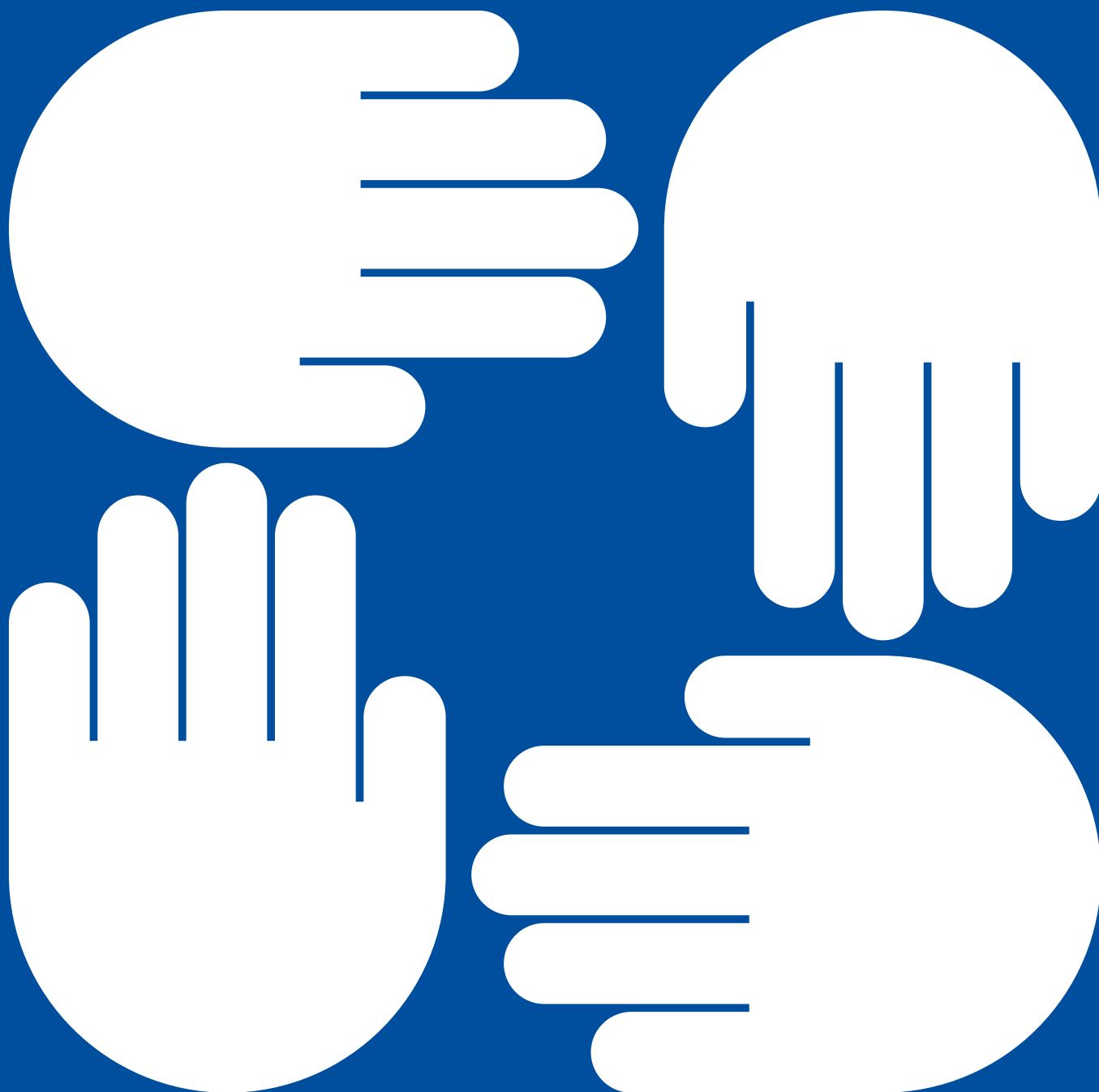


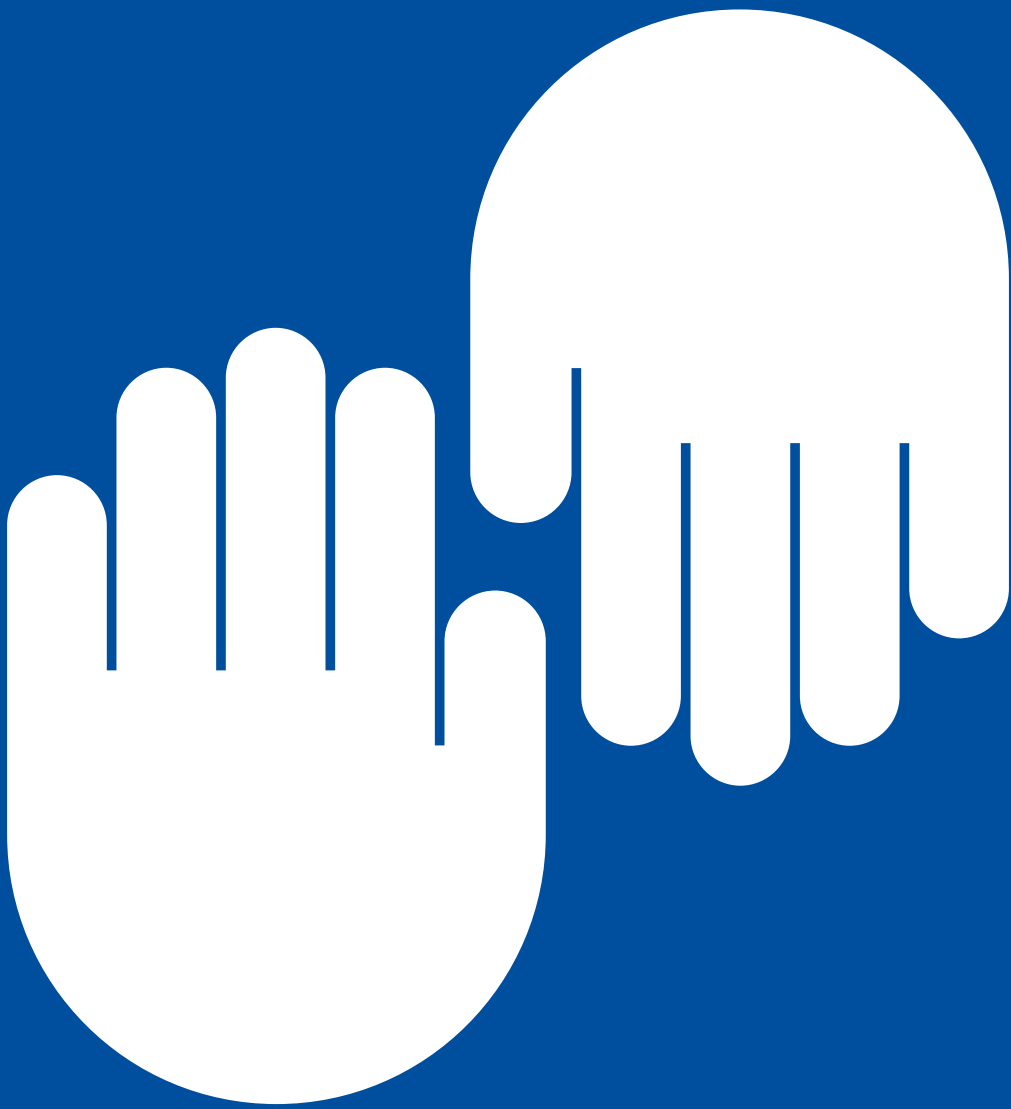
GUIDE TO TEAMWORK COMPETENCE



Universitat de Girona
Institut de Ciències de l'Educació
Josep Pallach-Servei d'Aprenentatge
i Innovació Docent
ICE-SAID

University of Girona's
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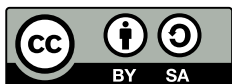
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The writing of this teaching guide has followed the recommendations of the the University of Girona's Modern Languages Service (2018) and has made use of the generic masculine as a form to include all genders in cases where a neutral form has not been found.

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Introduction

Teamwork is a cross-disciplinary competence that is incorporated into all degree programmes at the University of Girona. Despite its presence on the syllabus, its development and implementation are uneven and are not always done in an effective and pedagogically planned way. The aim of this guide is to provide tools and resources for implementing this competence: both for training and monitoring teamwork, and for its assessment at university level. The guide includes elements such as team creation, team leadership, implementing work and evaluating the process. It is intended to be useful for both professors and students interested in improving teamwork skills.

The guide is part of a teaching innovation project led by Network of Educational Innovation in Evaluation (*Xarxa d'Innovació Docent d'Avaluació or XIDAV*), which belongs to the University of Girona's (UdG) Josep Pallach Education Sciences Institute. It has received support and funding from the University's Vice-Rectorate for Teaching and Academic Planning, the Faculty of Education and Psychology, the Faculty of Science, the Faculty of Arts, the Faculty of Nursing and the Higher Polytechnic School.

As well as developing this training guide, the teaching innovation project has been responsible for developing the digital platform AVATREQ, which has resources for teamwork assessment, including self-assessment.

This guide is divided into the following six parts: the first, more theoretical in nature, explains what teamwork competence represents at university level, the differences between teamwork and group work, the process followed to form a new work team and types of leadership. The second and third sections focus on the monitoring and assessment of this competence, and propose different resources and assessment methodologies, such as questionnaires and students' assessment rubrics. The fourth section contains dynamics, proposals and tools for introducing teamwork in the classroom with students, classified by subject. The fifth section presents examples of applying teamwork in specific subjects in different degrees at the University of Girona. And finally, the last section presents the bibliographical references used in preparing this guide.



1. Teamwork

1.1. The competence of teamwork at university

The **competence of teamwork** has been gaining ground over the years in academic and professional contexts, to the point that it is now considered an essential multidisciplinary competence to be developed and assessed at university (Solé & Sayós, 2013). This rise in its importance within the **world of education** is due to learning being considered a personal process that requires constant interaction and the ability to cooperate with others, meaning that students need communication skills, a desire to commit themselves and the capacity for self-criticism (Solé & Sayós, 2013).

It is also a key competence in the **professional sphere** and is considered to be one of the skills most taken into account when hiring new professionals (AQU, 2015; Britton *et al.*, 2017; European Commission, 2010; Fundación Everis, 2017; Solé & Sayós, 2013). Employees are increasingly required to adapt to multiple situations, and their ability to collaborate and carry out team tasks, to take initiative and develop proposals for improvement, and to work in a multidisciplinary setting, is therefore valued.

