Collaboration

Beginner: Students identify the different roles in the group, engage group members by acknowledging their contributions, articulate the importance of multiple and diverse perspectives in a group, and complete all individual tasks on time. *Note – this learning outcome is assessed by a DEAL reflection prompt.

Assessed via DEAL Prompt, modified DEAL prompt, or an artifact (at instructor's discretion)

Example DEAL Prompt *(the instructor may use this, modify it, or select a different artifact)***:**

Describe	In 2-3 sentences, describe a project/assignment from this class that required collaboration.
Examine	a. Describe the different roles each group member played (including yourself). b. In what ways did you acknowledge the contributions of your group members? Provide at least 2 specific examples, and reflect upon how such acknowledgements supported the engagement of group members. c. Describe the value of having multiple and diverse perspectives in your group. In what ways did it strengthen group processes and outcomes? d. Reflect upon the timeliness of your completion of individual tasks. Why is it important for all group members to complete tasks on time?
Analyze Learning	What new insights did you develop about yourself as a collaborator as a result of taking this course? How will you use those insights to improve your approach to collaboration in future classes?

Rubric *(applies to all DEALs and artifacts)***:**

Criteria	Does Not Meet Expectations	Minimally Meets Expectations	Meets Expectations
Multiple Perspectives	Student does not describe how the inclusion or disregard of multiple perspectives influenced the group.	Student generally describes (without specific examples) how the inclusion or disregard of multiple perspectives influenced the group.	Student articulates, with specific examples, how the inclusion or disregard of multiple or diverse perspectives influenced the group.
Engagement	Student did not describe how they acknowledged the contributions of team members	Student generally describes (without specific examples) how they acknowledged the contributions of team members	The student provides specific examples of how they acknowledged the contributions of team members

Intermediate: Students use group roles effectively, build constructively on the work of others, incorporate multiple perspectives into the work of the group, and produce independent work that advances the project.

*Assessed via DEAL Prompt, modified DEAL prompt, or an artifact (at instructor's discretion)

Example DEAL Prompt *(the instructor may use this, modify it, or select a different artifact)***:**

Describe	In 2-3 sentences, describe a project/assignment from this class that required collaboration.
Examine	a. Describe the different roles each group member played (including yourself). What steps did you take to use group roles effectively? What impact did the group roles have on the project? b. Provide specific examples of when you built constructively on the work of others. How did it influence the group's processes and/or outcomes? c. Provide specific examples of steps you took to incorporate multiple and diverse perspectives in your group. How did those examples influence the group's processes and/or outcomes? d. Reflect upon whether your independent work advanced or hindered the project. Explain why independent work is important for group projects.
Analyze Learning	What new insights did you develop about your strengths and weaknesses as a collaborator as a result of taking this course? How will you use those insights to improve your approach to collaboration the future?

Rubric *(applies to all DEALs and artifacts)***:**

Criteria	Does Not Meet Expectations	Minimally Meets Expectations	Meets Expectations
Multiple Perspectives	Student does not identify steps used to incorporate multiple or diverse perspectives in the group.	Student generally describes (without specific examples) how they incorporated multiple and/or diverse perspectives in the group.	Students provides specific examples of how they incorporated multiple and/or diverse perspectives in the group.
Independent Contributions	Student does not address their own contributions to the project or recognize they did not contribute.	Student identifies independent work they contributed to the project, but the description lacks detail.	Students describe the independent work they did that contributed to the project.