

Learning in Teams: Collaboratively Guiding the Journey



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Learning in teams offers unique benefits to understand and address contemporary, global, and local challenges through effective and thoughtful learning journeys. However, learning in teams is not always thoroughly planned or effectively delivered. In trying to better understand what processes support or hinder effective and innovative learning in teams, a group of researchers and practitioners explored what works and what needs to be improved in the context of one Canadian university. This article highlights the key findings from this study and offers readers strategies to support effective, innovative, and collaborative learning in teams.

L'apprentissage en équipe, effectué au moyen de parcours efficaces et bien pensés, est tout particulièrement utile pour trouver des solutions aux problèmes actuels à l'échelle mondiale et locale. Toutefois, ce type d'apprentissage présente parfois des lacunes en matière de préparation et d'exécution. Dans le contexte d'une université canadienne, une équipe de chercheurs et de praticiens ont œuvré à faire la part entre ce qui fonctionne et ce qui ne fonctionne pas, de manière à savoir quels processus sont efficaces – ou non – pour obtenir un apprentissage en équipe efficace et novateur. Dans notre article, nous présentons donc les principaux résultats de cette étude et nous proposons des stratégies pour un apprentissage en équipe efficace, novateur et collaboratif.

Research shows that learning in teams can be an effective way to embed concepts; promote cooperation and work ethic; develop problem solving, conflict resolution, interpersonal communication, collaboration and project management skills; build self-reflection; facilitate active learning; and promote successful outcomes (Baker, 2008; Hart & Associates, 2010; Oakley, Brent, Felder, & Elhadj, 2004, O'Neill, & Salas, 2018; Willey & Gardner, 2009). Teamwork can provide a mechanism for learners to apply course concepts to real life and personal and professional experiences as they work together as members of a team (Hassanien, 2008). Further, teams can also model concepts of citizenship and respect for diversity and inclusion. However, when students are assigned team-based assignments and activities, and then assessed, effective teams do not automatically emerge.

Effective environments for learning in teams must be thoughtfully designed and specifically supported. Additionally, effective learning in teams ensures that team process, as well as the project outcome, are both considered and assessed. Many of our social problems are incredibly complex and they require multiple voices, concepts, and perspectives to be highlighted. Hence, providing space for dialogue and purpose for a team can be a powerful teaching modality that can promote lasting learning. Drawing on new insights from recent research, this article highlights findings that suggest mechanisms to maximize learning in teams.

While learning in teams has been used within Royal Roads University (RRU) for many years, many learning innovations have occurred to strengthen learning and teaching overall at the institution, including learning in team-based contexts. Therefore,

this was an optimal time to explore the efficacy of the approach in more detail. This action-oriented research project sought to improve processes to support learners as they build their team and collaboration skills by identifying how and when learning in teams happened, what supported it, and what challenges arose. The research team consisted of faculty, team coaches, and instructional designers. The researchers explored what was working well, what could be improved, how learning in teams was integrated into programs, how team processes and team assessments were designed, delivered and fostered, and how conflicts arose and were resolved in teams. This was done through a literature review, surveys, interviews, workshops, and focus groups.

This article refers to learning in teams as distinct from the specific “team-based learning” process highlighted by Michaelson and Sweet (2008) and others. The wider term is used here in reference to a broader perspective of learning in a team-based environment. To further the collective understanding of learning in teams, this article outlines the findings from this research project that illustrate the efficacy of team-based processes, and bring the challenges to the surface in order to provide space for readers to reflect on their own experiences of embedding team processes into their curricula.

To frame the findings, analysis, and reflections, the research team incorporates the themes from the Society for Teaching and Learning in Higher Education (2019) conference stream: mind, wisdom, and engagement. This correlates with the well-used process; “what”, “so what”, “now what” (Kolb, & Fry, 1975). In this chapter, the findings, analysis, and reflections align in the following manner: *mind* is a platform to discuss what the main question is; *wisdom* is a framework to ask why this is relevant (i.e., so what); and *engagement* is a space to discuss the “now what” and explore possible implications and next steps.

Research Question (Mind – What?)

Mind is a useful metaphor for outlining the context for learning in teams in the greater education system research in this field. *Mind* highlights the space for inquiry and discovery and is grounded within the overarching question of *what* is relevant in this space? This section outlines the context in which the university sits and their approach to teaching and learning (including learning in teams), and a review of the literature. This context helped us understand what works and what needs to be improved to ensure effective team-based processes.