They should also be encouraged to moderate and encourage students' involvement in teamwork, fostering communication, participation and interaction on their courses

In the **academic context**, it can be said that although all university Bachelor's and Master's degree courses include the competence of teamwork in their syllabus, different studies show that it is not being sufficiently implemented, thus raising the question of whether it is really being worked on effectively (Wilson, Ho & Brookes, 2018). According to the Agency for Quality Assurance in the Catalan University System (AQU, 2017), Catalan university graduates also share this view, as they consider teamwork to be one of the competences with the greatest **training deficits**.

All of the above reveals a need to improve the training of university students when it comes to teamwork skills. Different factors make it difficult to carry out team activities in the university classroom, such as a lack of resources to effectively implement them, or the fact that they require time that will then not be invested in teaching content (Fathi, Ghobakhloo & Syberfeldt, 2019). Another challenge in relation to the training the competence of teamwork is the **assessment system**, since what is often assessed is the final product obtained and not the acquisition or assimilation of skills (Channon *et al.*, 2017).

In order to overcome these limitations, it is important for professors to adopt appropriate **tools** that help students work properly in teams and value their own involvement and that of their peers (Pujolàs, 2008). At the same time, professors need to acquire a specific **role** in which they move away from that of transmitter of knowledge or source of information to become facilitators of learning and guides or companions in the construction of their students' knowledge (Collado & Fachelli, 2019; Guitert, Lloret, Giménez & Romeu, 2005; Solé & Sayós, 2013). Finally, they should also be encouraged to moderate and encourage students' involvement in teamwork, fostering communication, participation and interaction on their courses (Collado & Fachelli, 2019).

1.2. What do we mean by teamwork?

1.2.1. Definition

Teamwork can be defined and understood in many ways. The Network of Educational Innovation in Evaluation conceives it as the work carried out by a group of people who interact with each other and work together with interdependent tasks to reach a common goal (Calin, 2001 and Durán, 2018).

1.2.2. Differences between group work and teamwork

Teamwork and group work are concepts that are often used interchangeably, although the authors of this guide use the terminological differentiation summarized in Table 1, while Table 2 provides an example of each.

Table 1: Differences between group work and teamwork

Group work	Teamwork
<ul style="list-style-type: none">– Requires a minor level of commitment.– There is not a high level of interdependence between tasks.– Individual results can be assessed.– Leadership is individualized.– Shares a common goal.– There is no need for shared responsibility or group culture.	<ul style="list-style-type: none">– Requires a high level of commitment.– High level of interdependence between tasks.– The results of the whole team and individuals are assessed.– Leadership tends to be shared.– Involves a very specific objective.– A shared responsibility and team culture is developed.

Source: Adapted from Asún, Rapún & Romero (2019), Ayoví-Caicedo (2019), Durán (2018) and Pallisera *et al.* (2009).

Table 2: Examples of group work and teamwork

The professor asks the students to carry out a research project on learning corners in early childhood education:	
Group work	Teamwork
<p>The members divide up the different parts of the work on learning corners, with a coordinator or leader as a point of reference, who organizes the group. One of the members researches what learning corners are and how they originated, another member investigates the necessary organization of the classroom space to be able to implement them. Another member researches specific topic areas to find examples, and finally, another member is in charge of formatting the work, correcting mistakes and providing bibliographical references.</p> <p>Each member produces their own part without having to look for connections with the parts produced by the other members, and during this phase they do not communicate about what each of them has found in reference to the part they are working on.</p> <p>After each member has completed his or her part, the group meets and orders the different parts worked on individually. They group them together in a single document and read all the collected information, making sure the different parts link to one another.</p> <p>Once this has been done, in order to identify improvements for future work, if applicable, the group discusses what each of them found most challenging and whether they encountered any obstacles.</p>	<p>Tasks are distributed by consensus among the whole team, taking into account the skills of each member.</p> <p>Although each member may initially begin to take charge of a specific part of the work on learning corners (definition, where they come from, organization of space, examples, correction of mistakes and bibliographical references), as the project develops, all members will intervene and give their opinion on the work done by others. This ensures that everyone can contribute their knowledge to the joint work and that it is done at the same pace. For example, one member begins to look for examples, but also offers to complement and contributes new ideas to the part related to organizing space being done by a team mate; at the same time, another team mate can investigate the origins of learning corners, while at the same time making proposals to improve the other parts.</p> <p>The tasks carried out are Interrelated, meaning that if there were no understanding and communication between the team members, no progress would be made.</p> <p>Once the work is finished and reviewed, the team's performance is assessed in order to improve it, if necessary.</p>

Source: Authors' own work.

1.3. Phases in the formation of a work team

Every work team requires a time and process to coalesce and effectively address the tasks and objectives assigned to it. In order to guide work teams well, it is important to first identify the phases involved in forming groups and teams. These are described below, along with some of the dynamics that accompany this process (Güell, 2016):

1. Individual phase:

Initially, members experience a moment of concern because they do not know what situation they will be in when the new team is formed, which generates questions and uncertainty. At this point, it is important to introduce some activities or dynamics that foster social relations and knowledge among team members (see Sections 4.1. and 4.2.). An example activity for this is proposed below:

The graph of my life

Each member of the new team has to take a piece of paper and a retractor and draw a line that oscillates according to the personal, professional, social, family, etc. experiences they have had throughout their lives. Horizontal segments show a tendency towards a stable and secure period, while if the line rises, this depicts a pleasant emotion or situation, and if it falls, it shows a worrying or unpleasant situation the individual has experienced. Once everyone has drawn their graph, they share their experiences with the other members of the team, thus facilitating peer-to-peer understanding.

Source: Adapted from Morales, A. (1999). *Dinámicas de grupo: Ejercicios y técnicas para todas las edades*. San Pablo.

2. Identification phase:

As the work progresses, the team members gain respect and esteem for the group. Sub-groups (pairs or triads) are created that accept their position and a mutual group acceptance of all members is gradually achieved. To facilitate this process, activities are recommended that bring out the strengths and weaknesses of each member, help members understand and accept each other's characteristics and, at the same time, assign roles to the different members (see Section 4.2). One proposal that works towards this goal is the following:

Belbin's roles

A piece of paper is divided into two columns. Each member of the team writes the skills he or she believes they have developed most in the left-hand column, and the skills they have developed least in the right-hand column. Next, the table of Belbin roles is consulted, and roles are identified and assigned to each team member. This results in everyone's skills being better understood and accepted, allowing for better coordination of the tasks to be carried out.

Source: Adapted from Belbin. (2014). *Cómo utilizar los informes Belbin para mejorar el autoconocimiento y aumentar la eficacia personal*. <https://www.belbin.es/wp-content/uploads/2018/04/Como-utilizar-los-informes-individuales-Belbin.pdf>

This dynamic can be followed by another in which the team identifies its potential and the elements that will help it achieve its proposed objectives. Pooling personal skills and seeing how they complement each other helps teams identify their strengths and weaknesses.

1.4. Leadership

3. Inclusion phase:

In this phase, cohesion is achieved between the different members, which is fundamental in order to achieve common objectives. The team identifies itself as one element, to the extent that all members talk about us. At this stage, activities can be used that require cohesion and consensus among members to decide which qualities identify the team (see Sections 4.1 and 4.3):

List of qualities

Each member takes a piece of paper and writes down one quality that he or she thinks is important for the team to have or that he or she identifies with. Next, the paper is folded, concealing the quality, and it is passed to the person on the right. Another quality is added, and this procedure is repeated until the piece of paper returns to its original owner. The different qualities are then read out and a debate is held to try to order them according to importance, by consensus and jointly, and they are written down. To end the activity, the sheets are retained in order to remember those qualities that identify the team and work on them further.

Source: Adapted from Hostie, R. (1974). *Técnicas de dinámica de grupo*. ICCE.

Another aspect of teamwork worth highlighting is that of leadership, understood as a dynamic process that involves individuals assuming responsibilities and being mobilized to achieve objectives, rather than a position or hierarchy (Castiñeira, 2013). It is also important to bear in mind, as Castiñeira (2013) points out, that leading does not mean bossing, but is a moral quality recognized and granted by the members of the team, which is related to the legitimacy or credibility that has been earned in the teamwork process.

According to Pallisera *et al.* (2009), there are four different styles of leadership:

Authoritarian or self-critical.

In this type, the leader makes decisions without taking into account the opinions of the other team members, as communication between them is vertical and the team is under a great deal of control. Effectiveness is high when the leader is present; however, a hostile and, at times, uncomfortable working environment is often created.

Paternalistic or maternalistic.

In this case, the leader is friendly and looks out for the good of the team, creating an atmosphere of false warmth in which communication is vertical and effectiveness is high.

Permissive or liberal.

When a leadership is permissive or liberal, productivity and effectiveness are low, as the leader is passive and influenced by the rest of the team, and this negatively affects his or her decision-making. At the same time, the team has no distinct organization or planning of objectives, making it difficult to achieve progress. This situation creates a climate of individualism and indifference, in which team members show little interest and are apathetic, and communication is scarce.

Democratic or participative.

In this case, it is a shared leadership in which the team communicates horizontally in order to take decisions in a joint and consensual way, leaving aside the old vertical model, and thus establishing a common leadership shared among all members of the team. These characteristics are the ones that most closely resemble those of good teamwork, so this is a useful model when setting up activities or projects with students.

This **shared leadership** can be assumed by all team members at the same time, or by one of them at a certain point, depending on the qualities of each member or the needs of each moment, so that we might say no one is the actual leader, there are just individuals who act as the leader (Castiñeira, 2013). This shared leadership inspires a warm working environment, characterized by a high level of positive interpersonal relationships based on problem-solving. The performance and productivity of the team increases compared to that provided by individual vertical leadership, as the workload is more evenly distributed (Scott-Young, Georgy & Grisinger, 2019). Furthermore, as Aymerich (2013) points out, good leadership takes into account various elements within the group, and ensures its well-being and acceptance, motivation, task orientation and the changes needed to improve the actions carried out. According to this author, all these components cannot be carried out satisfactorily in their entirety by a single person. When leadership is shared, however, different strategies, points of view, talents and skills complement one another, allowing for more efficient action and more global knowledge to carry out the tasks.

