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UNIVERSITY OF APPLIED SCIENCES



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LbD4All Guidebook Series

Project and Teamwork



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PROJECT AND TEAMWORK

This guidebook is a part of a series of guidebooks concentrating on the LbD4All action model. The series of guidebooks consists of eight guidebooks that introduce the five dimensions of the LbD4All action model. The dimensions are authenticity, research-oriented approach, partnership, experiential nature and creativity. Furthermore, assessment, project and teamwork, as well as e-learning are introduced. In addition, the series of guidebooks includes five videos on the five dimensions.

The guidebook describes the LbD4All action model. The LbD4All action model is based on the action model Learning by Developing (LbD) that has been developed by Laurea University of Applied Sciences. LbD4All is an action

model developed in the LeTeEm (Learners, Teachers and Employers) project by Laurea University of Applied Sciences for comprehensive schools and secondary education. The guidebooks and videos have been created as part of the LeTeEm project.

LbD4All is an action model where learning takes place in authentic projects in cooperation with working life. This guidebook is a part of a series of guidebooks in the LeTeEm (Learners, Teachers and Employers) project and describes some of the main features of **project work and teamwork** for comprehensive schools and secondary education.

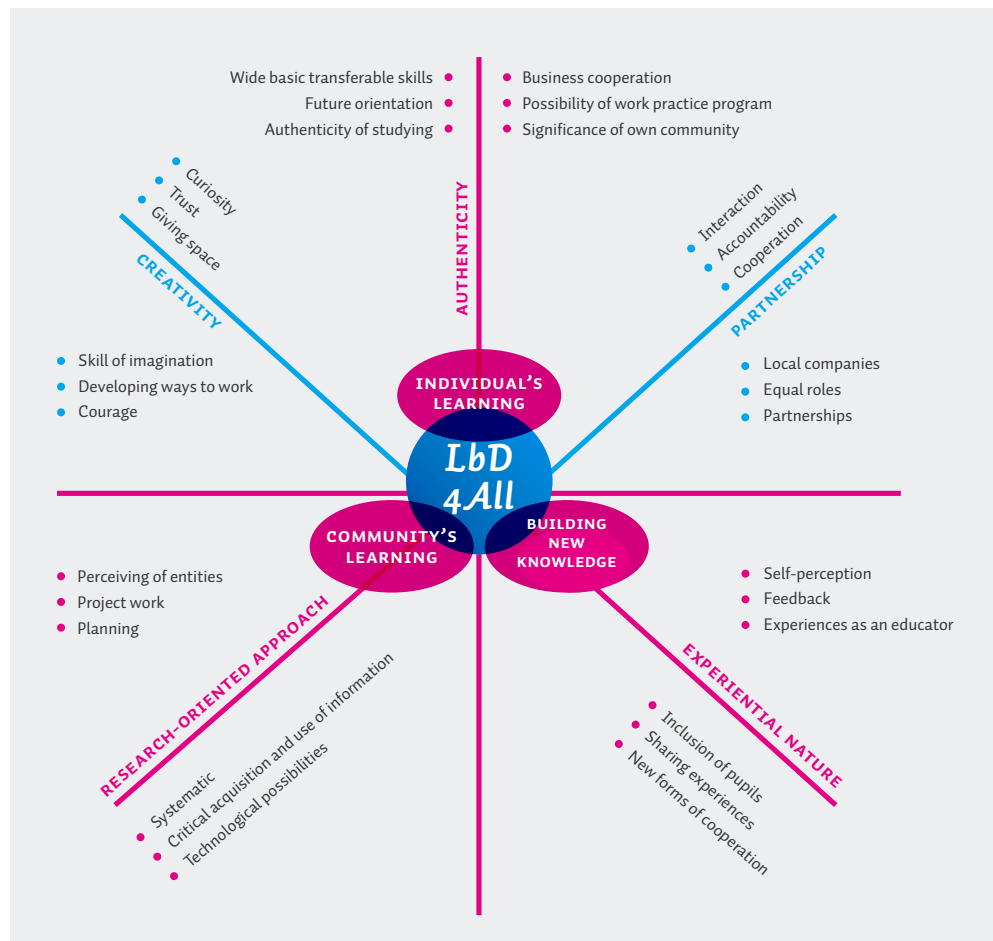


Figure 1. The LbD4All model adapted for comprehensive schools..