Context

This research endeavour was grounded and framed within the context of Royal Roads University (RRU) and the Learning, Teaching, and Research Model (LTRM) that both recognizes and embraces learning in teams (RRU, 2019). This LTRM framework is defined by three distinct domains:

1. Applied and authentic,
2. Caring and community-based, and
3. Transformational.

Figure 1 shows the three domains of the LTRM and the specific elements that are associated with each. The LTRM domains are interdependent and interrelated but are distinct in their learning areas.

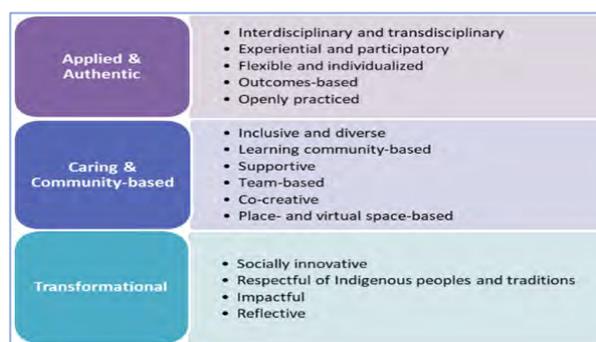


Figure 1

The three domains of the LTRM and the specific elements that are associated with each (RRU, 2019).

The intention of the research project was to initiate and further a dialogue focused on a team-based approach to learning, known to be an important skill in complex environments. This project invited a process of collaboration with the larger RRU community and intended to engage stakeholders in a centralized conversation reflecting on how the University supports learning in teams, while also exploring areas for growth and development. Since RRU's commencement in 1995, a focus on learning in teams has been paramount, including the practice of team coaching as a pivotal support mechanism.

This article highlights ways to engage learners and teachers in a collaborative journey that encourages creativity and innovation. In the guidance provided in this chapter, the group of scholars/practitioners examined how teamwork can be utilized as a mechanism and modality for both impactful and transformational learning and teaching. Further attention was also paid to the value of the expertise of instructional designers, program staff, instructors, and team coaches in examining what may assist or hinder learning in teams.

Drawing on both traditional and non-traditional approaches, mixed methods were utilized in the data gathering process, with a diverse range of participants from the RRU community. A review of the literature was conducted to accompany the extensive data collection. The findings speak to the benefits that learning in teams offers across both the teaching and learning environment, while recognizing the full integration of the LTRM in curriculum delivery. Particularly noteworthy, this team-based model is situated within a community design where most programs follow a cohort model of engagement. This means that most teams know each other from more than one shared class. In examining possible enhancement of learning in teams, several challenges were identified. These included:

1. Consistent implementation of appropriate placement of team learning processes and assessment across programs and courses within programs.
2. Effective communication of team resources for students and instructors.

3. Training to support instructors and staff in learning in teams.
4. Social loafing, uneven work distribution, and destructive conflict.

Such discoveries were also consistent with a review of relevant literature. It was agreed that expanding resources to faculty and staff, in addition to curriculum design support, could mitigate such concerns.

This action-oriented research project also built on Kolb's Experiential Learning Cycle (1984) suggesting the significance of reflection and action on the internal processes of the University. More specifically, this project examined how RRU endorses and supports learning in teams through a variety of mechanisms at both the macro (across the University) and micro (specific courses) levels. With the intention of developing a better understanding of learning in teams within the context of the LTRM, the research team considered both the strengths and potential areas of growth based on both the knowledge and experiential learning contained within the RRU community.

Literature Review

The literature review focused on academic articles from the last two decades that explored the benefits and challenges of team-based learning, success factors for teamwork, managing group and individual expectations, managing intra-team conflict, the role and importance of communication in teams, team formation, and team assessments. Across these areas, the following aspects were noted as critical in the design and implementation of learning in teams in higher education:

1. Thoughtful and meaningful design.
2. Team building and teaching of team skills.
3. Team tools (for example, team agreements and contracts).
4. Communication and conflict resolution skills.
5. Assessing both team process and team deliverable.

There is a rich body of literature exploring the benefits and detriments of team-based and collaborative work, both within education and industry. The dominant consensus across a range of literature suggests that effective learning in teams can improve work ethic, increase problem solving skills, develop conflict resolution skills, increase the diversity of contributing ideas, build interpersonal skills, foster good communication and collaboration, and teach project management (Baker, 2008; Oakley, Felder, Brent, & Elhajj, 2004, Hart & Associates, 2010; Jackson et al., 2014; Willey & Gardner, 2009). Teamwork is ubiquitous across multiple spaces, but meaningful, tailored, and appropriate design is important for ensuring quality relationships and outcomes across diverse people (Lane, 2008; Oakley et al., 2004; Volkov & Volkov, 2015). Teamwork needs to be carefully designed, facilitated, and incorporated where it is most meaningful (Van den Bossche Gijsselaers, Segers, & Kirschner, 2006; Neil & DeFranco, 2015).