In order to better interpret these leadership types, it may be of interest for the team to carry out the dynamics of the boat (see Section 4.1):

Boat dynamics

The aim of the activity is to draw a boat. Three teams are formed and each team has a leader (chosen from among the members). Each leader receives a full set of clear instructions on what to do and what kind of leadership to adopt: authoritarian, permissive or democratic. The leader works with the team members in one way or another, depending on the type of leadership assigned. Once the workshop is over, the different leaderships are discussed and an attempt is made to identify them in order to see the differences and understand which one works best.

Source: Dinámicas grupales (2020). *Dinámica El barco*. APA Style Blog. <https://dinamicas-grupales.com.ar/dinamicas/trabajo-en-equipo/dinamica-el-barco/>

Although this activity allows for first-hand experience of authoritarian, permissive and democratic leadership, it can also include paternalistic leadership, if deemed appropriate.



2. Monitoring teamwork

Achieving a good assimilation of teamwork skills requires monitoring. Monitoring makes it possible to identify the functioning of the team and its way of working, and in the event of shortcomings, to overcome these (Fidalgo *et al.*, 2013). Monitoring must focus on the following aspects:

- Adapting the learning process and improving understanding of what is being done.
- Promoting elements for good teamwork, such as collaboration, communication, planning and stimulation of one's own criteria. In this sense, it is important to work to promote interaction between students.
- Assessing whether the skills to be acquired in relation to the competence being worked on are actually integrated (Magana *et al.*, 2021).
- Increasing the productivity of students and the work team itself (Magana *et al.*, 2021).
- Obtaining higher quality results and thus fostering a more positive attitude towards teamwork (Kottmeyer, Cutler & Pembridge, 2018).

It is therefore important that the professor establishes a process to monitor the work done by teams. Together with other aspects, teachers can help teams to reflect, promote new ideas, manage conflicts and redirect outcomes. Among the resources most used by professors to carry out effective monitoring are tutorials with work teams. In the case of very large teams, professors can also use individual and group self-reflection questionnaires related to the process they are going through (see questionnaires in Section 3.2), or analyse the group dynamics to detect the working methods of the different teams and help them with their group reflection process, as in the activity shown below (see Section 4.1):

Team councillors

The work team meets in a circle to discuss the joint progress that has been made so far and how they have felt, while one of the members sits to one side and observes, acting as an advisor. The members of the circle talk about the aspects of the work they have done that have satisfied them and those that have not, they reflect on the working atmosphere they perceive in the team, the opinions of their colleagues and their way of working. At the same time, they talk about what they have learned and what could be improved. The team councillor listens actively and notes down the most important things that each person says, so that once the debate is over, he or she can summarize it and present it to the other members. By summarizing the contributions, the team will be able to evaluate its actions more easily and monitor its way of working more closely in order to improve it, if necessary.

Source: Hostie, R. (1974). *Técnicas de dinámica de grupo*. ICCE.

3. Assessing teamwork

3.1. Self- and peer assessment in teamwork

One of the challenges in teamwork is assessment. In the university environment, it is very common to assess this competence based on the results of the teamwork activity, without considering whether all the members have correctly acquired the skills involved in the work carried out (Channon *et al.*, 2017). However, apart from the outcome of the task, it is also necessary to assess the functioning of the team and the level of competence of its members.

Channon *et al.* (2017) understand a “good team” as one that takes into account the quality of the tasks performed, the satisfaction of the needs of the team members and good overall development. The assessment of these last two aspects is made difficult by the fact that the teaching staff are not always present when the teams carry out their tasks. Thus, it is the students themselves who can best make these assessments, as they are the ones who interact within the team, being the direct observers of its behaviour and that of its members (Gransberg, 2010, O’Neill *et al.*, 2019).

To this end, two types of assessment are useful: self-assessment (of oneself or of the team) and peer assessment. As some studies have shown, these two types are both very useful in assessing teamwork competence, as well as reflecting on team dynamics and functioning (Britton *et al.*, 2017; Chapman & van Auken, 2001; Fellenz, 2006; Gransberg, 2010; O’Neill *et al.* 2019; París, Mas & Torrelles, 2016; Planas-Lladó *et al.*, 2018; Sergi, 2007; Solé & Sayós, 2013; Weaver & Esposto, 2012; Wen & Tsai, 2006).

Peer assessment consists of the students’ assessment of the level, validity or quality of another member’s work, while **self-assessment** is the assessment of oneself (Martí *et al.*, 2019).

Self-assessment is a very good tool for both professors and students, since the information that the professor receives on the participation and skills of the different members of the team individually and as a group is usually more accurate than if it is done by the professor alone (Planas-Lladó *et al.*, 2018). Furthermore, several studies have shown that students highly value the use of this type of assessment in their learning process, as it encourages them to take control and responsibility, thereby motivating them and encouraging their participation (Carson & Glaser, 2010; Gransberg, 2010; Neus, 2011; Palisera *et al.* 2009; Planas-Lladó *et al.* 2018; Sergi, 2007; Weaver & Esposto, 2012). Involving students in assessment, as when peer assessment is used, empowers them and equips them with professional skills that will be useful over the years. This type of assessment increases empathy, interest in the work of others and the bond with them, and self-confidence (Kiliç, 2016). At the same time, it gives students the opportunity to consider assessment from both critical and diverse perspectives, i.e. from the perspective of other members, for feedback purposes (Delgado, Ausín, Hortigüela & Abella, 2016; Kiliç, 2016).

The use of self- and peer assessment also helps promote other skills such as critical thinking, problem-solving and **self-regulation** (Kiliç, 2016). The latter competence is understood as the set of thoughts, feelings and actions the individual generates in a planned and cyclically adapted way to achieve personal goals, and can be a predictor of students’ learning and academic performance (Järvela *et al.* 2015; Panadero, Jonsson & Botella, 2017; Zimmerman, 2000).



Learning based on self-regulation strategies has gained ground in the analysis of teamwork skills, as it is considered a key factor in assessing and self-assessing progress. Zimmerman (2000) proposed that self-regulated learning consist of three cyclical phases:

1. **The preparation phase:** including the analysis of tasks and self-motivation beliefs.
2. **The performance phase:** related to self-control and self-observation.
3. **The self-reflection phase:** self-judgement and self-reactivity.

Thus, if self-assessment and peer assessment are implemented continuously over time (continuous assessment), this allows students to analyse the direction and pace of the tasks performed, and to foresee mechanisms to adjust their progress, if necessary, thus encouraging self-regulation (Pallisera *et al.*, 2009; Planas-Lladó *et al.*, 2013).

3.2. Student questionnaires

In order to accompany students in the process of reflection on teamwork, self-reflection questionnaires can be used to understand the students' perspective on their achievement of the teamwork competence. Two types of self-reflection questionnaires are presented below, one individual, in which each student assesses him or herself and his or her peers (peer assessment) (Paper 3), and another in which the team assesses itself as a group together (Paper 4). The questionnaires are accompanied by the corresponding rubrics (see Section 3.5).

Table 3: Individual questionnaire employed by XIDAV

INDIVIDUAL TEAMWORK QUESTIONNAIRE

Team member's name and surname:

Group:

Rate each of the following items from 1 to 4, taking into account that: **1 = do not agree at all and 4 = strongly agree.**

To do the assessments, follow the **“Guiding rubric for individual teamwork assessment”**.

At the end of the form, you will be asked to provide reasons for the scores you assigned to each criterion.

TEAMWORK ASSESSMENT ITEMS	Score (1-4)
A) PARTICIPATION AND COLLABORATION	
1. Prepares for the meetings.	
2. Meets deadlines.	
3. Contributes to the work of the team.	
B) QUALITY OF WORK	
4. Is concerned about the overall quality of teamwork.	
C) COMMUNICATION WITH TEAM MEMBERS	
5. Communicates assertively.	
6. Asks colleagues for feedback and makes use of their contributions.	
7. Reaches consensus on decisions with the team.	
D) ORGANIZATION / GUIDANCE	
8. Contributes to the cohesion of the team.	
9. Helps the team plan and organize tasks and acts with foresight.	

E) CONTRIBUTION OF SKILLS AND KNOWLEDGE TO TEAMWORK	
10. Has sufficient skills and knowledge to carry out the required activities.	
11. Acquires new skills or knowledge to improve the team's performance.	
F) CAPACITY FOR SELF-REFLECTION AND SELF-REGULATION / SELF-TRAINING	
12. Has the ability to self-regulate learning.	
You must ONLY answer the following question for yourself, not for your team mates:	
13. Did you do the self-reflection exercise on your contribution to teamwork?	

Reasons for the scores you assigned to each criterion
Use examples and situations that have arisen in the course of doing the activity:

Table 4: Group questionnaire employed by XIDAV

GROUP TEAMWORK QUESTIONNAIRE

Team member's name and surname:

Group:

Rate each of the following items from 1 to 4, taking into account that: **1 = do not agree at all and 4 = strongly agree.**

To do the assessments, follow the “**Guiding rubric for individual teamwork assessment**”.

At the end of the form, you will be asked to provide reasons for the scores you assigned to each criterion.

TEAMWORK ASSESSMENT ITEMS	Score (1-4)
A) COMMUNICATION	
1. The members of the team have been able to express their opinions and proposals.	
2. All individual opinions have been listened to and discussed, even if they disagree with those of the majority.	
3. The team has managed to take advantage of differences of opinion and discussions to improve learning.	
4. In the event of discrepancies, a consensual solution has been sought.	
B) ORGANIZATION	
5. The team has met periodically following a pre-planned schedule.	
6. The team members have attended the meetings.	
7. The work to be done individually has been distributed equitably and by consensus.	

C) WORK DYNAMICS	
8. The leadership (shared or not) has helped the work dynamics.	
9. The members of the team have been clear about their tasks and those of their colleagues.	
10. The work dynamic has motivated the involvement and cohesion of the team members in carrying out the work.	
11. All members have worked towards common objectives.	
D) LEVEL OF SATISFACTION	
12. The team is satisfied with the results obtained	

Reasons for the scores you assigned to each criterion
Use examples and situations that have arisen in the course of doing the activity:

3.3. Instruments for the reflection process

The **assessment rubric** can be used to help students with teamwork assessment. This is a tool that facilitates objectivity in the assessment of the students' educational processes or results. The rubric takes the form of a table containing the assessed items and the different levels of achievement (represented through scores). The intersection between these two elements clarifies how a certain level is achieved for a certain item. These types of documents can be used to carry out individual or group assessments, and to assess the work done by the individual or by other members of the team. Section 3.5 provides examples of assessment rubrics.