Description:

Genuine collaboration means the commitment of all parties to joint working from planning to the assessment of results. In the LbD4All action model, the learner can safely practice cooperation in different groups. One learns not only knowledge and skills but also interaction and teamwork skills. When learning takes place in authentic projects, learners acquire experience in cooperation with working life and the surrounding society. Creativity increases because it is the learner's task to actively search for information and develop skills in information acquisition and thinking. Taking responsibility can be seen in the learners' readiness to commit themselves to work and to achieving learning results, as well as taking responsibility for their own and others' learning.

Cooperation is encouraging, both for employing creativity and working together with others to sustain the motivation to learn. Learners need to get the chance to argue, select and evaluate information. Continuous assessment of one's own work helps one to internalize criteria that can be used to

compile sensible and justified assessments of one's own and others' thinking and work.

The learning project functions as a learning environment for the teams and other actors. The project exists in the present and in working life, reflecting an authentic learning environment. It is possible to integrate different communication and electronic tools in the learning environment. New kinds of opportunities, such as different virtual learning environments, support working. Learning projects can exploit, for example, Twitter and Google docs, as well as other tools. Language teaching and other school subjects can easily be combined with other subjects in projects.

Projects can be very large and include many classes or the whole school, and last for a long time, or they can be very small and form only part of a study subject's classes for a shorter period of time. It is important to realize that there is no one set model for carrying out project work or teamwork in the action model. More important is to see that all projects create a learning environment with different subjects to study, external partners and good atmosphere.

How is it visible?

- The project advances continuously
- It is the learning environment for the pupils, teachers and organization
- Objectives, structure, some kind of organization with roles, responsibilities and actions, schedule desired solutions, results and outputs

Whom does it influence?

- Participants
- The learning community
- School (teachers, administration and other actors, sense of community)
- Companies, organizations involved directly or indirectly
- Environment

Who does what, when, where, why?

There are many options.

- Teachers innovate ideas, agree with the company (the company has to have an authentic case and an authentic need)
- Teachers, pupils, and the company contact each other
- The company can meet with the pupils to discuss the idea that needs to be researched. Pupils are in teams, researching, etc.
- Teachers provide guidance
- Final assessment; the company can be present
- Different combinations of various school subjects
- At the premises of the organization or company

What does it generate/produce?

- All kinds of things as output such as reports, presentations, portfolios, songs, plays, musicals, costumes, menus, meals and dishes, calculations and crops.
- New knowledge
- Innovations
- New experiences
- Real working life experiences
- New produce
- Developed product
- Information of users' experience (especially children)
- New ideas and new projects

Realization: How to carry out a project?

A project is a set of activities that starts from somewhere at a specific point in time and ends at a specific point in time. It

has several actors working in it according to a schedule and they have an organization with set aims.

Planning

The project needs a clear starting point. The comprehensive planning of a project is the responsibility of the teachers. The plan defines the shares of the study subjects, actors, learning objectives, starting and ending points of the project, scheduling, and setting goals. Teachers define the preconditions, such as the size of the teams, the roles of partners that have been agreed upon in advance, the forms of the final output of the learning process, assessment means and methods, supplementary learning materials and tools. Pupils participate in the ideation phase already. Partners are involved from the beginning in the project.

Pupils design their team's own project plan for the work they will carry out for the project. Teachers support and supervise the work. Pupils include their own aims, methods, materials, schedules (for example, regular project meetings that are documented by writing memos), roles, responsibilities and activities, team rules, outputs, and ideation of cooperation with partners.