Within tertiary education, learning in teams is used for a variety of processes and for various reasons. Regardless, it builds on interpersonal communication in small groups in ways that other educative processes do not (Michaelsen & Sweet, 2008). This is critical to learning in teams because “group work is central to exposing students to and improving their ability to apply course content...the vast majority of class time is used for group work...[and it] typically involve[s] multiple group assignments that are designed to improve learning and promote the development of self managed learning teams” (p.7).

On the other hand, there are several pitfalls for learning in teams. In general, students resist team learning if they had previous negative experiences of teams and if they experienced unequal distribution of workload within teams (Burdett & Hastie, 2009; Chang & Kang, 2016; Morris, 2016). McKendall (2000) notes that teams function successfully if team processes are attended to and if team members manage team problems as they arise. According to Mennenga (2015), countering negative attitudes can be done by informing students of the rationale for

team learning as well as the goals or course outcomes.

Matthieu and Rapp (2010) suggest that teams must take time early in a team’s life cycle to establish strategies to maximise success. Several studies note that teams are more likely to succeed if early team building exercises focus on identifying strengths and weaknesses, as well as supporting success while providing ongoing assessment to keep teams on track (Brindley, Walti, & Blaschke, 2009; Coll, Rochera, de Gispert, & Díaz-Barriga, 2013; Palsolé & Awalt, 2008; Tuckman & Jensen, 1977). Students have identified that being exposed to different knowledge and skills from other group members is in itself beneficial (Bruffee, 1999; Chang & Kang, 2016; Stahl et al., 2010).

Moreover, several themes emerge when looking at ways to ensure ongoing success of teams. Team processes and team tools support team success (Watson, Johnson, Zgourides, 2002; Ekblaw, 2016; Baker, 2008; Kemery & Stickney, 2014; Oakley et al., 2004). Notably, one theme in the literature focuses on the importance of psychological safety as a prominent variable that influences the performance of teams (O’Neill & Salas, 2018, Edmondson, 1999). Additionally, there are specific tools that instructors can use to support team effectiveness through focus and team training. O’Neil et al (2017) suggest that “team training can have a substantial impact on student team functioning” (p.272). As an example, team contracts offer multiple benefits, particularly in students’ words, including building relevant expectations, team cohesion, and pre-empting problems (Messersmith, 2015; Hu, 2015; Oakley et al., 2004; Balan, Clark, & Restall, 2015).

As with any process involving interpersonal communication, conflict is inevitable in team settings. While destructive conflict needs to be mitigated, there is a benefit in positive conflict. With the appropriate skills, positive conflict can be used to leverage learning from different viewpoints, thereby providing opportunities for evaluation, analysis, argumentation, and negotiation between students (Azmitia, 2000; Clark et al., 2003; Gokhale, 1995; Roschelle & Teasley, 1995). Dillenbourg et al. (1995, Fawcett and

Garton (2005) and Howe and Mercer (2007) all found that various social talk and other interactions that occur within team work supported the development of communication skills through articulating one's ideas, taking different perspectives, negotiating actions, navigating conflict, and constructing shared understanding. In contrast, destructive conflict perpetuates dysfunctional teams (Santos & Passos, 2013) and may lead to longer term negative consequences for students.

Communication and conflict resolution skills are developed through teamwork activities (Riebe et al., 2010; Scott-Ladd & Chan, 2008) and teamwork training (O'Neil et al., 2017). Teamwork also provides opportunities for individuals in teams to learn, develop, and expand communication skills, including turn taking, listening, allowing partners "think time", providing feedback, and offering support and encouragement.

Lastly, assessment emerges as a theme in the literature on learning in teams in higher education. Many authors support the notion that assessment should include both process and outcomes to ensure effective learning and maximise the benefits of learning in teams (Delaney et al., 2013).

Relevance of Research Findings (Wisdom – So What?)

Wisdom acts as a metaphor for understanding why it is important to ask questions about learning in teams. The metaphor asks: "so what?" and "Why is the research important?" As such, the following section outlines the research methodology, the findings, and the discussion.

Research Methodology

The overarching goal of the research was to better understand how learning in teams works across RRU and to explore what was working and what could be improved. As stated earlier, the purpose of this article is to share the findings about the benefits of learning in teams, the University's unique proposition regarding team-based learning, and to recommend

improvements for this form of learning within RRU and beyond. The research methodology was approved by the Royal Roads University Ethics Review Board prior to the research beginning. The researchers believed the study was needed because the newly implemented RRU's Learning, Teaching, and Research Model (LTRM) embraces learning in teams, and several processes have been implemented to improve learning in teams. While previous research was done on the model (Parady, 2015), a more up-to-date exploration was needed, not least because learning in teams is a necessary skill in the modern workforce.