These rubrics can accompany the assessment questionnaires given to students to assess the work done (boxes 3 and 4), which are combined with the professors' assessments based on their observations, doubts expressed by students, tutorials and other assessment systems (Juandó *et al.* 2013).

When using rubrics, it is necessary to first explain them to students, as detailed in Section 3.5.

3.4. A proposal for self-assessment and peer assessment rubrics in teamwork

The Network of Educational Innovation in Evaluation has proposed two rubrics comprising items for the assessment of teamwork skills. One is individual (each student assesses him/herself and each of the other members of the team) and the other is group (the team assesses itself as one). The two rubrics are explained in the following sections and can be consulted in Section 3.5.

3.4.1. Individual assessment rubric

The rubric for assessing individual work carried out in the team evaluates six dimensions, each one including between one and three items. These items refer to the criteria that must be met for each dimension. It is important that both professors and students are aware of these, the former in order to encourage students to work on them, and the latter so that they more clearly understand how to work as a team. It should be noted that all the dimensions refer to both individual assessment of oneself (self-assessment) and assessment of other members (peer assessment). The only exception to this is the first dimension, which only needs to be answered for oneself (self-assessment). Table 5 provides an outline of the dimensions and items that make up the rubric:

Table 5: Overview of the individual assessment rubric

Dimensions and items for the individual assessment rubric

PARTICIPATION AND COLLABORATION
<ul style="list-style-type: none"> – Prepares for the meetings. – Meets deadlines. – Contributes to the work of the team.
QUALITY OF WORK
<ul style="list-style-type: none"> – Is concerned about the overall quality of teamwork.
COMMUNICATION WITH TEAM MEMBERS
<ul style="list-style-type: none"> – Communicates assertively. – Asks colleagues for feedback and makes use of their contributions. – Reaches consensus on decisions with the team.
ORGANIZATION / GUIDANCE
<ul style="list-style-type: none"> – Contributes to the cohesion of the team. – Helps the team plan and organize tasks and acts with foresight.
CONTRIBUTION OF SKILLS AND KNOWLEDGE TO TEAMWORK
<ul style="list-style-type: none"> – Has sufficient skills and knowledge to carry out the required activities. – Acquires new skills or knowledge to improve the team's performance.
CAPACITY FOR SELF-REFLECTION AND SELF-REGULATION / SELF-TRAINING
<ul style="list-style-type: none"> – Has the ability to self-regulate learning. <p><i>You must ONLY answer the following question for yourself, not for your team mates.</i></p> <ul style="list-style-type: none"> – Did you do the self-reflection exercise on your contribution to teamwork?

Source: Authors' own work.

The different dimensions included in the rubric are described in more detail below:

a) Participation and collaboration:

In order for the team to function satisfactorily, all team members must contribute equally to the different aspects of the work to be carried out, and the corresponding meetings must be prepared in advance, with clear objectives to be addressed. In this regard, it is important to be aware of all participants' skills and preferences, as this will ensure that everyone feels comfortable in what they are doing, and that the tasks to be carried out are better suited to them. One means of achieving this is through the use of Belbin's roles (see Section 4.2). Furthermore, with regard to team meetings, a good approach is to create a shared agenda for everyone to consult, ensuring that all members are aware of it and can attend the scheduled meetings. At the same time, this dimension includes whether everyone meets the deadlines agreed in advance with the whole working team; it is very important that all team members are responsible in this regard. It is therefore proposed that the team create a document specifying the delivery dates of the agreed tasks to facilitate their completion within the established deadlines.

b) Work quality:

This dimension is intended to evaluate the quality of the individual work carried out within the team and team members' capacity to analyse it, with the aim that they are able to act and take measures to redirect tasks, if necessary. Such analysis allows each member to take stock of what has been done and the progress of the work, while at the same time making them think about how to improve its quality. One way of achieving this objective is to start with good team organization, creating a table with a list of the different tasks to be carried out and how to carry them out, so that once they are ticked off it can be judged whether the selected items have really been completed and using what methodology. It should be noted that, if desired, this table can be complemented with the one presented in the previous section with delivery dates for the tasks. In addition, the assessment activities proposed in Section 4.1 may also be of help with work on this dimension.

c) Communication with team members:

Fluid and assertive communication between the different team members is essential in order to ensure mutual understanding and progress. It is important that everyone expresses what they think, so that others can get to know them and share ideas to improve. However, it is also essential that this is done in a respectful, honest and direct way, because although everyone may have different beliefs or ways of working, this does not mean that some are more or less valid than others. It is therefore necessary that opinions be given bearing in mind how the other person may feel, that is to say, with empathy. Some of the activities listed in Section 4.2 can be carried out to help work on this aspect. In addition, and linked to the above, it is useful to assess whether team members have been asked what they think and listened to, as well as whether the information and contributions received have been used and the decisions taken have been agreed upon by all members.

d) Organization and guidance

In order to achieve a higher degree of cohesion among team members, an equitable allocation of tasks and responsibilities must be ensured, and planning, coordination and execution must be carried out in a consensual way by the whole team, acting with foresight. This idea aligns with the recommended type of teamwork leadership, which, it should be remembered, is shared. Resources related to conflict resolution may be of interest in order to achieve this, so as to ensure that cohesion between members is not broken. Also, the figure of the secretary can be created to oversee what will be done and by when. The team can decide whether this is a permanent or rotating figure, or a role shared between the different members. The secretary's or secretaries' responsibilities include overseeing the smooth running of tasks, while remembering the organizational procedure that had previously been decided and agreed on by the team, in order to monitor and guide what needs to be done. Various resources and activities can be used to work on this dimension (see Section 4).

e) Contribution of skills and knowledge to teamwork:

This dimension assesses whether the team members have the sufficient skills and knowledge to carry out the required activities, assessing their ability to organize and combine the personal knowledge acquired and find solutions to carry out tasks. It also assesses the need to acquire new skills in order to improve the performance of the team as a whole, so this is also an aspect that is valued. It is important for everyone to be aware of their own personal skills, but also to ensure that they are known by the whole team. To this end, it is recommended that all team members have contact with one another to learn new ways of doing things. In doing so, they will be able to apply new ideas to existing ones. This type of activity fostering relationships between team members can be found in Section 4.2.

f) Capacity for self-reflection and self-regulation/self-learning:

Finally, the rubric includes a dimension that assesses the capacity for self-regulation of learning and self-reflection on one's own contribution to the team, which allows team members to adjust the way they work in order to improve this in the future. One point that is taken into account in this dimension is whether there has been an effort to improve and correct any shortcomings that may have been highlighted. The last aspect to be evaluated in this dimension is related to self-reflection on the contribution made to teamwork, but only personally, i.e., each member only evaluates him/herself and not their colleagues as in the previous dimensions. Analysing one's own actions allows for improvement with a view to future work. This can involve techniques such as making a list, either jointly or individually (but sharing it afterwards), of what one believes can be improved. However, if techniques of this more formal nature are not desirable, dynamic teamwork evaluation activities can be used that create a more relaxed environment and promote assertive communication. Such a setting can prove ideal for team members who are embarrassed to talk about their own skills in front of the team (see Section 4.2).



3.4.2. Group evaluation rubric

The aim of this rubric is to assess the degree to which all team members have mastered the competence of teamwork. Below is an overview of the assessed dimensions and items included in this rubric (Table 6):

Table 6: Overview of the group assessment rubric

Dimensions and items for the group assessment rubric

COMMUNICATION
<ul style="list-style-type: none">– The members of the team have been able to express their opinions and proposals.– All individual opinions have been listened to and discussed, even if they disagree with those of the majority.– The team has managed to take advantage of differences of opinion and discussions to improve learning.– In the event of discrepancies, a consensual solution has been sought.
ORGANIZATION
<ul style="list-style-type: none">– The team has met periodically following a pre-planned schedule.– The team members have attended the meetings.– The work to be done individually has been distributed equitably and by consensus.
WORK DYNAMICS
<ul style="list-style-type: none">– The leadership (shared or not) has helped the work dynamics.– The members of the team have been clear about their tasks and those of their colleagues.– The work dynamic has motivated the involvement and cohesion of the team members in carrying out the work.– All members have worked towards common objectives.
LEVEL OF SATISFACTION
<ul style="list-style-type: none">– The team is satisfied with the results obtained.

Source: Authors' own work..

There follows a detailed description of the dimensions included in the rubric:

a) Communication:

This dimension assesses whether team members have been able to express their opinions and proposals freely to the rest of the team, and whether they have been listened to and respected, even though these may differ from those of other members. It is important that this aspect be included as a dimension to be evaluated, given that differing opinions and ideas may arise in teamwork, and this may at times cause conflict. Furthermore, this dimension is concerned with whether the disagreements that have arisen have been used to improve and enrich learning, and whether a consensual solution has been sought. Exercises and dynamics related to assertive communication and conflict resolution can be used to achieve all these aims, since they can help students become aware of the diverse opinions that exist and the need to respect them with appropriate language, as well as resolve any problems that may have arisen (see Sections 4.2 and 4.3).

b) Organization:

The aim of this dimension is to assess whether the team has met regularly according to a pre-arranged schedule, and how well attended these meetings have been. The good organization allows tasks to be distributed equitably and by consensus, and it is therefore necessary that they be included in the teamwork. To this end, minutes can be used to specify the day of the meeting, the attendees, what has been discussed and what has been decided, and when and for what purpose the next meeting will be held. In this way, all the aspects detailed in this dimension can be included in a single document, which would help team members to better plan meetings. Other resources or dynamics that can help to achieve this are included in Section 4.1.

c) Work dynamics:

The way work is carried out directly impacts performance and the group atmosphere, which is why it was deemed necessary to include it in the rubric. This dimension assesses whether the leadership has fostered an effective work dynamic that has led to the involvement and cohesion of the members. Once again, it should be borne in mind that leadership within the work team may or may not be shared. A further aim of this dimension is to assess team members' involvement in both their individual tasks and in the common objectives, and whether they have also been aware of those carried out by their colleagues. Dynamics and activities that foster synergies between members, relationships and mutual knowledge can be used to assess this dimension (see Section 4.2).

d) Level of satisfaction:

This last dimension assesses the satisfaction of team members after the work has been carried out, to identify what has been lacking and improving on it for the future. In order to determine which points have not allowed the team to reach the optimum level of satisfaction, a list can be created of the elements that each member thinks have had an influence. This can then be shared with colleagues to learn about other perspectives and identify solutions for next time.

