

TEAMWORK: BEST PRACTICES



Best practices to help facilitate team effectiveness are establishing a compelling direction, challenging the status quo, encouraging self-goal setting and self-observation among team members, determining team decision-making authority, establishing team norms, managing team boundaries and performance expectations, and reviewing and modifying strategies for maximizing team performance.

Hughes, R.L. & Jones, S.S. (2011). Developing and assessing college student teamwork skills. New Directions for Institutional Research, 149, 53-64.

Informative assessment of students' teamwork skills needs to focus on the teamwork process, rather than on the end product. It is not enough to give students a team assignment and then only score their final product for accuracy. The quality of the teamwork process must also be assessed. Effective learning takes place when students have an opportunity to practice, receive feedback, and then try again. Therefore, students developing their teamwork skills must receive feedback about the quality of those skills.

Wiggins, G. Educative Assessment: Designing Assessments to Improve Student Performance. San Francisco: Jossey-Bass, 1998.



In order for assessment to be valid, it must be directly aligned to the unit objectives. Constructive alignment ensures that the assessment supports the students' understanding and development of process skills. Assessing only content may lead to conflict over grade aspirations by individuals within teams, so it is important to also assess the process skills behind the final product.

Riebe, L., Roepen, D., Santarelli, B., & Marchioro, G. (2010). Teamwork: effectively teaching an employability skill. Education + Training, 52 (6/7) 528-539.