The primary research question examined strategies to maximize the benefits of learning in teams and minimize struggles, drawing on Kolb's Experiential Learning Cycle (1984). To better understand this, the sub-research questions included:

1. How do different programs intentionally weave learning in teams into programs?
2. How do instructors use learning in teams within the classroom?
3. How do instructional designers support faculty to maximize learning in teams?
4. How can assessments and assignments be designed with purpose?
5. How can team coaches and instructors mitigate conflict that arise within teams?
6. How can team coaches support optimization of team processes?

To allow the findings from the research to inform change and improvement to programming, this research project adhered to a mixed-method, action-oriented design (Creswell, 2013; Reason & Bradbury, 2008). As noted earlier, several data collection methods were utilized to ensure effective data triangulation. The research began with a workshop canvassing the University community, as well as a wider post-secondary audience to explore key issues, concerns, and successes of learning in teams. A comprehensive literature review was conducted to lay the foundation for the use of learning in teams in

education and in industry and to distil key tensions and elements of success.

An anonymous online survey (Appendix A) of the University community was sent to core faculty, associate faculty, and staff (including learning technologists, program staff, instructional designers, and team coaches). Sixty diverse respondents submitted complete surveys. Data was analysed and coded manually by the research team, and then a data analysis workshop was held to contrast codes, themes, and findings. Interview questions were developed from this analysis. Six key individuals with unique expertise and perspectives on learning in teams (identified by the engagement with team-based resources over time and representing a diversity of perspectives on the role and function of learning in teams) were invited to complete interviews based on emergent themes from the surveys. The interview data were analysed manually and individually by the research team and then codes and themes were consolidated during a data analysis workshop. Based on these themes and remaining questions from the surveys and interviews, a set of themed questions were developed to pose in an interview matrix with twelve participants. Participants identified themselves as being interested in participating in further research within the survey and were available at the time of the session. Although this was a relatively small sample, it provided rich data and achieved data saturation. This was analysed in the same way and during a final research analysis workshop the analysis was combined, and key findings were highlighted.

Findings

As noted in the previous section, research participants included core faculty, associate faculty, and staff (including learning technologists, program staff, instructional designers, and team coaches). Overall, it was noted that a key driver of effective learning in teams is an institutional commitment to an intentional and systematic approach as illustrated in the robust LTRM of this University. RRU has largely adopted a community cohort model across most programs. This provides a unique opportunity to

explore the consistency of learning in teams. As such, respondents noted that it was useful to map and design how and when team skills, activities, assignments, and assessments were included across courses in a program. Furthering that, reference was made to the effectiveness of instructors, program heads, instructional designers, and team coaches' collaboration supporting the scaffolding of appropriate skills and activities across courses in a program. It was articulated that continued development and support from the instructional design team around assessing team process, developing complex assignments, and ensuring team activities and assignments were meaningful with real world applicability, added to successful team learning.

RRU has the unique opportunity to be able to draw on a service of coaches who are dedicated to coaching student teams. This service was highlighted as crucial to supporting team success at this institution as team coaches provide guidance with team skills, coach teams on innovation and social development, and are a part of the design team ensuring key elements are included appropriately and connected back to program learning outcomes.

Participants highlighted the essential value of learning in teams, including honouring diversity, creativity, innovation, and respect. These all align with a learning model that is collaborative and promotes a sense of community.

Once no new codes or themes emerged from new data, it was clear that data collection had achieved data saturation. Across data collection methods, participants focused on the following five emergent themes regarding team skills that are required to ensure successful team learning:

1. Teams that build a sense of psychological safety are more willing to step out of their comfort zone, demonstrate true collaboration, embrace diversity, and result in more innovation. Ensuring students are provided with the tools and structures to build safety in the team and cohort community are key to strong learning environments.

2. Taking time to develop team agreements, clarifying team objectives, and team processes, are essential to success.
3. Team activities to promote inclusivity versus individuality are needed.
4. Intentional team formation, including the consideration of a timeframe that supports the maturation of a team to ensure team learning, is essential to success.
5. Additional concrete tools designed to support the navigation of teamwork beyond team agreements include a) formative assessment through team coaching sessions, and b) assessment tools like those offered by Individual Team Performance (ITP) Metrics (ITP metrics is a Canadian based research lab located in the University of Calgary dedicated to creating value in supporting teams).

