

Teamwork: how can it be characterized?

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There is an important trend in education to make students work (and learn) in groups. Research has analyzed the effectiveness of cooperative learning with respect to academic performance. There is a lot of empirical support in favor of cooperative learning as an important contributor for higher academic achievement [1][2][3].

On one hand, several works are interested on how the dynamics of the group (equitable, group dominated by one individual...) may impact academic achievements of its members [4]. On the other hand, the attitude of a student may highly impact the dynamics of the group and so academic performance. Therefore, for a teacher that makes students work in groups, it can be interesting to track their dynamics and students attitude so that she/he may better understand their academic performance and make decisions.

Moreover, effective teamwork skills are seen by organizations as one of the most important professional competencies for students to acquire [5]. Teachers should not only assess academic performance of each student but also her/his contribution to the dynamics of the group. However, few works propose tools to help teachers keep track of these dynamics. Such a tool should allow teachers to track events that characterize one or several aspects of teamwork and, depending on them, decide about effective teamwork of the group.

The goal of this work is to propose a tool-based rubric to be used by teachers to keep track of teamwork on their class. The scope of the work will be twofold :

1. to do a literature review of existing rubrics characterizing teamwork to give the tool a scientific foundation,
2. to develop a PoC ("Proof of Concept") based on the conclusions of the literature review. The PoC should use mobile technologies so that teachers can use it while observing students work.

The starting point will be two existing teamwork rubrics: TeamUp' [7] and Q-Team [8].

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