Collaborative process Rubrics (inter-rater reliability: r= .86, Kappa = .64)
Information Synthesis

Verbal Equity

| What does this mean?	Verbal equity examines the extent to which different member contributions are present in the chat space in order to ensure that no one person is dominating conversations and the team uses all team members as valuable sources for information.
Why is this important?	A common problem for collaborative teams is that one person may dominate all of the teams talk time and inadvertently ignore other team members and fail to include their input. The best collaborative teams are those that find a way to draw in and include all members in the knowledge building, evaluating, and decision-making process. Such teams are better at using their members as resources. (see research references)

Direction: **Look at your team's Speech turns and** Pick a score that most closely matches your team.
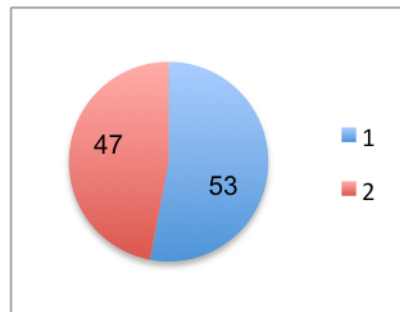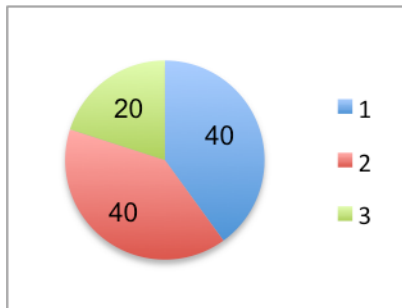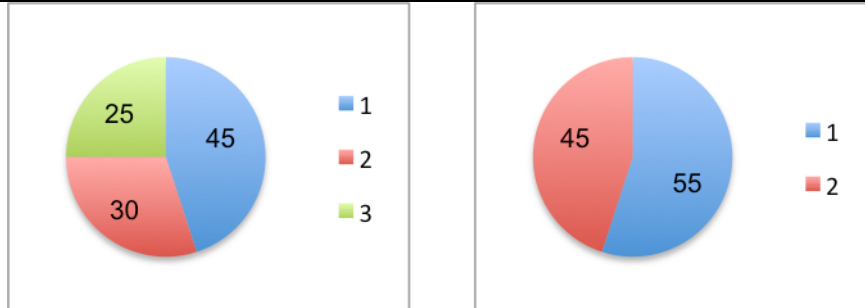
SCORE	Definition

5
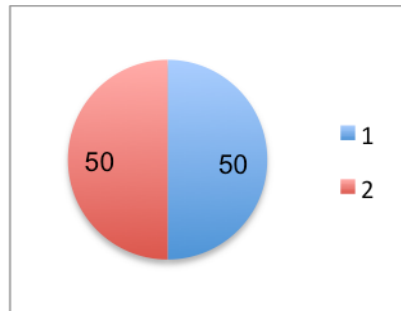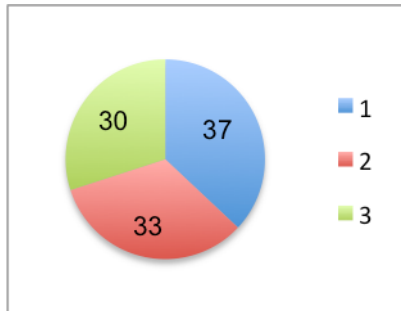
We have almost perfectly equal contributions: Team members contribute extremely equally.


4

We have contributions from the majority of our members: Team members contribute fairly equally, with the majority of the team sharing discussion time.

3

We have mildly unequal contributions: Team member contributions are slightly unequal with one speaker leading the discussion, but other members do not differ too much and are contributing similarly to each other.