Several themes about the challenges of teamwork for students were identified and include identifying and managing conflicts, social loafing, apathy around commitment and priorities, and embracing diversity in learning and knowledge skills. It was noted that while team coaches can and do address team conflict, this responsibility needs to be shared by instructors. Early intervention is encouraged. Furthermore, a variety of data indicated that in order to have successful teamwork, it is necessary to ensure adequate training for instructors, instructional designers, and team coaches regarding structure, key elements, and how to effectively measure team process. It was also noted that a repository for tools to enhance teamwork and outline structure for learning in teams would be valuable for faculty and students, as would enhancing communication of existing resources.

Discussion

The research findings align with the literature, highlighting that for learning to be rewarding, teamwork requires careful consideration of design, facilitation, and integration where it is most meaningful. Support and guidance is needed for

successful team learning where students and instructors develop the appropriate team skills. Thus, it is important to focus on the innovative framework, as outlined in the LTRM, in order to provide the platforms for students' skills to be enhanced and success to be achieved through learning in teams.

In addition, the research findings support the notion that for team learning to be transformative, collaborative, community-based, supportive, and innovative, it requires supportive processes and practices. The data collected align with the need to bring focus and intentionality to the design, planning across courses, and integration of tools (for instance, ITP metrics, initial team workshops, communication across departments to ensure support for teams, team charters, team meetings/check ins, team conflict management, peer evaluation and feedback) to ensure that students develop the foundation needed for meaningful learning to occur.

As students develop collaboration skills such as communication, negotiation, and conflict management, they are honing transferable abilities that have applicability in the workplace, as well as in addressing complex real-world concerns. Learning in teams can be likened to a learning community. Therefore, once students develop the requisite skills to work with others, they can utilize these skills in their future workplace, thus strengthening the overall collaborative ethos. Furthermore, when coaching support is offered to students to consolidate their learning within the team context, students report that their experience of teamwork becomes more rewarding and they can relate to its benefits and potential. This coaching can be offered by a dedicated team coach, as at RRU, or by an instructor in the absence of a team coach.

Despite apathy, lack of motivation, and social loafing as major hindrances to effective teamwork, the structure of a high-performing team can positively encourage students to build skills needed to deal with conflict and push their personal and professional limits. Through building strong foundations, students can be "coached" to be open to hearing diverse ideas, approaches, and opinions

that will support innovation and creativity, all things required to deal with complex real-world challenges.

Overall, the research supports the idea that learning in teams provides innovative, generative, and collaborative approaches by focusing on intentional skill development. Furthermore, a combination of clarifying students' expectations about teamwork and equipping instructors with the necessary skills to guide teamwork will result in more purposeful and effective team learning experiences.

Engagement – Reflection (Now what?)

Engagement provides a literal metaphor for a space to discuss how these findings can be utilised beyond the research study and engaged by the reader. This links to the 'now what?' section of this article. The following section outlines ideas for implementation, reflections and concluding thoughts.

Ideas for Implementation

Moving forward, it is important to ensure students' team-based skills are in line with evidence-based approaches, current academic and industry requirements, as well as institutional values.

Based on the research findings, the following insights about the mechanisms to enhance team success were garnered:

1. When and how learning in teams is incorporated into a program should be mapped.
2. Relevant training is required for instructors, instructional designers, and team coaches.
3. Learners need to be provided with tools and processes to enhance collaboration.
4. Intra-team communication needs to be explicit and agreed upon.
5. Challenges that teams are known to regularly encounter, for example, social loafing, uneven contribution, interpersonal conflicts, should be identified early and addressed appropriately.

Therefore, before learning in teams is implemented, a comprehensive preparation stage needs to be planned out and then enacted. Rather than allowing a haphazard unfolding of student teams in an academic setting, careful thought and consideration must prelude the design and integration of learning in teams. When learning in teams is embraced by those using it, everyone (instructors, instructional designers, students, program staff, and team coaches) needs to be aligned in the approaches and processes associated with building successful student teams. This ensures consistency in the messaging, expectations, and implementation of learning in teams, as well as bolsters confidence for all involved in the team-based learning endeavour.

Further research on understanding the role and impact of team-based learning within RRU is planned. Stakeholders including current students, alumni, and other relevant partners will be asked for their insights on:

1. Effective approaches to address social loafing/free riding.
2. Management of conflict on teams.
3. Level of transfer of team competencies into the workplace.
4. Exploration of barriers that prevent students and faculty from accessing team coaching support.
5. Creation and development of team process assessment.

