


# Team Learning



An illustration of a woman with pink hair, wearing a red blazer, holding a document and pointing upwards towards a large window. The window contains the text 'I am because we are'. The background is light yellow with various pink and red decorative elements like a flower, a wavy line, and abstract shapes.

I am  
because we  
are

# Social Interdependence Theory



When the actions and goals of individuals positively affect group achievement, students:

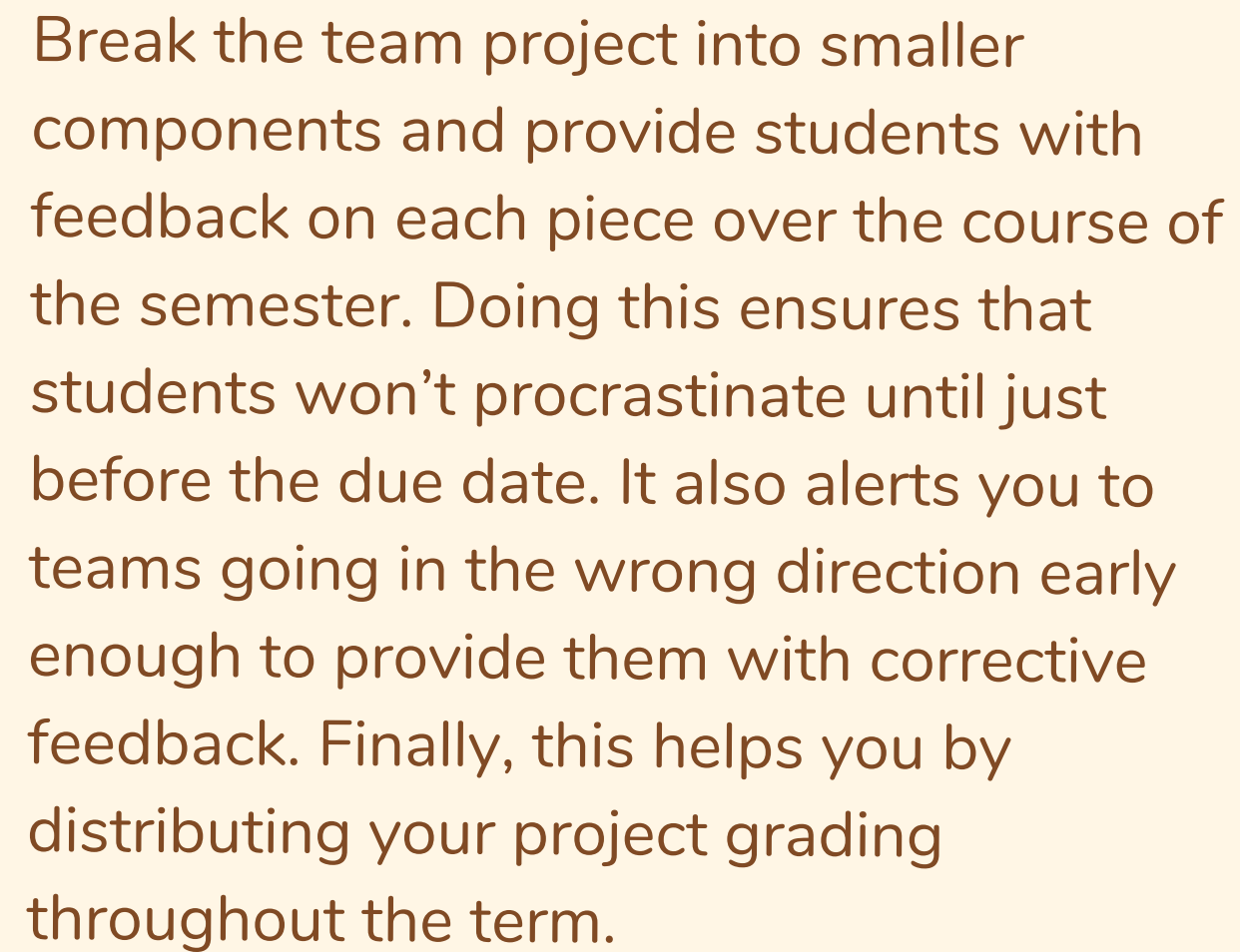
- Use higher-level reasoning skills more frequently.
- Are more accurate and creative when problem solving.
- Exhibit greater willingness to take on difficult tasks and persist.
- Experience more intrinsic motivation.
- Are better able to transfer learning from one situation to another.
- Spend more time on task