2
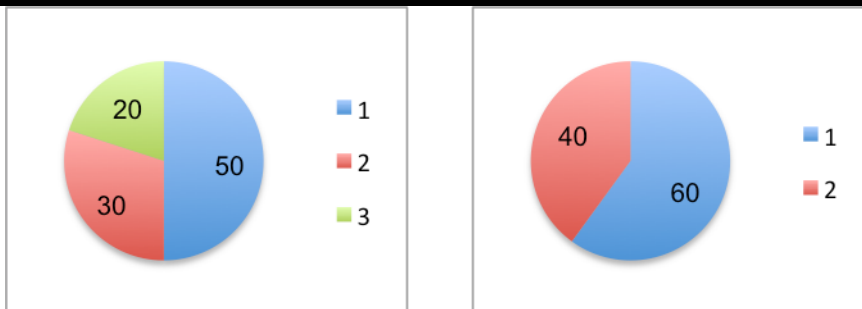
We have noticeably unequal contributions: Team member contributions are noticeably unequal with one member clearly dominating talk time, but all other members still contribute actively to the conversation.

1
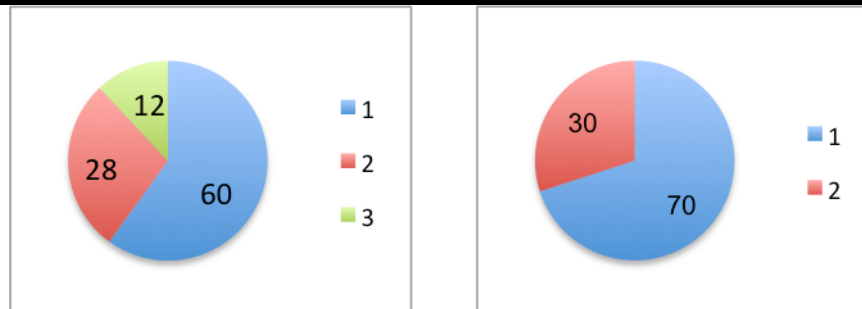
We have one person dominating the majority of activity
One member contributes most turns of speech and at least one member is barely contributing.

Joint Idea Building

What does this mean?	This item focuses on examining the extent to which team members extend and explore other member's contributions in order to ensure that ideas introduced by members are not ignored or accepted without discussion. This does not mean that when someone poses a question others answer it. Nor does it mean that when someone shares an opinion/fact others agree with it. It means that when someone responds to a question/request others extend/elaborate on that response and when someone shares an opinion/fact other extend, elaborate, or provide evidence/support for that opinion or fact.
Why is this important?	Teams often fail to use collective brainpower to develop more sophisticated ideas. The best collaborative teams engage in the joint idea building where they take each other's ideas and develop them together. In this way the development of ideas can benefit from the group's diverse backgrounds or areas of expertise. (See research references)

<u>Direction</u>: **When team members share ideas or make claims, what happens afterwards?** Pick a score that most closely describes your team's processes.

SCORE	Definition
5	<u>We regularly engage in rich idea building through exploration:</u> There **multiple examples** where the team provides additional information or evidence to support or extend an original claim/suggestion as part of an in-depth conversation that includes **multiple turns of speech by the different team members.**
4	<u>We rarely engage in rich idea building through exploration:</u> There **is only one example** where the team provides additional information or evidence to support or extend an original claim/suggestion as part of an in-depth conversation that includes **multiple turns of speech by the different team members.**
3	<u>We regularly engage in idea building:</u> There **at least two examples** where the team provides additional information or evidence to support or extend an original claim/suggestion as part a short exchange **over one or two turns of speech (posts).**
2	<u>We rarely engage in idea building</u>: There **is only one** example where the team provides additional information or evidence to support or extend an original claim/suggestion as part a short exchange **over one or two turns of speech (posts).**
1	<u>We do not engage in idea building:</u> The team provides a collection of claims/suggestions related to the problem or question at hand, but show **NO** i**nstances** where members provide additional information/evidence to support or extend an original claim/suggestion. Members either ignore other and pose different suggestions or simply accept the idea and move on.

