



UNIVERSITAT D'ANDORRA

## Syllabus: Teamwork

<b>Study Programme</b>	<b>Bàtxelor en Ciències de l'educació</b>
------------------------	---

<b>Module</b>	BCE1 M1 Escola, sistema educatiu i funció docent
<b>Seminar</b>	Teamwork (Treball en equip)
<b>Associated learning outcome</b>	BCE-T009-01 Desenvolupa les tasques associades al seu rol respectant les normes pròpies de l'equip
<b>Semester</b>	S1
<b>Teacher</b>	Nadia Azzouz
<b>E-mail</b>	<a href="mailto:nazzouz@uda.ad">nazzouz@uda.ad</a>
<b>Modality</b>	Face-to-face
<b>Language of instruction</b>	English

### 1. Description

This seminar is aimed to provide students with basic knowledge of teamwork strategies to be applied within their academic work. Throughout the course, students will be expected to engage efficiently in cooperative teamwork activities. As for the challenge, they will be expected to discuss in a critical way the impact of emerging technologies in teaching cooperative teamwork at school.

## 2. Content

- Topic 1. Team formation and management
- Topic 2. Cooperative learning: key concepts
- Topic 3. Team building
- Topic 4. Promoting social skills

## 3. Methodology

The Seminar includes theoretical content applied through practical activities in the classroom. Students will be asked to read and discuss basic elements of cooperative learning and apply them in their teams in order to successfully complete together the main assignment of Module 1.

By the end of this seminar, students should be able to:

- Identify basic elements and affordances of cooperative learning
- Use teamwork skills efficiently when working with their teams

## 4. Assessment

### 4.1. Continuous assessment

The learning outcome will be graded from 0 to 10 with a decimal number as follows:

<b>Competence</b> BCE-T009 - Poder treballar en equips interdisciplinaris i en xarxa.		
<b>Learning outcome</b> BCE-T009-01 Desenvolupa les tasques associades al seu rol respectant les normes pròpies de l'equip		
Descriptor	Learning evidence	Weighting
<b>Descriptor 1:</b> Shows a consistent level of teamwork skills	Individual participation in teamwork (see rubric below)	60%
<b>Descriptor 2:</b> Describes in a critical way the elements and affordances of cooperative learning in teamwork	Challenge resolution	40%

In order to properly show clear evidence for Descriptor 1, regular attendance is highly recommended.

The feedback will be provided in two moments:

- Mid-semester: 1st feedback (qualitative + numerical)
- End of semester: 2nd feedback (numerical)

The grade out of 10 will be the weighted average of the two descriptors, being 5/10 the minimum grade to pass the learning outcome. If the grade is under 5, students must take a final exam as described below.

#### **4.2. Final assessment**

The final assessment consists of a written exam that will be graded out of 10. The minimum grade to pass the exam will be 5/10.

### **5. Material**

#### **Basic bibliography**

- Johnson, D.W.; Johnson, R. (September 2017). *Cooperative Learning* [Conference presentation]. I Congreso Internacional Innovación Educación. Zaragoza.  
<https://calaix.uda.ad/index.php/s/nmMSyuiK5MOJdfp>
- We are teachers (n.d). *43 Awesome Team-Building Activities for Kids*.  
<https://www.weareteachers.com/team-building-games-and-activities/>

#### **Other bibliography**

- Johnson, D. W., & Johnson, R. (s.d). *Cooperative Learning*. Retrieved from:  
<http://www.co-operation.org/what-is-cooperative-learning>
- Johnson, D. W., & Johnson, R. (1999). *Learning together and alone: Cooperative, competitive, and individualistic learning (5th Ed.)*. Boston: Allyn & Bacon.
- Johnson, D. W. ; Johnson, R. T.; Johnson, E. (1984). *Cooperation in the classroom*. Minnesota: Interaction Book Company.

- Kagan, S. (1999). *Cooperative Learning*. Saint Clemens: Resources for Teachers, Inc.
- Kagan, S. & Kagan, M. (2009) *Kagan Cooperative Learning*. San Clemente, CA: Kagan Publishing,
- Slavin, R. E., Sharan, S., et al. (1985). *Learning to Cooperate, Cooperating to Learn*. Webb, C. i Schmuck, R. (Ed.). New York: Plenum Press.
- Team TVS (June 2012). *Cooperative vs Competitive Learning*. Interview to Dr. Roger Johnson. [Video] <https://urlzs.com/iCqbt>

## 6. Observations

The assessment will be based on the following rubric:

Levels	No evidence	Poor	Needs improvement	Satisfactory	Very good	Excellent
Descriptors	0	1	2	3	4	5
<b>Attendance</b>	-	I am often absent or late without telling the group.	I miss several meetings without telling the group.	I miss some meetings but tell the group in advance.	I rarely miss meetings and I am usually on time.	I attend all meetings on time.
<b>Compliance with individual role</b>	-	I rarely complete tasks for my role.	It is difficult for me to complete tasks and need many reminders.	I complete tasks but sometimes need help or reminders.	I complete most tasks with little support.	I always complete my tasks independently.
<b>Focus on Task</b>	-	I am almost always distracted.	I often lose focus and am easily distracted.	I am sometimes distracted but try to stay on task.	I am mostly focused with only small distractions.	I always stay focused and avoid distractions.
<b>Task achievement</b>	-	I rarely finish my assigned tasks.	I finish tasks but the quality is low.	I complete tasks but sometimes not very well.	I complete most tasks with good quality.	I complete all tasks at a high level.
<b>Communication skills</b>	-	I rarely communicate or listen to the group.	I talk and listen only a little and need help solving problems.	I communicate and listen but have problems solving issues.	I communicate well, listen, and solve problems with some help.	I communicate clearly, listen actively, and solve problems well with others.



Els continguts d'aquesta obra estan subjectes a una llicència de Reconeixement - No comercial - Sense obres derivades 3.0 de Creative Commons. Se'n permet la reproducció, distribució i comunicació pública sempre que se'n citi l'autor i no se'n faci un ús comercial. La llicència completa es pot consultar a: <http://creativecommons.org/licenses/by-nc-nd/3.0/es/legalcode>.