# Teaching Interdependence

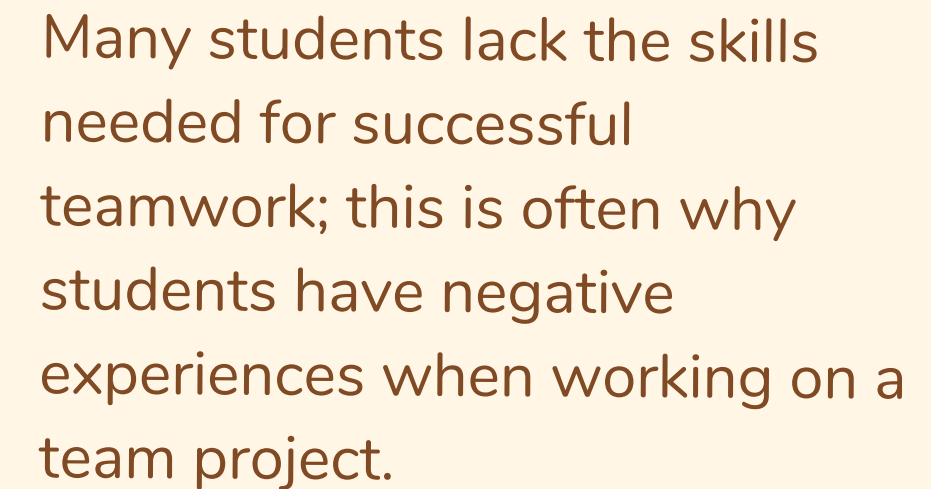


- Let your students know how you will be overseeing the assignment and clarify the extent to which you will provide support as they research and work together.
- Establish guidelines as to how and when they should contact you with questions if problems arise.