Developing Joint Understanding

Com 3

What does this mean?	This item focuses on evaluating the extent to which teams make an effort to ensure that people are fully understanding the ideas people present by taking time to reword, rephrase, or push for further clarification.
Why is this important?	A common problem in collaborative teams is miscommunications. This is because people make sense of the world based on their own experiences and what they think they understand. In a collaborative team this can lead to many misperceptions of what they think people mean and therefore fail to fully grasp an idea or claim. The best collaborative teams take time to ensure that they understand key ideas or claims. (See research references)

Directions: **When team members share an idea or make a claim, what happens afterwards?** Pick a score that most closely describes your team's processes.

Score	Description
5	**We ensure to develop joint understanding with a variety of strategies:** The team uses **at least two out of three different** strategies: (1) rewords another member's ideas to make sure he/she understands it, (2) asks another member to explain an idea by elaborating further, (3) pushes teammates to check or clarify an idea they just presented.
4	**We repeatedly attempt to develop joint understanding with only one strategy** **At least two instances** where one of the following strategies is used: (1) rewords another member's ideas to make sure he/she understands it, (2) asks another member to explain an idea by elaborating further, (3) pushes teammates to check or clarify an idea they just presented.
3	**We rarely attempt to develop joint understanding** **Only one** instances where a member uses one of the following strategies: (1) rewords another member's ideas to make sure he/she understands it, (2) asks another member to explain an idea by elaborating further, (3) pushes teammates to check or clarify an idea they just presented.
2	**We do not ensure for joint understanding, but confirm decisions/actions** **No** instances where a member uses one of the following strategies: (1) rewords another member's ideas to make sure he/she understands it, (2) asks another member to explain an idea by elaborating further, (3) pushes teammates to check or clarify an idea they just presented, **BUT one or two** examples where they confirm a final decision or action (e.g. "so you guys want to go with chapter 3, right?").
1	**We do not ensure for joint understanding or confirm decisions/actions** **No** instances where a member tries to reword, summarize, or confirm another member's idea or decision, or a possible team action.

Idea Negotiation

Eval 1	**Exploration of Different Perspectives**
What does this mean?	This item focuses on evaluating the extent to which teams present and discuss alternative opinions/claims/ideas and explore these alternative before taking a position or making a decision.
Why is this important?	A common problem in collaborative teams is satisficing (accepting any available option as satisfactory). This is particularly problematic for teams tasked with creative or complex forms of problem solving. One of the strengths of collaborative teams is added brainpower to identify flaws in logic or different perspectives and analyze them to look for the best possible option. The best collaborative teams ensure that alternatives are always carefully considered (See research references).

Directions: **When team members share an idea or make claims, what happens afterwards?** Pick a score that most closely describes your team's processes.

Score	Description
5	**We often point out AND explore problems or different perspectives. Multiple examples** where **members** point out problems or come up with alternative perspectives for an idea or claim and **discuss these in depth** over many turns of speech (usually over more than 5 turns of speech).
4	**We often point out, BUT DO NOT explore problems or different perspectives. Multiple examples** where **different members** point out problems or come up with alternative perspectives for an idea or claim, **BUT** problems/alternatives **are not discussed in depth** (usually over 1 -2 turns of speech).
3	**We rarely point out or explore problems or different perspectives. There is only one example** where different members point out problems or come up with alternative perspectives for an idea or claim, **BUT** problems/alternatives are not discussed in depth (only over 1 -2 turns of speech).
2	**We point out, but quickly reject/dismiss problems or alternative perspectives. Examples exist** where members point out problems or come up with alternative perspectives for an idea or claim **but ALL are rejected or dismissed** without discussion.
1	**We do not point out problems or alternative perspectives.** There are no instances where members point out problems or alternative perspectives.

Quality of Claims

Eval 2

What does this mean?	This item focuses on evaluating to what extent teams provide sophisticated, fact-based rationale.
Why is this important?	A common problem in collaborative teams is that team members may state unsubstantiated claims. This is particularly problematic for teams tasked with understanding content or making decisions because team members may accept an opinion or false claim as fact and make a poor decision or develop poor understanding. The best collaborative teams provide logical reasons for their claims that include references to reliable sources.