The action stage

This stage includes the realization of the project, activities and actions. Teachers and partners support the pupils in their activities. Both guidance and lectures support the learning process. Also teachers and partners learn in the process of carrying out the project.

When necessary, the project plans are updated. Here work includes information search, adoption of knowledge, e-learning and creation of output. Development is carried out into output. This stage is all about working together.

Assessment

Assessment is carried out during the project as self- and peer assessment, and assessment discussions can take place during guidance sessions. Guidance and teaching are provided throughout the whole project to support the learning process.

The assessment process is carried out as planned. Partners are included in the assessment activities. Learning results are mirrored in the aims. Outputs are presented and disseminated as planned. The next step is to plan further development activities or projects. The project is then officially concluded.

Teamwork

Team members need to set their mutual goals for the project and design their project plan. They plan their team rules, their roles, their responsibilities, their work, and their schedule. They get to know each other professionally when working as a team. These skills include project management skills, communication and interaction skills, and other teamwork skills. The joint project and team support the pupils' learning where each member learns together with their peers.

Team roles can vary. Sometimes projects require that the team have a leader. It depends on how extensive the project is. Many projects can be run by a team with rotating roles, such as having a chairperson and secretary. If the project requires a leader, the roles need to be defined quite clearly concerning the responsibilities. It is important to make sure that pupils work together and work for an equal duration.

When problems appear in teamwork, teachers sometimes need to intervene or help the team solve their issues.

Sometimes the problems are interpersonal, sometimes they are related to time management, and sometimes the problems deal with the content of the learning. The teachers have the ultimate responsibility to see that team members have the opportunity to learn.

Teams work independently and together with the teachers and external partners. Their work process is defined by the project schedule and the working schedule, which has been designed by the teachers already in the pre-planning stage. The pre-planning stage is the stage when the teachers compile the comprehensive planning.

Teamwork supports the learning process of the pupils and enhances cooperation skills. Sharing experiences and tasks make taking responsibility also a natural part of one's work. Peer evaluation helps one to learn more of the topic itself, of one's own way of working, and to understand evaluation criteria. In contemporary working life, one needs to be a team player in order to meet the needs of their employer.

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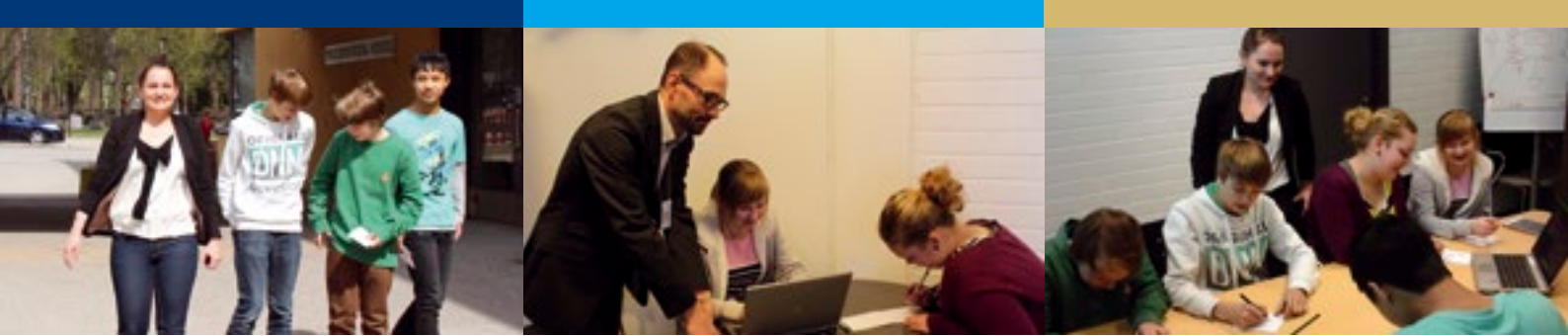
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