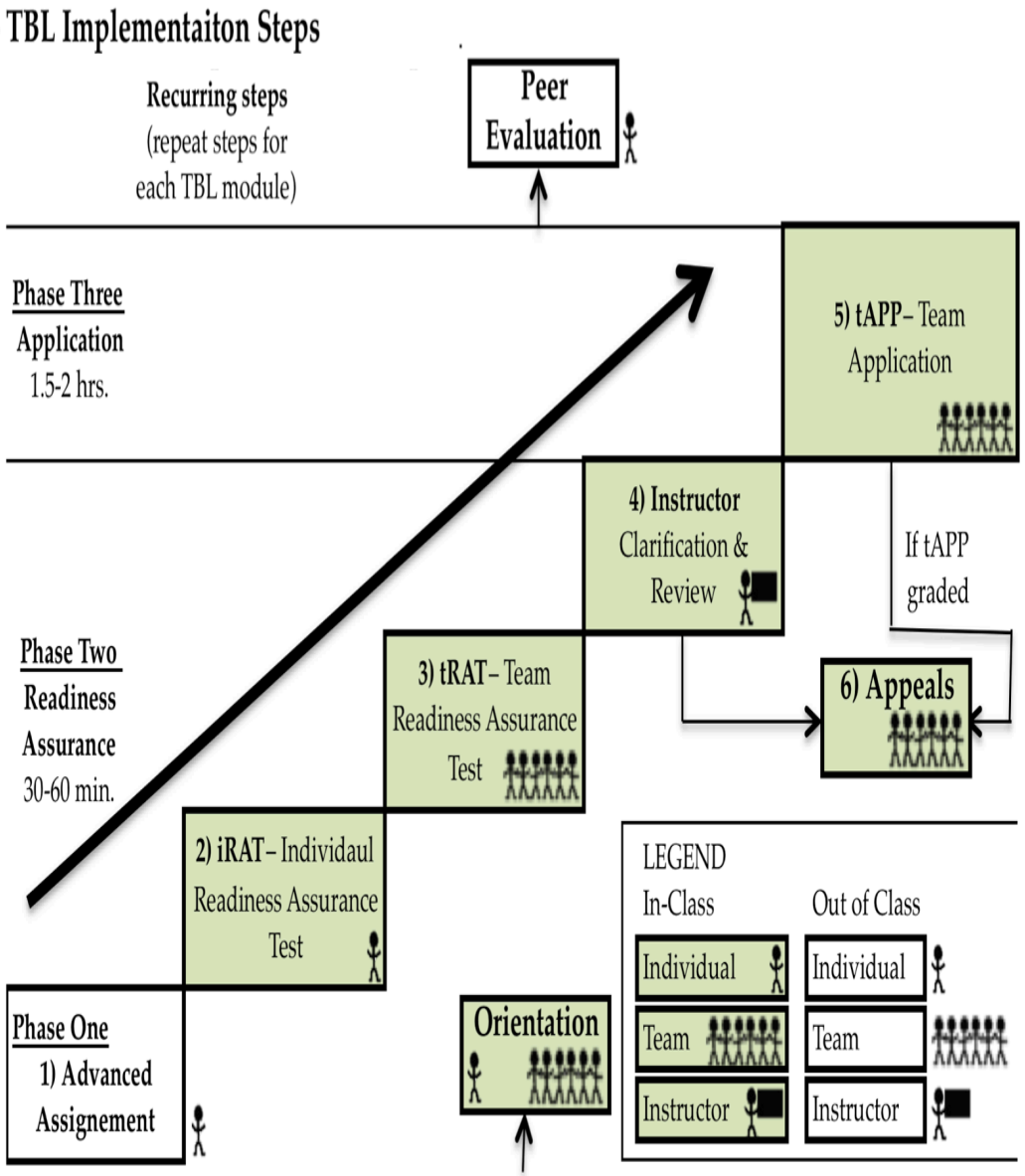
TBL in Chunks

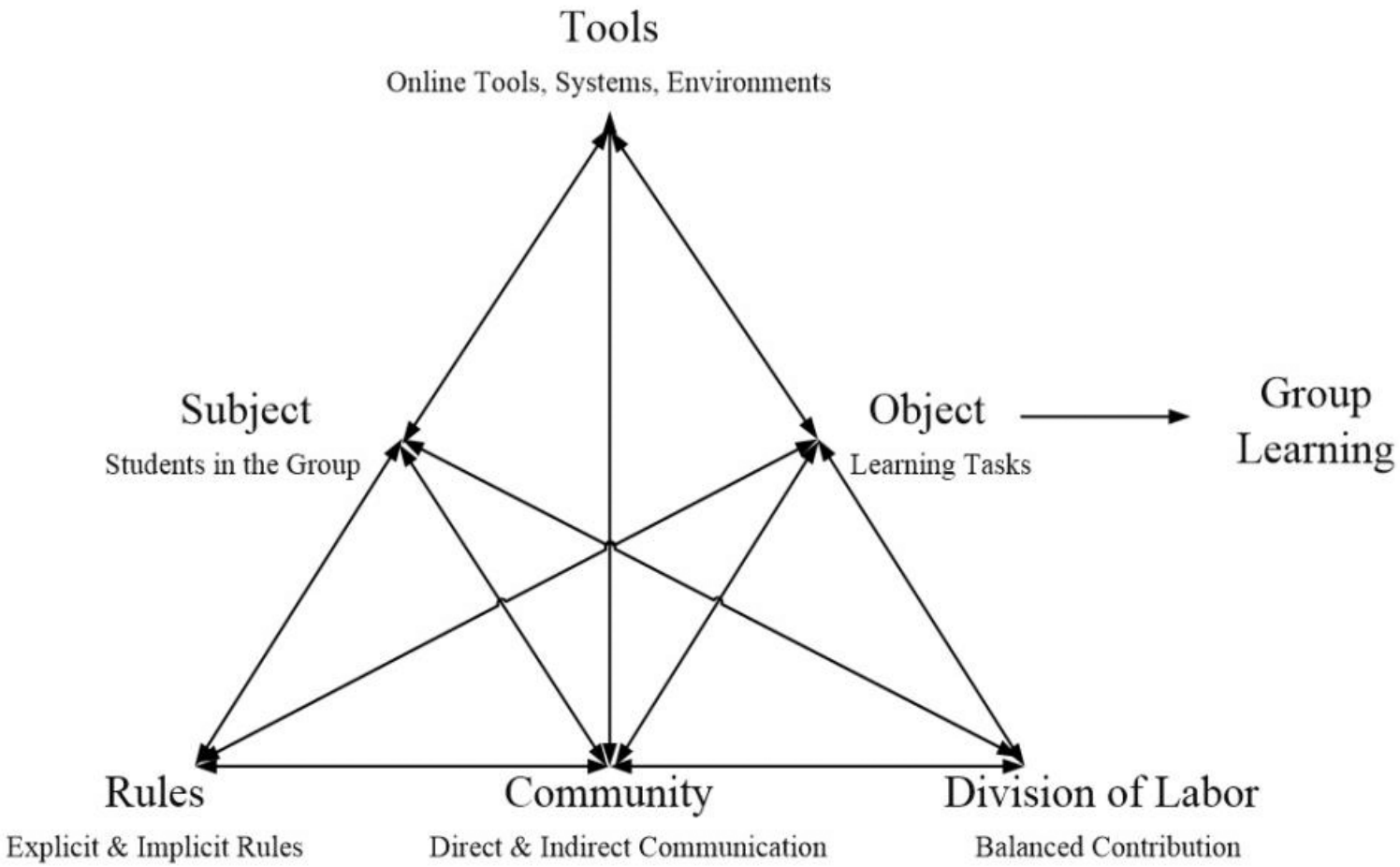
Sequencing

- Individual
  - Assessment
- Team
  - Assessment
- Instructor
  - Clarification & Review
- Team Application



Davidson, Major, & Michaelsen, (2014)

Activity Theory



Xing, Wadholm, Petakovic, and Goggins (2015) identified Engestrom's (1987) Activity Model

Curriculum Examples

- Creative Brainstorming
- Group Based Learning Activities
- Cross-Channel Media Group Project

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Conclusions – What now?

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Team Thinking/Group Think

Variables that determine if a particular assignment will build group cohesiveness:

1. Does it promote a high level of individual accountability for team members?
2. Does it being members into close physical proximity?
3. Does it motivate a great deal of discussion among team members?
4. Does it ensure that members receive immediate, unambiguous, and meaningful feedback (preferably involving direct comparisons with the performance outputs from other teams)?
5. Does it provide explicit rewards for team performance?

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(Michaelsen, Knight, & Fink, 2004, p. 55)

Criteria for Effectiveness

- As designed, is the project too big for an individual to complete without help?
- Does the project take into account the different skills and experience team members bring to the project?
- Does the project schedule provide students with sufficient time?

(Fredrick, 2008, p. 446)

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