

[Teamwork: An Open Access Practical Guide](#)

[Teamwork: An Open Access Practical Guide –
Instructor Companion](#)

[Faculty/Instructor – Created Lesson Plans
– Liberal Arts \(General\)](#)

Developing Collaboration Skills in an Online Course

Author: Dr. Justin T. Dellinger, Erica R. Dellinger



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Authors: Justin T. Dellinger, Erica R. Dellinger

Title

- Developing Collaboration Skills in an Online Course (General)

Learning Objectives

- Students will be able to use collaborative presentation software to produce an artifact
- Students will be able to plan and distribute workload evenly
- Students will be able to evaluate and select appropriate communication tools

Timeframe

- Three weeks

Activities

- Week 1 (6 hours)
 - o Synchronous session/recording and printed directions for collaborative project
 - Discuss: Expectation setting, Etiquette, Roles, Communication tools, Evaluation
 - Discuss project artifact: topics, content, and expectations
 - *Example for English: Students explore contextual elements of a work of literature and conduct further research on different topics. For Joseph Conrad's "Heart of Darkness," this might include analysis of colonialism, imagery of light and dark, the historical and literary roles of women, etc.*
 - *Example for History: Students will design a digital humanities project about local historical figures, including conducting oral history interviews and researching archival records and media.*
 - o Pre-assign or allow self-selection of groups (*requires scaffolding in online environment*)
 - o Groups meet synchronously or communicate asynchronously
 - Determine goals, roles, communication plan, workload; start individual work
- Week 2 (6 hours)
 - o At the beginning of the week, group leader shares group plan
 - o Students work to complete their part of the project
 - o At the end of the week, students complete a reflection checkpoint activity
- Week 3 (6 hours)
 - o Students finalize artifact
 - o Artifact is shared within the course, such as synchronous or recorded presentations, upload into discussion forum with comments, etc.
 - o Students conduct self and peer evaluations by the end of the week
 - o Students complete peer review
 - o Students complete final reflection

Assessment

- Checkpoint activities (ungraded)
 - o Group leader provides an update to instructor via email during second week
 - Communication and workload plan

- Student reflection on what is going well, what is going poorly, and if any changes made
- Self and peer evaluation of project participation (50% of participation grade)
 - One-pager for each group member including themselves
 - Likert scale: 1) Poor, 2) Below Average, 3) Average, 4) Above Average, 5) Excellent
 - Participated adequately
 - Performed assigned role(s)
 - Contributions were helpful, relevant, and clear
 - Helped to constructively evaluate ideas and information
 - Helped to keep discussion focused
 - Showed respect toward others
 - Helped to maintain a positive climate
 - Encouraged others to participate
 - Demonstrated open-mindedness
 - Was cooperative and constructive (didn't withdraw/dominate)
 - Add up total points, determine grade, and share any comments
- Instructor evaluation of student participation (50% of participation grade)
 - Examines participation and contributions
- Artifact
 - Peer review (participation grade)
 - Students critique work and provide feedback (*if a larger class size with asynchronous presentation, they might complete 4-5 of them, but in a smaller course with synchronous presentations, they might complete 1 per group*)
 - Instructor review (project grade)
 - Rubric with appropriate criterion
- Final Reflection (ungraded)
 - Student reflection on what went well, what went poorly, if any changes made and why, if the group achieved its goals, and what lessons they would take away from it