3.5. Proposed assessment rubrics drawn up by XIDAV

Below are the assessment rubrics developed by the XIDAV, which comprise different items to assess the level of achievement of the teamwork competence acquired individually and as a group and accompany the questionnaires for students.

Table 7: Guiding rubric for individual assessment of teamwork

ASSESSED ITEMS	LEVELS (1: low / 4: high)			
	1	2	3	4
A) PARTICIPATION AND COLLABORATION				
1. Comes to meetings prepared.	Rarely has clear objectives or prepares the topics to be addressed.	Sometimes has clear objectives and other times has to be guided by colleagues. Little evident preparation of the topics to be covered.	Mostly has clear objectives and is sufficiently prepared for the topics to be addressed.	Has very clear objectives and appropriately prepares the topics to be covered.
2. Meets deadlines.	Hardly ever meets agreed deadlines. The team cannot count on them.	Occasionally meets agreed deadlines.	Meets agreed deadlines most of the time.	Is very responsible when it comes to meeting agreed deadlines.
3. Contributes to the work of the team.	The contribution made is not equitable - either too little or too much - a fact that causes serious imbalance.	It does not facilitate an equitable contribution, either by default or in excess, a fact that causes minor imbalances.	Often makes an equitable contribution to teamwork.	Always makes an equitable contribution to teamwork.
B) WORK QUALITY				
4. Is concerned with overall quality of teamwork.	Performs tasks with an insufficient level of quality.	Performs tasks partially or superficially.	Performs tasks with a notable level of quality.	Performs tasks with a very high level of quality.

Table 7: Guiding rubric for individual assessment of teamwork (continuation)

C) COMMUNICATION WITH TEAM MEMBERS				
5. Communicates assertively.	Has serious communication difficulties due to shyness or aggressiveness.	Has certain communication difficulties and tends to adopt shy or aggressive communicative attitudes.	Usually communicates with others in a direct, honest, and respectful way.	Always expresses thoughts and feelings in a direct, honest, and respectful way.
6. Asks colleagues for feedback and makes use of their contributions.	Does not interact or does not take any notice of feedback.	Finds it difficult to interact and asks few questions or does not usually pay much attention to feedback.	Often interacts and uses the feedback received.	Always interacts: asks questions, listens to the answers and uses the feedback received.
7. Seeks consensus on decisions with the team.	Continually makes unilateral decisions without taking into account others' opinions.	Sometimes seeks consensus with other team members.	Often seeks consensus with other team members.	Always seeks consensus with other team members.
D) ORGANIZATION / GUIDANCE				
8. Contributes to the cohesion of the team.	Attitude discourages cohesion.	Is linked to the team but does not encourage cohesion.	Facilitates cohesion without generating a sense of belonging among other team members.	Always promotes cohesion and increases sense of belonging among other team members.
9. Helps team plan and organize tasks and acts with foresight.	Does not collaborate in the distribution of tasks and responsibilities; does not believe planning is necessary.	Accepts that tasks and responsibilities need to be distributed, but improvises proposals.	Often makes rational proposals for the distribution of tasks and responsibilities.	Always ensures that tasks and responsibilities are assigned in a coordinated way and encourages other team members to take them on.

Table 7: Guiding rubric for individual assessment of teamwork (continuation)

E) CONTRIBUTION OF SKILLS AND KNOWLEDGE TO TEAMWORK				
10. Has sufficient skills and knowledge to carry out the required activities.	Lacks the skills and knowledge to carry out tasks.	Has some of the skills and knowledge necessary to carry out tasks, but lacking.	Often has the necessary skills and knowledge to carry out tasks.	Always has the necessary skills and knowledge to carry out tasks.
11. Acquires new skills and knowledge to improve the team's performance.	Does not acquire new skills and knowledge.	Only occasionally acquires new skills and knowledge.	Often acquires new skills and knowledge.	Always acquires new skills and knowledge.
F) CAPACITY FOR SELF-REFLECTION AND SELF-REGULATION/SELF-TRAINING				
12. Has the ability to self-regulate learning.	Does nothing to improve shortcomings.	Makes little effort to correct shortcomings.	Makes some effort to improve and correct shortcomings.	Invests great effort in improving and correcting shortcomings.
You must ONLY answer the following question for yourself, not for your team mates:				
13. Did you do the self-reflection exercise on your contribution to teamwork?	I do not think about reflecting on my contribution to teamwork.	I hardly ever reflect on my contribution to teamwork.	I reflect superficially on my contribution to teamwork.	I reflect and become aware of my contribution to teamwork.

Source: Rubric drawn up by the University of Girona's Network of Educational Innovation in Evaluation.

Table 8: Guiding rubric for group assessment of teamwork

ASSESSED ITEMS	LEVELS (1: low / 4: high)			
	1	2	3	4
A) COMMUNICATION				
1. The team members have been able to express their opinions and proposals.	The team members have rarely been able to express their opinions, make proposals, offer constructive criticism, etc.	The team members have occasionally been able to express their opinions, make proposals, offer constructive criticism, etc.	The team members have often been able to express their opinions, make proposals, offer constructive criticism, etc.	The team members have been able to express their opinions, make proposals, offer constructive criticism, etc. at all times, without any kind of hindrance.
2. All individual opinions have been listened to and discussed, even if they differ from those of the majority.	Opinions other than those of the majority, which has imposed its own criteria, have practically never been listened to and discussed.	Opinions differing from those of the majority have been heard and discussed occasionally.	Most of the opinions have been listened to and discussed, even if they differed from those of the majority.	All opinions have been heard and always discussed, and a constructive debate has ensued as a result.
3. The team has managed to take advantage of differences of opinion and discussions to improve learning.	The team has practically never managed to take advantage of differences of opinion and discussions to improve learning. Discussions and disagreements have almost always been a challenge. Team members have tended to avoid them in order to avoid problems.	Only on some occasions has the team managed to take advantage of differences of opinion and discussions to improve learning.	Although the team has generally managed to take advantage of differences of opinion and discussions to improve learning, on some occasions this has not been achieved.	It has benefited from disagreements, which have enriched the work carried out and fostered the learning of the team members.
4. In the event of discrepancies, a consensual solution has been sought.	Consensus has practically never been sought. There have been members of the team who have always imposed their own proposals and opinions.	Only on some occasions has a consensual solution been sought.	A consensual solution has often been sought.	A consensual solution has always been sought.

Table 8: Guiding rubric for group assessment of teamwork (continuation)

B) ORGANIZATION				
5. The team has been meeting periodically following a pre-arranged schedule.	The team has not met.	The team has met on some occasions, without prior planning.	The team has met whenever necessary, but without prior planning.	The team has met whenever necessary, and on a regular and planned basis.
6. The members of the team have attended the meetings.	Team members have attended less than 40% of the meetings.	Team members have attended between 40% and 60% of the meetings.	Team members have attended between 60% and 90% of the meetings.	Team members have attended more than 90% of the meetings.
7. The work to be carried out individually has been distributed equitably and by consensus.	The distribution of individual work has been neither equitable nor consensual.	Sometimes the work has not been distributed fairly or there has been no consensus.	The work has usually been distributed equitably and by consensus.	The work has always been distributed equitably and by consensus.
C) WORK DYNAMICS				
8. The leadership (shared or not) has helped the work dynamics	The leader or leaders have led the activities but have not managed to coordinate the team to achieve its objectives.	The leader or leaders have led the activities and coordinated the team, but they have often failed to manage the work dynamics correctly in order to achieve the objectives.	The leader or leaders have led the activities and coordinated the team, but on some occasions, they have not managed to correctly manage the work dynamics in order to achieve the objectives.	The leader or leaders have led the activities and coordinated the team in such a way that they have correctly managed the work dynamics to achieve the objectives.
9. The team members have had a clear understanding of their tasks and those of their colleagues.	No member of the team has had a clear understanding of their own tasks or those of their colleagues.	Team members have had a clear understanding of their own tasks, but not those of others, or they have had a clear understanding of those of their colleagues but not their own.	Most of the team members have had a clear understanding of their own tasks and those of their colleagues.	All team members have had a clear understanding of their own tasks and those of their colleagues.

Table 8: Guiding rubric for group assessment of teamwork (continuation)

10. The work dynamics have motivated the involvement and cohesion of the team members in carrying out the work.	The work dynamics have led to the demotivation of team members, so that everyone has ended up working more individually than as a team.	At times, the work dynamics have led to a lack of motivation among team members. However, some of them have managed to get involved in the activity and have worked in a cohesive way.	Although at times the work dynamics have led to the demotivation of team members, they have ultimately been redirected to facilitate involvement and cohesion.	The work dynamics have always motivated the involvement and cohesion of team members.
11. All members have worked towards a common goal.	Team members have only been concerned with their own particular objectives.	Some team members have found it difficult to find a balance between their own goals and those of the team.	Once the team's objectives had been defined, most of the members took them on as their own.	All members have accepted the team's objectives and tried to motivate others to achieve them.
D) LEVEL OF SATISFACTION				
12. The team is satisfied with the results obtained.	No member of the team is satisfied with the results obtained.	One or two members of the team are satisfied with the results obtained.	Most of the team members are satisfied with the results obtained.	All team members are satisfied with the results obtained.

Source: Rubric drawn up by the University of Girona's Network of Educational Innovation in Evaluation.

3.6. A proposal for assessing teamwork

In this section, we present a proposal for working on the competence of teamwork and its assessment. This proposal includes use of the questionnaires and rubrics presented in previous sections, which are also available on the **AVATREQ** web platform. If AVATREQ is used, the following additional services are also provided: individual and group feedback reports for administering the questionnaires.

The proposal involves three key moments:

1) An initial session should be scheduled in which the professor presents: a) the task or product to be completed by the team; b) an introduction or reminder (depending on the students' previous experience) about teamwork and recommendations for good functioning and organization; and c) the tools or resources that students can use to monitor and self-assess teamwork, such as questionnaires and assessment questions.

2) While the sessions and tasks are being carried out, it is recommended that follow-up tutorials be conducted with each work team and that each team fill in the group evaluation questionnaire approximately halfway through the team work process. In this questionnaire, the team is asked to self-assess its work process and functioning, and it is recommended that the teamwork assessment rubric be used to this end. If the AVATREQ platform is used for assessment, after the whole process has been completed the group will receive a group feedback report with details of the assessments and what needs to be done to achieve greater competence with regard to teamwork.

