Unit 2 Remote Learning Modifications

Introduction to the unit:

Unit 2 is focused on healthy, work-based collaboration. Students will apply their strengths and leadership styles to understand effective team dynamics and peer collaboration. Students will understand the importance of communication and the role it plays in peer collaboration. Through the use of a modified activity, students will express this understanding through a simulation where teams must evaluate how personal leadership and communication styles can be considered and leveraged to form cohesive, productive, and diverse teams.

Modifications:

The following lesson(s) have been modified to make learning opportunities more accessible to students in a remote setting. The use of an LMS with the capability of posting discussions, assignments, and video/content links for students is recommended.

- In a modification to Lesson One: Communication is the Key, students are asked to recall the knowledge of the 16 different personality types as it relates to the communication, collaboration, and teamwork skills necessary for future success. Students will be presented profiles of positions needed to complete, and it will be their task ahead to match each open position to one of the 16 personality types. Communication, and its role in teamwork and collaboration, will be the centralized topic in the discussions throughout the lesson.

Lesson One: Communication Is the Key (Modified)

The power and necessity of communication and collaboration is hardly lost on people these days. A survey of midsize and large employers by the Association of American Colleges and Universities found that more than 80 percent of the employers look for collaboration skills in new hires – but fewer than 40 percent of these employers consider new graduates prepared to work in teams. Students can develop collaboration skills that prove beneficial to their academic pursuits. One recent study found that students who are taught how to be part of a team, disagree with a team, and their responsibility within the team can create longer chains of reasoning to answer complex questions in group discussions. In addition to the academic performance benefits, students also experience benefits in confidence building and improved psychological health when they learn how to collaborate. The following lesson (and unit) is designed to help students develop those collaboration and **teamwork** skills.

Day 1: Students will discuss the meaning of the idiom "two heads are better than one." Students will divide into pairs to create the perfect team bracket from the 16 personality types covered in the previous unit. Students will discuss the activity questions provided by the teacher on how **teamwork** is essential to success. Students will share with the class their responses to the activity questions. Students will watch a video and discuss the research.

Activity: Building a Winning Team Bracket

Time Frame: *35 minutes*
Class Configuration: *groups of two or three*
Materials: *"Building a Winning Team Bracket" student resource pages loaded into an LMS*
Description:
This is a team-building activity with an emphasis on expanding students' understanding of core personality traits as they relate to collaborative communication.

Remote Learning Tip: To make the "Building a Winning Team Bracket" activity as accessible to remote learning students as possible, links to external content, graphic organizers, and formative assessment checkpoints have been designed to easily integrate into a school or district's Learning Management System (LMS). It is suggested that links found within the lesson be shared with students directly through the LMS and tested prior to releasing them to students to ensure that links are still active and mapped correctly.

- *Synchronous instruction: For live synchronous instruction such as web conferencing, teachers can facilitate this activity by allowing students time to research each open position found in the "Build a Winning Team Bracket" graphic organizer. If assigning to students individually, teachers might consider working through one open position together with students so that students have a modeled example to work from and better align their work to desired outcomes.*
- *Asynchronous instruction: The "Building a Winning Team Bracket" activity can be posted for students to complete independently or at their own pace (self-paced) as long as additional structures are in place. Providing a learning agenda or checklist for students detailing the various steps of the activity would give students more agency and provide support for students in need of accommodations such as this. Teachers may also consider providing an example of one of the open positions to ensure that students have enough direction to meet the desired learning outcomes.*

1. Use the personality traits chart from the previous unit as a reference for this unit. If that is unavailable, direct students to utilize the "16 Personalities" site as a reference for this activity.

2. Discuss with students that the goals and desired outcomes of the task ahead are to analyze the open positions listed in the "Building a Winning Team Bracket" Graphic Organizer. Instruct students to consider their knowledge of the 16 personality types, and based on their understanding, make a recommendation for each open position listed in the graphic organizer and provide a rationale as to their response.

3. In pairs or individually, provide students with the "Building a Winning Team Bracket" Graphic Organizer student resource either physically or virtual. Reiterate to students that they are responsible for identifying the specific personality types that they believe would be the best fit for the profiles listed in the modified "Building a Winning Team" Graphic Organizer student resource. In the time allotted by the teacher, allow students to cross-reference the career profiles against the information provided on the "16 Personalities" and complete the following areas of the graphic organizer provided:
   a. Personality type recommended
   b. Rationale
      i. *Remote Learning Modification*: Provide students a model response of one of the profiles provided in the graphic organizer if seeing a sample would guide students to align better to the desired outcome.

4. As part of the formative assessment, the teacher will monitor the responses to the following questions posted to students in an LMS as a reflection. These questions can be posed to students through synchronous discussion or asynchronously for independent response:
   - Why is diversity important when forming teams?
   - How important is it for you to be aware of your communication preferences?
   - What two communication skills do you rely on most when communicating with others?
   - Choose two different careers. How is communication prioritized differently in those careers?

- Why is it importantly for communication practices and expectations to be varied and not dependent on one single method?
- What types of communication methods do we rely on daily, and how do these methods manifest in the different tasks we perform?
- What challenges are presented when only the same communication skills are present in all team members? What opportunities does this present to teams?
- What challenges are presented when different types of communication skills are present in all team members? What opportunities does this present to teams?
- What role does communication play in the success of a team?

5. Share the video, "How Google Builds the Perfect Team" (2:12 minutes), to your LMS for students to view. Ask: Did you find the results of the study surprising?

6. Discuss with students the importance of effective communication (communicating verbally, listening actively). Teachers are encouraged to draw on some of the verbal and nonverbal communication they have observed in their classrooms and across the school, as well as from their broader personal experience. As you discuss the meaning/interpretation of various non-verbal cues, be sensitive to variations across cultures and prior experiences.
   a. *Remote Learning Modification*: Have students consider how verbal and non-verbal communication has evolved for them in their recent experiences. Can any of these experiences be turned into skills that can help grow capacity in communication needed for future careers?

*Tip: In addition to this lesson on teamwork, the following are other resources, tips, and suggestions that teachers may use to help students develop collaboration and **teamwork** skills. As articulated in "PBL for 21st Century Success: Teaching Critical Thinking, Collaboration, Communication, and Creativity," successful project-based learning includes providing students with the autonomy to lead in their projects and teams while also providing them with supports and structures to make this possible. For some students who are used to working alone on more traditional class assignments, working in a team can sometimes be a difficult transition. Teachers may need to help students learn to work with other students from different backgrounds or perspectives. Techniques such as developing shared leadership, conducting team-building activities, developing norms, encouraging accountability, teaching how to give and receive feedback, and reinforcing conflict resolution strategies are all critical actions that teachers can take to help students develop a collaborative culture. More in-depth information about each of these techniques can be found in "PBL for 21st Century Success." Some of the other resources, which also include specific recommendations for increasing collaboration including suggested group size, group norms, protocols, etc. are:*

- *20 Collaborative Learning Tips and Strategies for Teachers*
- *5 Strategies for Deepening Student Collaboration*
- *The After-Action Review Strategy for Student Collaboration*
- *Essential Student Collaboration Strategies for the Diverse Classroom*