Directions: **When team members share an idea or make claims, what happens afterwards?** Pick a score that most closely describes your team's processes.

Score	Description
5	**Our claims are supported by logical, fact-based rationale:** There are **at least two examples** where claims are supported by references to course readings or online content **AND at least one example** of weighing of options or analysis of different perspectives.
4	**Our claims are supported by fact-based rationale:** **There are at least two examples** where claims are supported by references to course readings or online content, but no examples of weighing of options or analysis of different perspectives.
3	**Our claims supported by logical, opinion-based rationale:** **At least two examples** where claims are supported by weighing of options or analysis of different perspectives, but **No examples** where claims are supported by course readings or online content. Opinion-based rationale refers to claims with no indication of sources.
2	**Our claims supported by opinion-based rationale:** **NO examples** where claims are supported by weighing of options or analysis of different perspectives, but members support claims using a set of reasons based on opinion or personal experience.
1	**Our claims are unsupported:** Members make claims without providing any reasons in support of the claim.

Eval 3
What does this mean?

Norms of Evaluation

This item focuses on evaluating the extent to which teams adhere to professional social norms when evaluating ideas to ensure that evaluation is constructive and productive.

Why is this important?

A common problem in collaborative teams is an inability to critique or negotiate ideas in a way that helps to improve team products or the health of the team. Many teams avoid any type of conflict, fearing that it will lead to hurt feelings or fights among team members. Then you have teams where some members may not know how to give constructive criticism and may attack individuals or their ideas rather than work to improve ideas as a team. Providing constructive criticism in a way that makes others still feel valued is an art form that begins with understanding and applying social norms.

Directions: **When team members share an idea or make claims, what happens afterwards?** Pick a score that most closely describes your team's processes.

Score	Description
5	**We show respect for members by supporting perspectives and evaluating ideas, not people:** Responses are professional and respectful with **at least one instance** where a person acknowledges that opinion or claim of team member is reasonable or justifiable before pointing out flaws or presenting a counter argument. No examples where members attack a member's intelligence or character, make disrespectful comments about the idea, or use inappropriate or offensive language (i.e., racist, sexist, or sexual in content).
4	**We show respect for members by evaluating ideas, not people:** Responses are professional and respectful, but **NO instances** where a person acknowledges that opinion or claim of team member is reasonable or justifiable before pointing out flaws or presenting a counter argument. No examples where members attack a member's intelligence or character, make disrespectful comments about the idea, or use inappropriate or offensive language (i.e., racist, sexist, or sexual in content).
3	**We occasionally evaluate people, but with appropriate language:** Members usually direct criticism to ideas, but may refer to an individual on occasion. When they do refer to the individual it is not in an aggressive way, i.e., "I don't think you really understand what they mean by human-centered design" (criticizing member's understanding). No examples where members attack a member's intelligence or character, make disrespectful comments about the idea, or use inappropriate or offensive language (i.e., racist, sexist, or sexual in content). However, they may critique content in slightly disrespectful ways (e.g. "the reading was stupid").
2	**We evaluate ideas or people using mildly inappropriate language:** Members may use mildly inappropriate or offensive language (i.e., slightly negatively stereotyping people, or vulgar in content). NO examples where other members attack a member's intelligence or character (e.g. " you don't know what you're talking about"), or make disrespectful comments about member's ideas (e.g. "that is stupid").
1	**We use extremely inappropriate language or disrespectful behavior towards team members:** Members may repeatedly engage in extremely inappropriate or offensive language (i.e., blatant profanity, vulgarity, racism, sexism, etc.), or there are examples where a member attacks another member's intelligence or character (e.g. " you don't know what you're talking about"), or makes disrespectful comments about member's ideas (e.g. "that is stupid").