3) Once the task has been completed, it is recommended that a second group self-assessment questionnaire and an individual self-assessment questionnaire be completed. The latter asks students to assess themselves and each of the other team members in relation to different levels of teamwork, taking into account different items within each dimension. If the AVATREQ tool is used with these questionnaires, an individual and group feedback report will also be compiled with the assessments and what needs to be done to achieve greater competence with regard to teamwork. **Figure 1** shows a flowchart summarizing all of the above points:

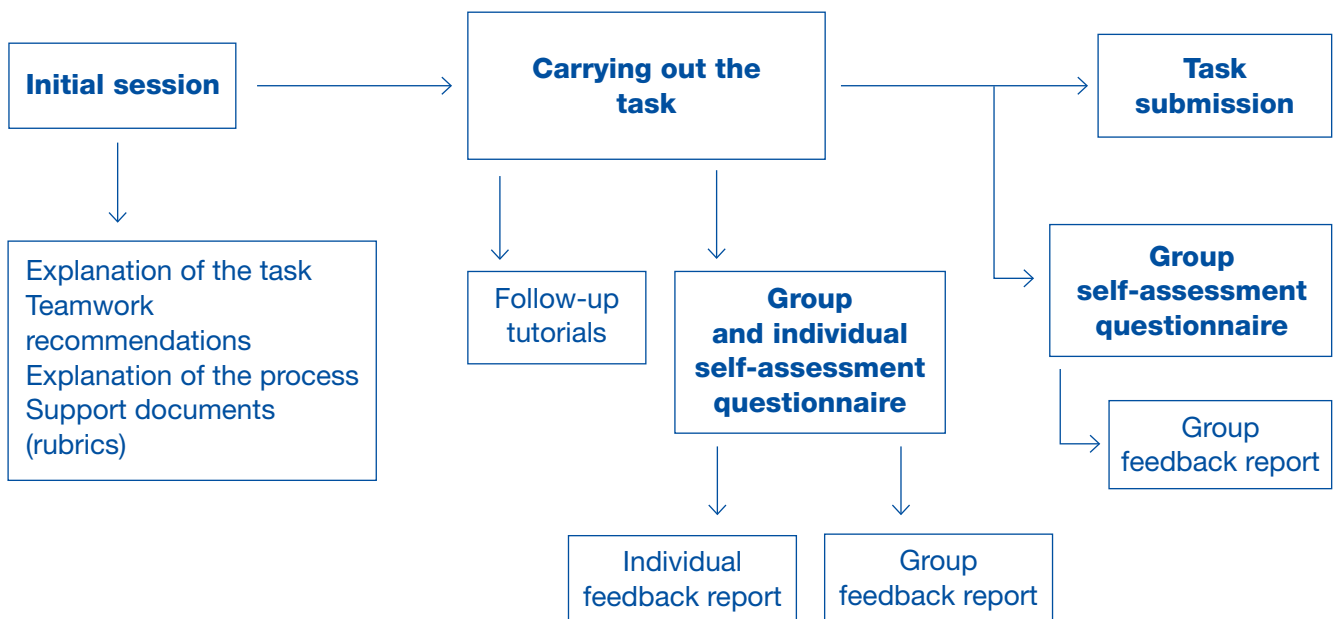


Figure 1: Flowchart for teamwork assessment (authors' own work).

If a grade is to be assigned to the teamwork competence, the above process can be complemented with a coassessment (involving the students and the professor), in which the professor grades the result of the final product and the students can modify this grade according to the day-to-day dynamics of the teamwork. Specifically, students will assign a percentage of the participation of each member to the teamwork according to their reflections in the group rubric. This percentage allocation can be done before or after the professor's grade is known for the team activities. Below is an example, in which the students allocate participation in teamwork before knowing the final grade:

If a group has four members and they decide that they have all achieved the teamwork competence equally, then each student would be assigned the same percentage of participation, in this case 25%.

However, if the members view their teamwork skills as being different, then the percentage assigned to each one should also be different (e.g. 25%, 35%, 20% and 20%).

The professor assigns the overall grade for the team activities, which will be multiplied by the number of members of the group, and the result obtained will be the total grade for the group. This score will be distributed among the members according to the percentage they previously assigned themselves.

For example, if the total grade for the teamwork is 7, this team would receive 28 points (4 members x 7 points/person = 28 points). If these 28 points are distributed at 25% each, all members would receive a teamwork grade of 7. However, if each member's contribution to the work is different, these points must be distributed unequally according to the percentage assigned by the students themselves.



4. Resources for coordinating the different work team training phases

This section presents resources that can be used by professors and students to introduce teamwork. They have been grouped into three thematic blocks: 1. Dynamics and organization of teamwork; 2. Communication, knowledge and social relations; and 3. Conflict management. These resources are summarized in **Table 9** and described in more detail in the following subsections.

Table 9: Resources for coordinating the different work team training phases

Theme	What elements does it work with?	Resources
Dynamics and organization of teamwork	<ul style="list-style-type: none"> – Types of leadership – Group division – Organizing and planning the group – Assessment – Group relations – Intra-group functioning – Subgroups and inter-groups 	<ul style="list-style-type: none"> – Dinámicas grupales (2021). <i>Dinámica El barco. APA Style blog</i>. https://dinamicasgrupales.com.ar/dinamicas/trabajo-en-equipo/dinamica-el-barco/ – García, D. (2003). <i>El grupo: Métodos y técnicas participativas</i> (2nd ed.). Argentina: Espacio Editorial. – Hostie, R. (1974). <i>Técnicas de dinámica de grupo</i>. ICCE. – Vivas, P. (2009). <i>Tècniques de dinàmica de grups</i>. Universitat Oberta de Catalunya. (January 2022). http://openaccess.uoc.edu/webapps/o2/bitstream/10609/258/7/Din%C3%A0mica%20de%20grups_M%C3%B2dul3_T%C3%A8cniques%20de%20din%C3%A0mica%20de%20grups.pdf

<p>Communication, knowledge and social relations</p>	<ul style="list-style-type: none"> – Constructing work groups – Communication between members – Interpersonal relations – Presentation of different team members – Knowledge – Communication and deeper understanding – Interpersonal communication – Belbin’s roles – Empathy 	<ul style="list-style-type: none"> – Marín, M. & Troyano, Y. (2006). <i>Trabajando con grupos: Técnicas de intervención</i> (2nd ed.). Pirámide. – Morales, A. (1999). <i>Dinámicas de grupo: Ejercicios y técnicas para todas las edades</i>. San Pablo. – Belbin. (2022). <i>¿Qué es Belbin en 2 minutos!</i> (January 2022). https://www.belbin.es/ – Pericás, A. (2022, February 2022). Fishbowl, la estrategia ideal para trabajar en grupo. Fishbowl: Optimiza la dinámica de debate grupal. <i>Marketing Directo</i>. https://www.marketingdirecto.com/marketing-general/tendencias/fishbowl-dinamica-debate-grupal – Universitat Politècnica de Catalunya (2021). <i>Nexus24 - Comunitats col·laboratives: Dinàmiques</i>. (January 2022). https://www.upc.edu/nexus24/ca/caixa-deines/dinamiques – Xarxanet. (2011). <i>Eines per treballar les habilitats socials</i>. (January 2022). https://xarxanet.org/formacio/recursos/eines-treballar-les-habilitats-socials-ii
<p>Conflict management</p>	<ul style="list-style-type: none"> – Analysis and elements of conflict – Positive conflict management – Communication tools and techniques for conflict resolution – Crisis prevention in conflict prevention – Alternative dispute resolution: negotiation, mediation, conciliation and arbitration – Analysing types of conflict 	<ul style="list-style-type: none"> – Farré, S. (2004). <i>Gestión de conflictos: taller de mediación. Un enfoque socioafectivo</i>. Ariel. – Mendieta, C. & Vela, O. (2005). <i>Ni tu ni jo: Com arribar als acords</i>. Graó. – Pimentel, M. (2013). <i>Resolución de conflictos: Técnicas de mediación y negociación</i>. Plataforma. – Redorta, J. (2004). <i>Cómo analizar los conflictos: La tipología de conflictos como herramienta de mediación</i>. Paidós Ibérica. – Torrego, J. C., Aguado, J. C., Arribas, J. M., Escaño, J., Fernández, I., Funes, S., Gil, M., Palmeiro, C., Romero, G., de Vicente, J. & Villaoslada, E. (2006). <i>Modelo integrado de mejora de la convivencia: Estrategias de mediación y tratamiento de conflictos</i>. Graó.

Source: Authors’ own work.

4.1. Dynamics and organization of teamwork

Dinámicas grupales (2021). *Dinámica El barco*. APA Style blog. <https://dinamicasgrupales.com.ar/dinamicas/trabajo-en-equipo/dinamica-el-barco/>

A dynamic for learning about and working on the different types of leadership styles that can emerge in teamwork.

García, D. (2003). *El grupo: Métodos y técnicas participativas* (2nd ed.). Argentina: Espacio Editorial.

This manual presents different teamwork techniques; the most important are those related to *group division, group organization and planning, and evaluation*. The latter can guide the team in the process of coassessment among members.

Hostie, R. (1974). *Técnicas de dinámica de grupo*. ICCE.

This book is a collection of techniques on the good functioning of a team; the following sections stand out: *group relations, intragroup functioning, sub-groups and intergroups*.

Vivas, P. (2009). *Tècniques de dinàmica de grups*. Universitat Oberta de Catalunya. (January 2022). http://openaccess.uoc.edu/webapps/o2/bitstream/10609/258/7/Din%C3%A0mica%20de%20grups_M%C3%B2dul3_T%C3%A8cniques%20de%20din%C3%A0mica%20de%20grups.pdf

This document presents the main techniques related to group dynamics and explains the most commonly used ones. Useful for choosing the ones that best suit the dynamics to work on with the teams in question.

4.2. Communication, knowledge and social relations

Marín, M. & Troyano, Y. (2006). *Trabajando con grupos: Técnicas de intervención* (2nd ed.). Pirámide.

This book includes a wide range of group dynamics. Those most useful for teamwork are related to the *construction of work groups, communication between members, interpersonal relationships and conflict analysis and resolution*.

Morales, A. (1999). *Dinámicas de grupo: Ejercicios y técnicas para todas las edades*. San Pablo.