Reflections

This article is intended for all who support learning in teams in the higher educational context, including (but not limited to) instructors, program staff, instructional designers, and team coaches. The following questions invite you to reflect on your support role for students in their teamwork journey:

- a. What aspect of learning in teams do you need to better understand in order to be more effective as an instructor, team coach, or other?

- b. What support do you need as an instructor, team coach, or other to better guide learning in teams in your course? To whom can you go in order to acquire this support?
- c. What design elements can you consider to strengthen learning in teams in your course and/or program?
- d. How could you further modify team assignments to ensure complexity and real-world applicability?
- e. How can you assess the team process as well as the team deliverable?

Concluding Thoughts

The importance of ensuring students' team-based skills are in line with evidence-based approaches, current academic and industry requirements, and institutional values is recommended as a guiding focus. From the perspectives of *mind*, *wisdom*, and *engagement*, this article highlights the validity and efficacy of team-based processes, while exploring insights gained from examining challenges as a method for developing future learning.

The discussion of intentional program design is also of significance in this research. An important aspect in future conversations about learning in teams may be the option of integrating team coaches more thoroughly into students' academic pursuits. If learning in teams is a pillar to engage students and instructors in effective and thoughtful learning journeys, then the determination of processes should flow from this. Furthermore, creating opportunities for reflection may provide space for contemplating the development and support required for increased knowledge about learning in teams. From a broader and forward-thinking perspective, further research into this domain holds an abundance of possibilities to enhance the learning and teaching experiences of many.

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Biographies

Kathleen Manion is an Associate Professor at Royal Roads University. As a scholar-practitioner she is interested in bridging the gap between practitioner experiential knowledge, academic theory, and policy objectives in teaching and research.

Trish Dyck is a Team Coach at Royal Roads University. As a twenty-five-year veteran of facilitation in leadership, personal development and team building training she brings humour, mindfulness, reflectivity, and a growth mindset.

Nooreen Shah-Preusser is a Team Coach at Royal Roads University. With a multidisciplinary academic background and over 30 years of professional experience, she brings rich diversity to coaching and facilitation to support students.

Susan Thackeray is an Associate Faculty/Team Coach at Royal Roads University. With a focus on revitalizing conversations, her leadership and coaching draw on reflectivity, team-based learning, ethical space, narrative and appreciative inquiry.

Sophia Palahicky is Associate Director, Centre for Teaching and Educational Technologies, Royal Roads University. Dr. Palahicky is currently associate faculty at RRU and teaches for the School of Education and Technology.

Appendix A: Survey

Reflecting on Team-Based Learning: Living our Model

You are invited to participate in a brief online survey as part of a research project exploring the effectiveness of team-based learning as outlined in the Royal Roads Learning and Teaching Model.

Survey Questions

1 *1. What is your role here at Royal Roads University?

Please choose...

Comment:

2 *2. How long have you been working with Royal Roads University?

less than 1 year

1 - 3 years

3-5 years

5-10 years

longer than 10 years

Other

3 3. What School(s) have you worked with in the last two years?

School of Tourism and Hospitality

School of Humanitarian Studies

School of Business

School of Education and Technology

School of Culture and Communication

College of Interdisciplinary Studies

School of Environment and Sustainability

School of Leadership

Professional and Continuing Studies

Other

4 *4. According to the Learning and Teaching Model, "The applied, professional focus of the programs at RRU underscores the importance of teaching effective team skills that have direct application in the workplace...As well, Fink notes that effective team learning is an intentional instructional strategy that encourages the development of high-performing learning teams engaged in specific and significant learning tasks...Team-based learning takes many forms at RRU from engagement in formalized, authentic activities like case competitions, leadership challenges, and action research inquiry labs to less formal, smaller scale activities like online discussions to collaborative papers" (LTM, 2015). Overall to what degree do you think RRU is accomplishing the above objectives about team-based learning as outlined in the Learning and Teaching Model (LTM)?

To what degree is RRU accomplishing the team-based learning objectives as outlined in the LTM? Please choose...