# Scaffolding Social Skills



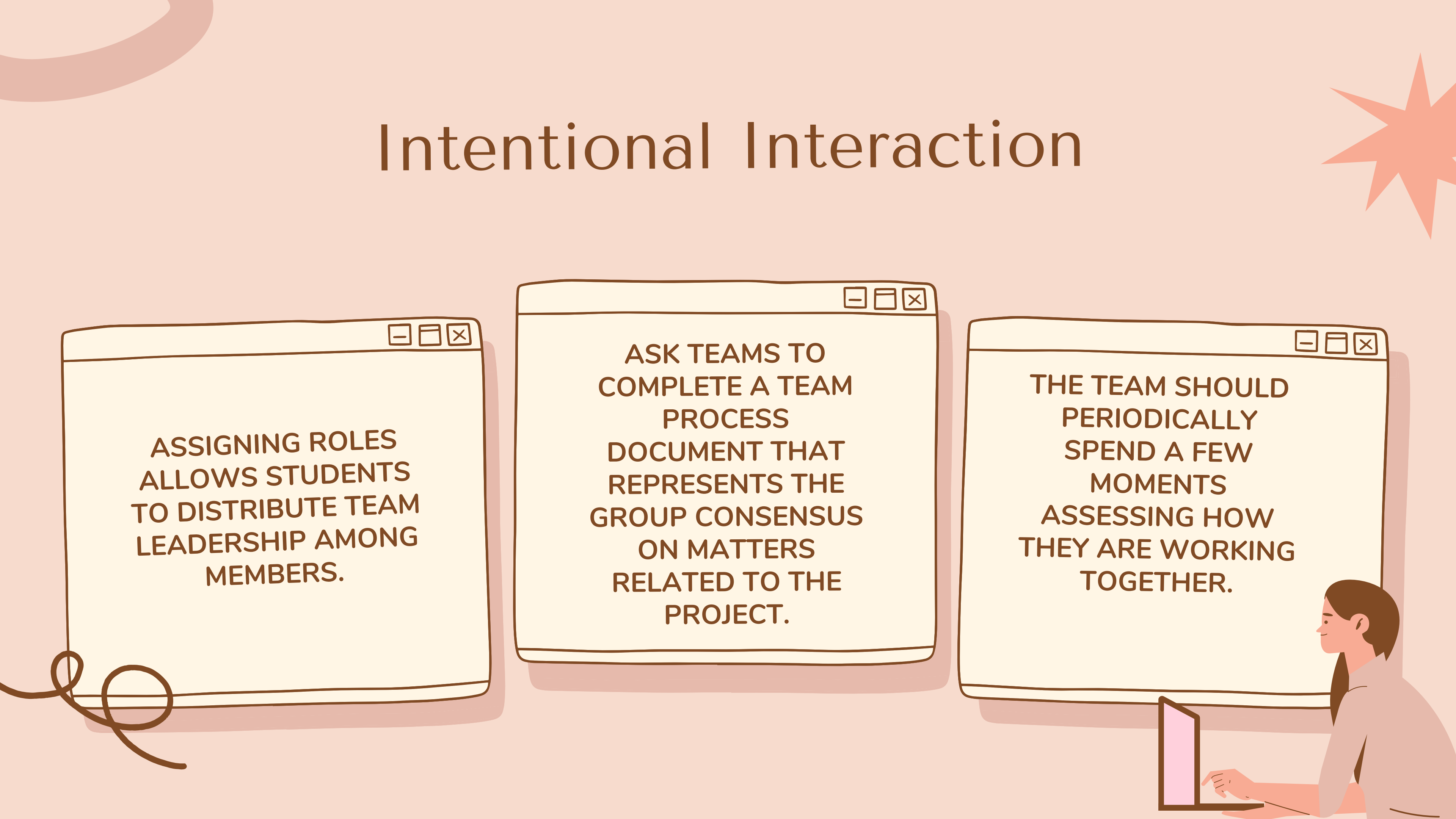
Break the team project into smaller components and provide students with feedback on each piece over the course of the semester. Doing this ensures that students won't procrastinate until just before the due date. It also alerts you to teams going in the wrong direction early enough to provide them with corrective feedback. Finally, this helps you by distributing your project grading throughout the term.



Many students lack the skills needed for successful teamwork; this is often why students have negative experiences when working on a team project.



# Intentional Interaction



ASSIGNING ROLES  
ALLOWS STUDENTS  
TO DISTRIBUTE TEAM  
LEADERSHIP AMONG  
MEMBERS.

ASK TEAMS TO  
COMPLETE A TEAM  
PROCESS  
DOCUMENT THAT  
REPRESENTS THE  
GROUP CONSENSUS  
ON MATTERS  
RELATED TO THE  
PROJECT.

THE TEAM SHOULD  
PERIODICALLY  
SPEND A FEW  
MOMENTS  
ASSESSING HOW  
THEY ARE WORKING  
TOGETHER.