This book details many types of activities and dynamics for use with different age groups. We would highlight those related to the following areas: *presentation of the different members of the team; knowledge; communication and interpersonal communication; and teamwork*. Each activity specifies the number of participants needed to carry it out, the setting in which it is carried out, the duration and the material required.

Belbin. (2022). *¡Qué es Belbin en 2 minutos!* (January 2022). <https://www.belbin.es/>

The Belbin role technique allows us to understand the strengths and weaknesses of each member of the team, based on each participant's point of view of themselves and how others see them. There are nine Belbin profiles or roles created from the combination of each person's mental abilities, personality, values and experiences. The guide below provides details of the different roles team members can adopt: <https://www.belbin.es/wp-content/uploads/2019/07/Ebook-Belbin.pdf>.

Finally, we have created the following document for assigning roles to the different members and for everyone to be able to participate and give their opinion. It includes a grid that can be used to determine which roles team members would assign to themselves and which others would assign to them: <https://www.belbin.es/wp-content/uploads/2018/04/Como-utilizar-los-informes-individuales-Belbin.pdf>.

Using this information, team members can better approach the tasks to be carried out, while at the same time understanding the skills of other team members; indirectly, this also allows them to know themselves better.

Pericás, A. (2022, February 2022). Fishbowl, la estrategia ideal para trabajar en grupo. *Fishbowl: Optimiza la dinámica de debate grupal*. Marketing Directo. <https://www.marketingdirecto.com/marketing-general/tendencias/fishbowl-dinamica-debate-grupal>

The Fishbowl dynamic allows us to work on assertive communication between the different members of the team in an open and fluid way. This dynamic can be applied in cases where the team has difficulties expressing what they think about the work done globally or by a specific person, and where they do not have the skills to be able to communicate this in a respectful or tactful way.

Universitat Politècnica de Catalunya (2021). *Nexus24 - Comunitats col·laboratives: Dinàmiques*. (January 2022). <https://www.upc.edu/nexus24/ca/caixa-deines/dinamiques>

This web page has a list of dynamics that can be used with university students to create knowledge, relate to other members of the team and establish a working method. One dynamic or another can be used, depending on the aims of the activity.

Xarxanet. (2011). *Eines per treballar les habilitats socials*. (January 2022). <https://xarxanet.org/formacio/recursos/eines-treballar-les-habilitats-socials-ii>

This web page has an activity for working on assertive communication and empathy among team members. See, for example, the activity “Learning to make and receive criticism”.



4.3. Conflict management

Farré, S. (2004). *Gestión de conflictos: taller de mediación. Un enfoque socioafectivo*. Ariel.

This book provides an exhaustive analysis of conflict and how to manage it positively. Chapter 4 contains communication tools and techniques that can be useful for university students. Although the book is theoretical in nature, in the aforementioned chapter there are some resources that can be easily applied to everyday conversations and situations when working in a team.

Mendieta, C. & Vela, O. (2005). *Ni tu ni jo: Com arribar als acords*. Graó.

This book-guide presents an orderly explanation of what conflicts are and how to resolve them, including examples, as well as the steps to negotiate and reach an agreement. It not only provides theoretical information on these elements, but also includes examples of activities that can be done in the classroom to resolve and prevent conflicts.

Pimentel, M. (2013). *Resolución de conflictos: Técnicas de mediación y negociación*. Plataforma.

This book contains techniques for managing and preventing crises that arise from conflict; they are applicable to a wide range of areas and are easy to implement. The book presents the concept of *alternative dispute resolution* (ADR), which refers to conflict resolution based on negotiation, mediation, conciliation and arbitration.

Redorta, J. (2004). *Cómo analizar los conflictos: La tipología de conflictos como herramienta de mediación*. Paidós Ibérica.

The last chapter of this book presents the technique of conflict analysis typology (CAT), which is an instrument that aims to analyse conflicts in any field. Presented in graphical format, it is a tool that identifies those elements that need to be evaluated as a team or individually in order to understand where the problem lies - the cause of the conflict - and actions for resolving it. The tool is very easy and quick to use and provides a very simple means of identifying points where there are shortcomings and where part of the problem may lie. It is a good tool for use in the classroom, since the graph only occupies one side of a full sheet of paper, with instructions on the other side. Moreover, it can be applied to any field or subject, which makes it very functional.

Torrego, J. C., Aguado, J. C., Arribas, J. M., Escaño, J., Fernández, I., Funes, S., Gil, M., Palmeiro, C., Romero, G., de Vicente, J. & Villaoslada, E. (2006). *Modelo integrado de mejora de la convivencia: Estrategias de mediación y tratamiento de conflictos*. Graó.

This book focuses on conflicts between different individuals and, on page 64, includes a framework that allows for a better understanding of the ideas held by each of the parties involved so as to be able to act accordingly and improve the situation. The framework sets out a series of questions (who is involved, what has happened, what is proposed to resolve it, etc.), which each party will have to respond to. This brings those involved to the root of the problem and leads to solutions to improve coexistence. It should be noted that the framework is very simple and easy to implement, which makes it an interesting tool for work with students in the classroom.

5. Examples of activities based on teamwork

In this section, we present some examples of team work based activities implemented on multiple subjects of different degree courses in many faculties of the University of Girona.

The common element in all of these activities is the value given both to the work and the evaluation process carried out by the team members.

Activity 1: Structure of a team activity on Agri-Food Engineering Degree (first-year course: Physics 2).

Task	Work teams of 2 or 3 students work on a topic to apply a physical concept in the agri-food field.
Materials	Students are provided with the assessment items and their weightings, and are shown a video explaining the activity to be carried out.
Description	Students create a portfolio of activities carried out, which will need to be submitted to the professor during the course of the work and will receive feedback. They answer two questionnaires (one at the halfway point and one at the end), which allow students to self-assess their work as a team. After doing the first questionnaire, they can modify their individual and group learning process. After the second, they decide whether the mark for the activity should be distributed equally to all members or not.
Format	<p>a) Index + questions (5%).</p> <p>b) Structure + bibliography + answer to the first questionnaire: 10%, broken down as follows (50% structure, 40% bibliography, 10% questionnaire).</p> <p>c) First work submission: 65%, broken down as follows (structure 5%, introduction 5%, methods-examples 30%, summary 5%, data search 20%, adaptation to context 30%, syntaxis 5%).</p> <p>d) Final exam + final questionnaire: 20% (90% response to modifications suggested by the professor, 10% questionnaire).</p>
Assessment	<p>Taking the above criteria into account, the team can propose a mark at the end of their work (20% of the total, 80% being the professor's mark). If the mark proposed by the students is 1 point or more higher than the professor's (out of 10), then the team's mark is adjusted to the professor's and a maximum of 1 point out of 10 is added. If the mark proposed by the students is lower than the professor's, only the professor's mark is taken into account.</p> <p>Optionally, students can propose a suitable distribution of marks among the team members. The final average of proposed marks must coincide with the final mark for the teamwork.</p>

Source: Authors' own work (Suñol, J. J., 2021).

Activity 2: Teamwork activity on Agri-food Engineering Degree (third-year course: Agricultural Machinery).

Activity: Preparation and presentation of a topic, with questions.
<p>Work teams are formed and each searches information on the type of tools needed to carry out the main cultivation operations, their characteristics and functioning. The following tools can be found: tools to prepare silt, markers, seeders and collection of hardware.</p> <p>Once the information has been found, it is submitted with an annex containing at least five questions related to the research carried out, along with the answers. Teams then give oral presentations in class to explain the information and receive feedback from classmates and the professor. The written work is also made available to classmates.</p>

Source: Authors' own work (Arbat, G., 2021)

Activity 3: Teamwork activities on the Biotechnology Degree (third-year course: Social and legal aspects of biotechnology)

Students work in teams throughout the course, both to carry out the activities and to assess themselves and their peers. Specifically, they carry out three activities: 1) Oral presentation of a regulation; 2) Analysis and study of cases; 3) Assessment of teamwork competence.	
ACTIVITY 3.1: Oral presentation of a regulation	
Aim	To read and summarize a regulation from the syllabus and present it orally.
Description	<p>A regulation is assigned to each team of students. They prepare a 20-25 minute presentation in a non-classroom setting.</p> <p>On the day of the presentation, the part to be presented by each team member is selected randomly. At the end of the presentation, the team answers questions from classmates and the professor.</p>
Assessment	<p>The presentation is assessed by both classmates and the professor, following a rubric for the coassessment of oral presentations. The team members who have given the presentation also assess themselves according to this rubric.</p> <p>The mark for the activity is the average of those awarded by classmates and the professor. This mark represents 20% of the final mark for the course.</p>

ACTIVITY 3.2: Analysis and case studies	
Aim	To analyse and study a case related to a regulation on the subject: present it orally, arguing positions in favour and against, and relate it to the corresponding regulation.
Description	<p>A case is assigned to each work team. This case cannot be related to the regulations they worked on in activity 1. Each team analyses its case and prepares a presentation with points for and against, and how it relates to the regulations.</p> <p>The case is presented to classmates. The part to be presented by each team member is selected randomly. In addition, the team that has worked on the regulations related to the case (activity 1) assesses the performance of the team presenting the case, and a debate is held.</p>
Assessment	<p>The professor assesses the performance of the team giving the presentation (according to a rubric) and the assessing team.</p> <p>The mark obtained in this activity represents 25% of the final mark for the course (20% for the presentation, and the remaining 5% for participation as judges).</p>
ACTIVITY 3.3: Assessment of teamwork competence	
Aim	Students assess teamwork skills using questionnaires and rubrics.
Description	<p>a) After completing activity 1, each work team fills in a questionnaire to assess the group's level of teamwork competence up to that moment. The questionnaire is completed using a guideline rubric for assessing teamwork. Only one questionnaire is answered per team, with the answers reflecting the consensus opinion of team members.</p> <p>b) Once the work teams have finished activity 2, they answer the questionnaire on the group assessment of teamwork again, but this time referring to the current time. Thus, the aim is to analyse whether there has been an evolution in how the group worked together over time.</p> <p>Students then complete an individual teamwork assessment questionnaire, using a guideline rubric to this end. Each member assesses him/herself (self-assessment) and each of the other members (peer assessment).</p> <p>c) Once the previous assessments have been carried out, the work teams distribute points. The professor assigns the total mark for activities 1 and 2, and this mark is multiplied by the number of members, which gives the team's total score. This score is distributed among the members on the basis of the reflections made in the questionnaires and members' involvement in and contribution to teamwork. The distribution is recorded in a report that all members of the team must sign, which is then handed to the professor.</p>

Source: Authors' own work (Feliu, L., 2021)

Activity 4: Teamwork activity on Psychology Degree (second-year module: Personality and Social Context).

