

A man and a woman are standing at a wooden desk in a modern office. The woman, with blonde hair and sunglasses on her head, is laughing and clapping her hands. The man, with dark hair, glasses, and a beard, is also laughing and clapping his hands. They are both looking at each other. On the desk, there is a laptop displaying a line graph, some papers, and a pen. The background shows large windows and office furniture.

Collaboration: Skill Development Framework

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Introduction

Considerable evidence supports the need for learners to develop key personal and social capabilities, also known as ‘soft skills’, ‘future skills’ or ‘21st century skills’. Research shows that employers value these skills, and this will continue to be true, as these skills are the most resistant to automation as technology advances. Incorporating development of these skills into coursework and classroom instruction is often a challenge for instructors due to a lack of support on how to teach and assess these skills. There is also a perception that these skills must be taught separately when in fact they can be integrated into the existing curriculum. To support our content developers and the instructors who use our products, we have built Skill Development Frameworks around several key personal and social capabilities (including **Collaboration**).

The Collaboration: Skill Development Framework includes a research-based definition of the skill along with relevant sub-skills which are then broken down into detailed sets of ordered indicators that describe how Collaboration skills develop from basic to complex levels. We further validated the framework by running panels with external experts in the skill and Pearson content development experts.

In many cases, the indicators in the framework are flexible, in that they can be learned at a range of different ages with supports, scaffolds, and opportunities to learn and experience these skills. At the same time, there are normative developmental trajectories in the social, cognitive, and executive functioning capacities of children (particularly younger children). It is important to keep these developmental milestones in mind when determining which set of indicators is most appropriate for a given learner segment. The indicators can be adapted to support a variety of instructional activities. For example, they can serve as “look-fors” in a behavioral checklist or be used to populate a grading or observation rubric. Additionally, many indicators represent strategies that can be directly taught to learners.

The content of the collaborative activity can significantly impact learners’ ability to practice these skills and subskills. If students are asked to collaborate while learning new concepts, they may struggle to simultaneously attend to collaboration processes. With more familiar content, learners can engage in more complex levels of collaboration skills (i.e., some indicators can be used in more advanced ‘levels’ with less familiar content). This is an especially important consideration for younger learners.

Glossary and Notes

Pre-Skill Foundations

Represent the developmental considerations and milestones that must be met in order to practice the skill. These are particularly important for young learners (ages 3 - 7), or learners with learning disabilities or developmental delays.

Mastery

Represents performance that would be typical of a highly effective adult, typically in a workplace setting.

Engaging with Ideas

The set of strategies people use to share, negotiate, and examine claims and ideas, and to reconcile different perspectives, values, opinions, or priorities

Pre-Skill
Foundations

● ○ ○ ○ ○
Emerging

● ● ○ ○ ○
Basic

● ● ● ○ ○
Intermediate

● ● ● ● ○
Advanced

● ● ● ● ●
Mastery

Learners need the capacity for verbal communication -- communicate ideas, ask and respond to questions.

Listening and Building on Ideas

Listens without interrupting or interrupts productively.

Contributes ideas to the group.

Practices active listening in order to understand a speaker's point of view.

Responds to and contributes additional / different ideas to the group conversation.

Extends an idea from the group conversation to work towards a shared goal.

Elaborates on the ideas of others during a sustained conversation.

Identifies clusters of ideas shared by others in the group.

Summarizes multiple ideas to synthesize into a new or improved idea.

Engaging in Group Dialogue Around Differing Ideas or Opinions

Expresses one's own opinion.

Continues to work with others when disagreements arise.

Recognizes when there are differences in opinions or ideas within the group.

Asks others for their opinions.

Engages in conversations to negotiate ideas with others.

Seeks alternative ideas and counterclaim from the group.

Respectfully engages in conversations despite significant differences in ideas, opinions, or feelings.

Suggests potential areas of compromise or other strategies for resolving differences in opinions.

Explores and compares alternative ideas and counterclaim from the group in order to understand different perspectives.

Facilitates group dialogue to make sense of alternative ideas and counterclaim.

Manages disagreements / conflict within the group.