# Recap



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## TEACH SOCIAL SKILLS

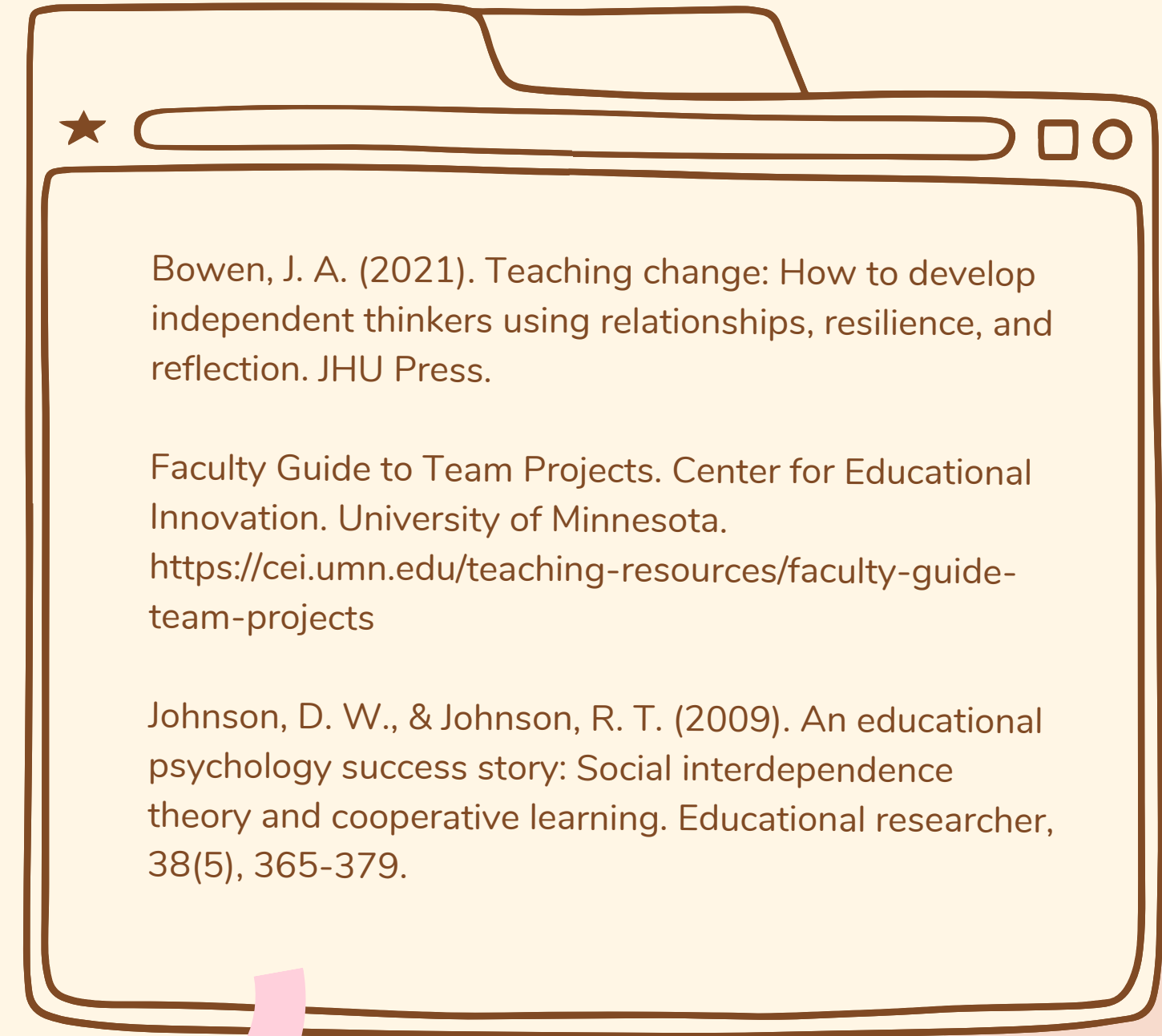
- Dedicate class time to community building
- Encourage students to plan communication strategies
- Emphasize the interdependence of individual and group goals

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## KEEP ASSESSMENT DYNAMIC

- Require students to assess one another (and themselves)
- Assess groups based on their joint performance and product

# Additional Resources





**For more guides,  
visit**



Center for  
Teaching and  
Learning  
Quinnipiac  
University