<p>7 *5. Based on your role, how well are you integrating and implementing team-based learning?</p>	<p>Based on your role, how well are you integrating and implementing team-based learning? <input type="text" value="Please choose.."/></p>
<p>5 *6. What elements of team-based learning, as outlined in the LTM, do you incorporate in the work you do with students at RRU?</p>	<p>Intentional design for team learning in programs <input type="text" value="Please choose.."/></p> <p>Focus on developing skills for direct application in the workplace <input type="text" value="Please choose.."/></p> <p>Create time/space to develop high performing teams <input type="text" value="Please choose.."/></p> <p>Designing specific and significant learning tasks within courses <input type="text" value="Please choose.."/></p> <p>Instruction of team learning within a course <input type="text" value="Please choose.."/></p> <p>Use case competitions <input type="text" value="Please choose.."/></p> <p>Use leadership challenges <input type="text" value="Please choose.."/></p> <p>Use action research inquiry labs <input type="text" value="Please choose.."/></p> <p>Facilitate team online learning activities <input type="text" value="Please choose.."/></p> <p>Provide teams with the opportunity to build collaborative papers <input type="text" value="Please choose.."/></p>
<p>8 *7. Specifically, what are you doing to implement and integrate team-based learning?</p>	<p><input type="checkbox"/> Instructing student teams in the classroom</p> <p><input type="checkbox"/> Team assignment design</p> <p><input type="checkbox"/> Team assessment to measure outcome</p> <p><input type="checkbox"/> Team assessment to measure team process</p> <p><input type="checkbox"/> Training or developing student teams to become and continue being high performing</p> <p><input type="checkbox"/> Coaching student teams</p> <p><input type="checkbox"/> Program support for students about their teamwork</p> <p><input type="checkbox"/> Team formation</p> <hr/> <p><input type="checkbox"/> Developing team learning outcomes at the program level</p> <p><input type="checkbox"/> Developing team learning outcomes at the course level</p> <p><input type="checkbox"/> Program mapping</p> <p><input type="checkbox"/> Participating in team-based learning workshops</p> <p><input type="checkbox"/> Collaborating with colleagues at RRU about team-based learning</p> <p><input type="checkbox"/> Collaborating with team coaches at RRU about team-based learning</p> <p>Other <input type="text"/></p>
<p>9 8. Give a brief example of a student team process/project that worked well?</p>	<p><input type="text"/></p>
<p>10 *9. In your opinion, what key elements made that team process successful (from your example above)?</p>	<p><input type="checkbox"/> Students had developed a strong team foundation (i.e.: team agreement, team charter)</p> <p><input type="checkbox"/> Students had strong communication skills</p> <p><input type="checkbox"/> Students supported each other during their teamwork</p> <p><input type="checkbox"/> Students knew how to work through personal and team challenges</p> <p><input type="checkbox"/> The team coach provided support through debrief sessions, formative assessment tools</p> <p><input type="checkbox"/> Students reached out for support from the team coach</p> <p><input type="checkbox"/> Students reached out to the instructor for team support</p> <p><input type="checkbox"/> Students reached out to program staff for support</p> <p><input type="checkbox"/> Students applied intentional team dynamic concepts for success</p> <p><input type="checkbox"/> Team success was due to intentionally enhancing their team as a result of learning about team process</p> <p>Other <input type="text"/></p>

<p>10. Select options where you have received support from a team coach regarding student teams.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Team Coach provided facilitated workshops to students regarding team development <input type="checkbox"/> Support with an individual student having team challenges <input type="checkbox"/> Support with team challenges <input type="checkbox"/> Forming student teams (including refining student team formation as they transition) <input type="checkbox"/> Team Coach did individual team check ins <input type="checkbox"/> Team coach provided formative team assessment (ex: reflective activities during team check in's, ITP metrics self/peer assessment/team health, other self/peer assessment) <input type="checkbox"/> Attended a workshop from team coaches about team-based learning Other <input type="text"/>
<p>*11. What is working and what needs work when utilizing a team coach for support?</p>	<ul style="list-style-type: none"> Facilitated workshops about team development <input type="checkbox"/> Collaborate Sessions about team development <input type="checkbox"/> Formative assessment for team (i.e.: ITP Metrics, reflective activities) <input type="checkbox"/> Coaching individual student concerns about team <input type="checkbox"/> Coaching teams through challenges <input type="checkbox"/> Providing input when design and development work is being done for programs/courses <input type="checkbox"/> Collaboration with instructors for supporting teamwork within a course <input type="checkbox"/> Students accessing the team coach <input type="checkbox"/> Reaching out to a team coach (where, when, and how) <input type="checkbox"/> Knowing what the team coach can provide <input type="checkbox"/> Comment here on any additional elements that are working well or need work that have not been mentioned <input type="text"/>
<p>12. Select options that indicate where you have worked with program staff or your Program Head regarding team-based learning.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Designing courses that align with team-based learning principles <input type="checkbox"/> Program support in managing student team conflict <input type="checkbox"/> Program support in designing effective team processes <input type="checkbox"/> Support with forming student teams (including refining student team formation as they transition) <input type="checkbox"/> Support with communication about student teams <input type="checkbox"/> Discussions on team effectiveness Other <input type="text"/>
<p>13. What is working and what needs work regarding the support you received from a program staff or Program Head regarding team-based learning?</p>	<div style="border: 1px solid black; height: 40px; width: 100%;"></div>
<p>14. Select options that indicate where you have received support from CTET staff regarding team-based learning.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Designing team-based learning in a new course <input type="checkbox"/> Designing team-based learning in a current course <input type="checkbox"/> Program Mapping <input type="checkbox"/> Designing / Redesigning team assignments <input type="checkbox"/> Developing team assessments to measure outcome <input type="checkbox"/> Developing team assessments to measure process <input type="checkbox"/> Developing effective team activities <input type="checkbox"/> Use of technology to support team learning <input type="checkbox"/> Workshops providing resources and learning about team-based learning <input type="checkbox"/> Training on effective team-based learning Other <input type="text"/>