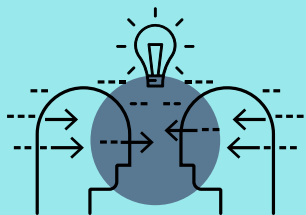
Negotiates compromises or moves forward with multiple ideas to make progress towards a shared goal.

Building Consensus

Effectively advocates for an idea (either one's own or someone else's) by supporting claims with evidence.

Examines the quality of a set of claims made by members of the group to inform group consensus.

Synthesizes ideas from across a set of claims to help reach group consensus.



Interpersonal Communication

Exchanging information, feelings, and meaning in a positive, constructive, and effective way

Pre-Skill
Foundations

● ○ ○ ○ ○
Emerging

● ● ○ ○ ○
Basic

● ● ● ○ ○
Intermediate

● ● ● ● ○
Advanced

● ● ● ● ●
Mastery

Learners need the capacity for verbal communication -- communicate ideas, ask and respond to questions.

Receiving and Giving Feedback

Makes changes based on simple feedback from others, in situations where feedback is expected.

Practices giving positive and relevant (on-topic) feedback.
Responds positively to feedback.

Summarizes feedback received from others to check for understanding.
Gives feedback that helps others improve.

Asks for feedback from the group to improve.

Uses an understanding of others' perspectives and feelings to offer feedback effectively.
Helps clarify and interpret feedback on the group/ shared task.

Using Norms for Group Communication

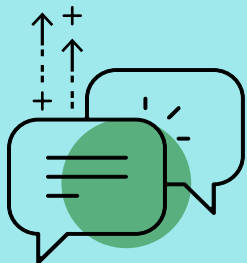
Follows norms for group communication.
Understands that all group members should have opportunities to contribute ideas.
Understands that norms of communication include verbal and non-verbal communication.

Gives all group members opportunities to contribute ideas.

Articulates expectations for how people should be treated in the group.
Acknowledges others' ideas and contributions (e.g., perspective taking).

Upholds shared norms for group communication.
Welcomes others' ideas even during disagreement and conflict.
Adapts communication to the specific characteristics and context of the group (e.g. providing greater reassurance, gentle support).

Monitors how effectively the group communicates when disagreements or conflicts arise.
Implements strategies for managing disagreements.
Reflects with the group about the effectiveness of their strategies for managing disagreements or conflicts.



Task Management

The ability to organize teamwork and taskwork in a way to maximize the chances of achieving group goals

Pre-Skill
Foundations

● ○ ○ ○ ○
Emerging

● ● ○ ○ ○
Basic

● ● ● ○ ○
Intermediate

● ● ● ● ○
Advanced

● ● ● ● ●
Mastery

Learners need the capacity for verbal communication.

Learners need basic attentional control (i.e. maintain sufficient attention to the group task or activity).

Managing Work Responsibilities within a Group

Shows willingness to participate in group activities.

Completes one's share of work responsibilities within a group.

Coordinates one's own actions or individual work within a group to work more productively.

Helps others with their work when appropriate.

Coordinates across group members' contributions and ideas to ensure they are aligned toward shared goals.

Makes recommendations to improve the group's productivity.

Making Progress on Group Work

Identifies off-task behaviors.

Helps the group stay on task by attempting to correct off-task behaviors.

Engages with the group to plan how to accomplish the work.

Shares knowledge gained through assigned tasks to support group work.

Unpacks the task and plans what pieces of work make sense to do when.

Tracks progress on group tasks.

Reflects on individual contributions and group performance.

Adapts processes and timelines to accommodate teammates and changing contexts or course of work to help the group move forward.

Coordinates reflection on group progress.

Managing Setbacks and Challenges in Group Work

Identifies mistakes and setbacks.

Overcomes frustration and continues to engage with the task despite mistakes and setbacks.

Asks questions to clarify confusion or challenges.

Seeks additional information or resources when needed.

Reacts positively when mistakes are visible.

Helps the group to reframe mistakes and setbacks in a positive light.

Helps the group to use new information and continue working towards a shared goal.

Reflects on individual contributions and group performance when faced with setbacks.

Coordinates group reflection on setbacks and challenges when planning group work.

Uses reflections on setbacks and challenges to improve future performance.

