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# **Employers are demanding Teamwork or collaboration – are we assessing it, can we, should we?**

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# Outline

- What does teamwork/collaboration mean and how is it interpreted by employers?
- How can teamwork/collaboration be assessed?
- How is teamwork/ collaboration assessed in Cambridge IGCSE Global perspectives?
- What conclusions can be drawn from this?

# Introduction / Rationale

“A generation ago, teachers could expect that what they taught would last their students a lifetime. Today, because of rapid economic and social change, schools have to prepare students for jobs that have not yet been created, technologies that have not yet been invented and problems that we don’t yet know will arise.”  
Andreas Schleicher, OECD, 2011







# Working definitions

# The six facets of the collaborative process

## Social interdependence

When the outcome of individuals is affected by their own and others' actions. Positive interdependence is when individuals believe that they can achieve their goals if other individuals achieve their goals as well. Negative interdependence (or competition) is when individuals believe they can only achieve their goals if others fail. Implies a degree of synchronicity between group members, in that they are compelled to work together, and are thus motivated to do so (Johnson & Smith, 2007).

## Conflict resolution

Peer interaction promotes cognitive conflict by exposing discrepancies between peers' own and others' knowledge. The negotiation of conflicts of viewpoint is an important aspect of effective collaborative task design (Fawcett & Garton, 2005; Rosen, 2014).

## Introduction of new ideas

Related to conflict resolution, team members should be effective in offering solutions for the task at hand, which can then be negotiated (OECD, 2013).

## Sharing of resources

Part of the maintenance of the collaborative state. An effectively designed collaborative task should not be able to be solved by individual effort. Subsequently, resources should need to be pooled amongst team members (Brna, 1998).

## Cooperation/task division

Cooperation is a division of labour between group members. It occurs when a task is divided up into individually manageable subparts, which are subsequently constructed into a final outcome. Although this is conceptually different to collaboration, at a fine-grained level, all collaborative tasks have a degree of cooperation (Lai & Viering, 2012).

## Communication

Communication in a collaborative task comprises rich interactive features, of which only one is the speech (or text) produced by group members. During the collaborative task, communication acts to bring implicit thought to explicit explanation (Webb, 1991).

# Working definition

**Collaboration:** “The ability to learn from others; to understand and respect the needs, perspectives and actions of others (empathy); to understand, relate to and be sensitive to others (empathic leadership); to deal with conflicts in a group; and to facilitate collaborative and participatory problem solving.”

*Education for Sustainable Development Goals: learning objectives*

UNESCO 2017



What do employers mean by teamwork/collaboration?

# UNESCO definition vs Job requirements

UNESCO Definition	UK Police (level1)	UNESCO (all grades)	UK Civil service (lower grade)
Learn from others	Learn about stakeholders in other teams, organisations, and the community	Valuing others' ideas and expertise	Check understanding Listen to alternative perspectives and needs
Understand and respect the needs, perspectives and actions of others <b>EMPATHY</b>	Get to know others Engage with and learn from a diverse group	Build trust-based relationships	Get to know your colleagues Consider your own wellbeing and that of your colleagues
Understand, relate to and be sensitive to others <b>EMPATHIC LEADERSHIP</b>	Build rapport so that we can achieve shared goals	Build consensus Show respect and consideration for others	Build supportive relationships Responding sensitively Understand that bullying, harassment and discrimination are unacceptable
Deal with conflicts in a group			
Collaborative and participatory problem solving	Work cooperatively with others to get things done	Works proactively with others to identify solutions to issues	Proactively contribute to the work of the whole team
	willingly giving help and support to colleagues		Support others
			Ask for help when needed
			Remain open to taking on new and different roles

How can we assess teamwork/collaboration?



# Collaboration as process or outcome?

- Outcome = the **final product** takes precedence over the means to achieve the goal
  - Need to define before and after
  - Task needs to encourage collaborative process
- Process = How well the **collaborative state** is maintained and progressed over the task

# Group or individual?

- Group
  - Obscures individual performance
  - Assessment usually judges the individual
  - Continuous assessment or end point?
- Individual
  - Task = competition
  - Contribution may change over time
  - Who can/ should assess? Is personal reflection valid

# Setting the task

- Task is of **Sufficient complexity**
- Task is **ill-structured**
- Task Instils **conflict/debate** within the group
- Task **motivates** the group to work together



# Assessment of teamwork in Cambridge IGCSE Global Perspectives©

# Team Element - Cambridge IGCSE Global Perspectives 0457

- Candidates submit as a team one Explanation of Research and Planning and one Evidence of Action.
- Each team member receives the **same mark** for the Explanation of Research and Planning.
- Each team member receives the **same mark** for the Evidence of Action.
- Each team member receives **the same** mark for their collaboration.
- Each candidate receives an **individual** mark for their collaboration.

# Global perspectives Component 3 Team Project

- Internally assessed and externally moderated by Cambridge International.
- Candidates are assessed on the skills of research, analysis, evaluation, reflection, communication and collaboration.
- The team (2-5 members) selects a topic from the topic list (approx. 20)
- Each team produces:
  - Explanation of Research and Planning
  - Evidence of Action.
- Each individual in the team produces
  - Reflective Paper.



# Assessment objectives

## **AO2 reflection (individual)**

- Consider different perspectives objectively and with empathy
- Justify personal perspective(s) using evidence and reasoning
- Consider how research, engagement with different perspectives and working as part of a team have influenced personal learning

## **AO3 Communication and collaboration (individual and team)**

- Select and present relevant arguments, evidence and perspectives clearly and with structure
- Present research and include citations and references
- Contribute to the team project

UNESCO definition	Global perspectives AO2 Reflection AO3 Communication & collaboration
Learn from others	Consider how research, engagement with different perspectives and working as part of a team have influenced learning
Understand and respect the needs, perspectives and actions of others <b>EMPATHY</b>	Consider different perspectives objectively and with empathy
Understand, relate to and be sensitive to others <b>EMPATHIC LEADERSHIP</b>	Dividing tasks between team members and recognising all members' contributions
Deal with conflicts in a group	
Collaborative and participatory problem solving	Sharing and developing ideas Agreeing targets and deadlines Solving problems Contribute to the team project
	Clear communication

# The role of the teacher

Teachers should **observe candidates working in teams** throughout the process of planning and carrying out the Team Project. They should also engage in discussions with candidates, asking targeted questions.

This will help teachers assess how well candidates have collaborated, including resolving challenges and disagreements.

# Conclusions



# Findings & Conclusions

- Teamwork/collaboration can be assessed at both group and individual level and can include a personal reflection
- It is possible to assess both collaborative process (state) and the outcome
- Continuous/repeated assessment is crucial to evaluating the collaborative state
- The teacher plays a key role
- Task needs to be designed to encourage collaboration

# Final thoughts

- When should we begin to teach transversal skills?
- Should transversal skills be taught separately or incorporated into existing syllabuses?
- Do any transversal skills naturally correlate with specific subjects?
- Should we formally assess a range of transversal skills at key points?
- How can we assure a mix of transversal skills are formally assessed?

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