2 1	<p>15. What is working and what needs work regarding support from CTET staff regarding team-based learning?</p>																									
1 5	<p>*16. RRU supports team-based learning through a variety of ways: instructors, team coaches, CTET, and program offices. With this support, rate your level of confidence across the following issues.</p>	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="text-align: center;">Conflict management for teams</td> <td style="text-align: center;">Please choose...</td> </tr> <tr> <td style="text-align: center;">Developing communication skills in student teams</td> <td style="text-align: center;">Please choose...</td> </tr> <tr> <td style="text-align: center;">Dealing with challenging conversations occurring in student teams</td> <td style="text-align: center;">Please choose...</td> </tr> <tr> <td style="text-align: center;">Supporting students to give and receive feedback</td> <td style="text-align: center;">Please choose...</td> </tr> <tr> <td style="text-align: center;">Intentional team composition</td> <td style="text-align: center;">Please choose...</td> </tr> <tr> <td style="text-align: center;">Determining length of time teams work together</td> <td style="text-align: center;">Please choose...</td> </tr> <tr> <td style="text-align: center;">Helping student teams develop team agreements</td> <td style="text-align: center;">Please choose...</td> </tr> <tr> <td style="text-align: center;">Determining value of a team assignment</td> <td style="text-align: center;">Please choose...</td> </tr> <tr> <td style="text-align: center;">Setting up and administering Self/Peer Assessment</td> <td style="text-align: center;">Please choose...</td> </tr> <tr> <td style="text-align: center;">Assessing team process</td> <td style="text-align: center;">Please choose...</td> </tr> <tr> <td style="text-align: center;">Innovations / ideas / technologies for teams</td> <td style="text-align: center;">Please choose...</td> </tr> <tr> <td style="text-align: center;">Supporting student teams in processes that help them do the task work in their team (e.g.: Team Planning Process, etc.)</td> <td style="text-align: center;">Please choose...</td> </tr> </table>	Conflict management for teams	Please choose...	Developing communication skills in student teams	Please choose...	Dealing with challenging conversations occurring in student teams	Please choose...	Supporting students to give and receive feedback	Please choose...	Intentional team composition	Please choose...	Determining length of time teams work together	Please choose...	Helping student teams develop team agreements	Please choose...	Determining value of a team assignment	Please choose...	Setting up and administering Self/Peer Assessment	Please choose...	Assessing team process	Please choose...	Innovations / ideas / technologies for teams	Please choose...	Supporting student teams in processes that help them do the task work in their team (e.g.: Team Planning Process, etc.)	Please choose...
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Innovations / ideas / technologies for teams	Please choose...																									
Supporting student teams in processes that help them do the task work in their team (e.g.: Team Planning Process, etc.)	Please choose...																									
1 6	<p>17. What team-based learning challenges have you experienced at RRU?</p>																									
1 7	<p>*18. Overall, how effective do you think the support is at RRU to implement and integrate team processes? (from program staff, instructors, program heads, CTET staff, team coaches, other).</p>	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="text-align: center;">Overall, how effective do you think the support at RRU is to implement and integrate team-based learning?</td> <td style="text-align: center;">Please choose...</td> </tr> </table>	Overall, how effective do you think the support at RRU is to implement and integrate team-based learning?	Please choose...																						
Overall, how effective do you think the support at RRU is to implement and integrate team-based learning?	Please choose...																									
1 8	<p>19. Specifically, what kind of support is most effective?</p>																									
2 1	<p>*20. What additional recommendations do you have regarding support and / or systems to optimize delivery of team-based learning?</p>																									
2 0	<p>22. If you are willing to be interviewed or participate in a group data collection process (such as an interview matrix, focus group, or world cafe) please include your name and contact information here. Distance is not a problem if you are willing to be interviewed. THANK YOU! Your voice and input are important.</p>	