Justin: Introductions
Goals of workshop

Teamwork Minor's Setup
Approved 1.5 yr ago

Where are we?
Fall and Spring Course offerings related to minor
- Three new related minors:
  - Community and Civic Leadership minor
  - Military Leadership minor
  - Professional Leadership minor

SOC161 and THTR161, COMM261

T-courses are not necessarily new courses

Presentations by Teamwork - Core Course instructors:
Michael Schwartz: THTR161 (also meets Theater/Fine Arts requirement)
- Examine plays (drama) by looking at team/group interaction and analyzing why things are not going well (e.g., Odd Couple, A Raisin in the Sun); clip of "Glenn ___, Glenn Ross"
- How theater gets done - what theater makers do..... : actors, costume designers, lighting, director, etc.
- Opportunity for students in the class to try to function as a class; and to self-evaluate on how their groups worked or did not work
  - Group responses to discussion questions
  - Group quizzes (taking quizzes with other students for group grade)

Suggestion from audience: Consider 12 Angry Men
At the same time other faculty in the department were trying things in their THTR100 course and meeting to discuss

Valerie Hildebrandt: SOC161 (also meets Sociology liberal studies requirement)
- Understanding group dynamics and roles groups can manifest when trying to problem solve
- Team based learning approach did not work very well with chapter-by-chapter textbook organization of course
- Understanding interpersonal values and ethics was meet pretty well by this course; students listening to each other about how they each see things differently
- Need to provide students with models of teamwork - examples to evaluate at the beginning of the course so they can do better self-assessment
- Communication and creating culture of questioning within teams (and questioning authority - instructor too) --- Used a Team-Based Learning Approach as organizational pedagogy for course -- students in Teams for the semester (of about 5 per group) and work together on tasks -- role playing, etc in class. Also students must do readings/etc to be prepared to DO in class.
  - Focus not on what you want students to be able to DO at the end of the course, not what you want them to KNOW.
  - Need to re-think how you use textbooks and readings. Sequencing - sometimes pulling things from Chapter 8 to go with Chapter 3
Contribution from audience: Exam format: 75% of exam - individual - turn in Scantron. Get 25% of score as team effort (but still can turn in own Scantron - but have benefit of talking with others to consider what is correct (still multiple choice, but maybe give complex diagram that they have to interpret and answer questions about).

Gail Wilson: COMM261
- Course is about teamwork and about presenting content to an audience
- 1st day - marshmallow challenge
- Sample assignments: Team Building Exercise (not an ice breaker), Poster Presentation, Team Paper and Presentation, Impromptu Team Presentation
- The Book "Grit" is required reading
- Evaluation: Self-Assessment, Teammate(s) Assessment, Classmates' Assessment, Instructor Assessment [there is a rubric for each of these]

T-Course - Mini-Grant application --- Reminder
Currently total of 7 projects have been funded (although there are more T-courses than this)

Reporting by cooperating instructors...... Share and compare of T-Courses that are in progress or developing

Distinguishing between collaboration and teamwork - tie together but are different

10 minutes to meet and converse with attendees.