<p>Aims</p>	<p>To work as a team on all the skills acquired in the module. To carry out the presentation of scientific research in order to work together on various current issues from the point of view of the psychology of personality and the social context.</p>
<p>ACTIVITY 1: SELECTING THE THEME</p>	
<p>Aim – To select one of the two seminars (happiness and/or health) and one of the twenty themes included in each seminar (e.g. altruism, self-concept, addictions to toxic substances,...).</p> <p>Tasks Work teams are made up of between 5 and 6 students, and each team signs up for the selected seminar and topic via Moodle.</p> <p>Temporalitat – First three weeks of September.</p>	
<p>ACTIVITY 2: RESEARCHING AND SELECTING A SCIENTIFIC ARTICLE</p>	
<p>Aim – Each team searches for and selects a scientific article.</p> <p>Tasks – The selected article must be on the theme initially selected by the team and meet the following requirements: – Have been published in the previous 10 years. – Be from a journal indexed in the main psychology databases and have an impact in the Journal Citation Reports (ISI) or SCImago (minimum Q1). – Correspond to empirical research (review articles are not accepted). – Include variables of both PERSONALITY and SOCIAL CONTEXT. – This article is the one that teams will work on throughout the seminars and make a poster and oral presentation for.</p> <p>Timeframe – October to mid-November.</p>	

ACTIVITY 3: PROPOSING THE ARTICLE TO THE PROFESSORS IN CHARGE OF THE SEMINARS

Aim

- The professors supervise selection of the article and work carried out by the team.

Tasks

- Before attending the tutorial, each team will upload a form (“Fitxa article Seminaris”) to the corresponding Moodle section.
- The form will be explained in the tutorials.
- The work done in the seminars can only be continued after receiving approval from the professors lecturers.
- The tutors evaluate the article’s suitability with regard to the requirements and provide feedback so that, if necessary, the team can adapt it to the demands of the activity.
- At this point of the task, the team members assess their progress, and demonstrate that they all now know and master the selected topic.
- If the aim is not achieved, the team must present a new article proposal, which will be supervised via tutorials (face-to-face/virtual) and e-mail.

Timeframe

- Dues sessions de novembre.

ACTIVITY 4: UPLOADING THE SELECTED ARTICLE TO MOODLE

Aim

- To make the selected article available.

Tasks

- Each team uploads the selected article to Moodle once they have obtained professor’s approval.

Timeframe

- Last session in December.

ACTIVITY 5: PRODUCING THE SCIENTIFIC POSTER

Aim

- To produce a scientific poster for the selected article.

Tasks

- Following an in-depth reading and analysis of the article by all members of the team, a poster presentation is prepared with the most important contents of the article. The APA style must be followed.
- The members of the team work independently on this activity and can request supervision from the professor through tutorials.

Timeframe

- Beginning of March.

ACTIVITY 6: ORAL PRESENTATION + DEBATE

Aim

- Oral presentation of the research, presentation of the scientific poster and class debate.

Tasks

- Each team has 15 minutes to present their study of the article they have worked on.
- Teams provide information on all sections of the article (introduction, methodology, results, discussion/conclusions) and present the poster.
- It is important that all team members take part in the presentation and demonstrate mastery of each section.
- At the end of the presentation, the professors and classmates have 5 minutes to ask for clarifications and give feedback and suggestions.
- Once the oral presentation has been done, the team members have 15 minutes to conduct a debate based on questions/activities that they propose to the rest of the participants of the group.

Timeframe

- Last five weeks of the academic year (April-May).

ACTIVITY 7: CLOSURE

Each team has 10 minutes to present:

- A brief summary of the most important findings of the article (highlights).
- Strengths and points to improve in conducting the seminars.

Assessment

The mark for the seminars corresponds to 20% of the overall mark for the module. Completion of the poster is worth 5% and the oral and poster presentation 15%. After each team's presentation session, these aspects will be assessed on the basis of two questionnaires: one completed by the teaching staff (which will be worth 60%) and the other by the students (40%), which will make it possible to assess the work carried out by the team on the day of the oral presentation. Teams obtain their final mark based on these two assessments.

Source: Authors' own work (Malo, S. and Martín, M., 2021).

Activity 5: Teamwork activity on Social Education Degree (second-year course: Designing projects and basic strategies for socio-educational action).

Context of the activities

The main activities carried out in this module and the percentage of assessment they represent of the total are as follows:

- Produce a list of collective points on challenges related to the training unit worked on in the module (6%).
- Design and develop a community diagnosis (32%).
- Produce a joint socio-educational proposal to diagnose and create a socio-educational intervention project (32%).

Two activities that provide information on elements related to competence in this type of work are carried out in parallel to the above activities, which are done as teamwork. With this information, students conduct an assessment of the work carried out as a group and individually, which must be submitted in order to pass the course. The two aforementioned activities are explained in the following sections.

Activity 1

Aim

- To provide students with guidance on teamwork.

Tasks

- Group activity reflecting on teamwork.
- Explaining the guided work activity on self-assessment of the group and individual team members. Emphasis is placed on:
 - Learning outcomes to be worked on.
 - The importance of justifying opinions and providing evidence.
 - Use of the minutes from meetings to provide evidence.
- Presentation and discussion of the different elements of the rubric that will be used to assess teamwork.

Activity 2

Aim

- To reflect on the process carried out as a team and evaluate the roles and contributions of each member during the process.

Tasks

- Explicació i realització de la tècnica de la línia cronològica, en què cada equip dibuixa en un full una línia que reflecteixi el recorregut i els moments clau del treball en equip realitzat. Es fan qüestions que els permetin reflexionar sobre aquest trajecte. Un cop feta, s'explica davant els altres equips. Això permet autoavaluar el desenvolupament i el resultat del treball en equip.
- Es demana que emplenin una fitxa grupal i individual de valoració del funcionament de l'equip, que els ha de permetre justificar el repartiment de punts que es farà per a l'avaluació.

Assessment

The professors add up the marks of the different guided work activities carried out on the course. Once the mark is obtained, it is multiplied by the number of students in each team and communicated to the students in a tutorial. The team decides by consensus how the points will be distributed among its members, and finally a report is submitted to the professor with the agreed distribution of points. Students receive the marks awarded in the report.

Source: Authors' own work (Planas, A., 2021).

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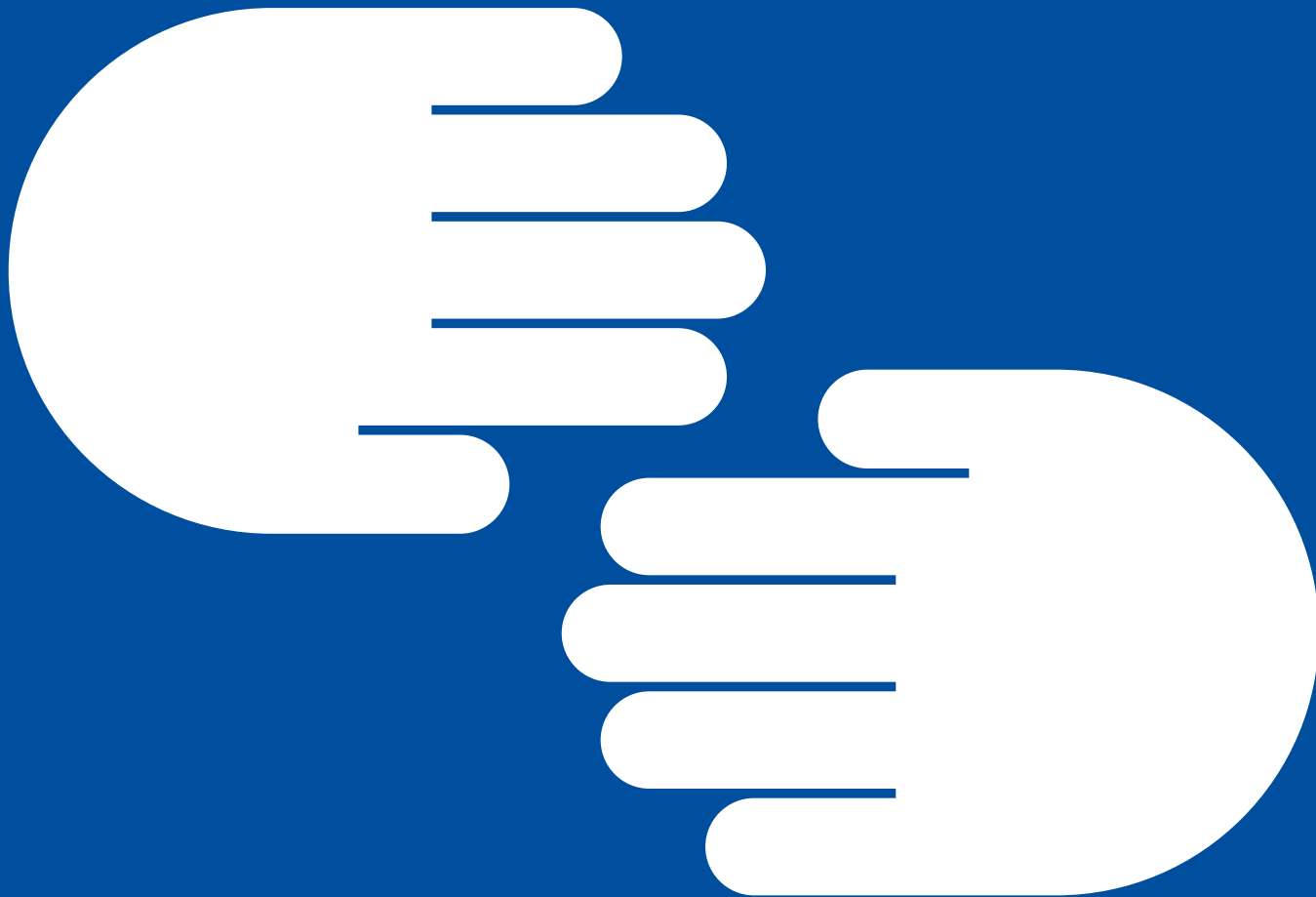
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