Guidelines for the Collaborative Technology Integration Project (TIP) TEAM CONTRACT

Between Phase 2 and Phase 3, you will collaborate with members from your learning teams and each member will implement a minimum of one technology back at your home college intended to enhance learning in at least one class, lab, or lecture. Technology has unlimited potential to transform learning-centred environments. In this particular phase, you will be exposed to a number of new technologies intended to assist you in overcoming various common struggles educators face when exploring the use of technology in classrooms.

Within your learning team, you will be asked to form groups of no more than 3 for a collaborative Technology Integration Project (TIP). All members must be from separate colleges. Your team will work together to:
1. Discuss various challenges and successes related to technology within your learning environment.
2. Reflect on your past term to identify an area where you sensed learners particularly struggled with learning an area of content you were involved in teaching.
   a. Attempt to determine the root cause or may factor contributing to this struggle. This may be engagement, attendance, motivation, or it could be the amount of time, lack of preparation, a degree of difficulty, challenges associated with assessment, presentation methods and so on.
3. Select one or two particular learning outcome(s) from your actual course outline relating to this content area.
4. Each member will "draft" a personal plan that must include the introduction/application of some form or type of technology addressing the challenge identified in step 2.
   a. The plan should identify the "root" or main factor contributing to the problem.
   b. Consider a method to evaluate the project impact.
   c. Prior to implementation – you may want to review your plan with at least one other other faculty member (perhaps your mentor) from your home college, your Chair/Dean, as well as a representative from the IT department if appropriate. (Note and evaluate any suggestions or recommendations/concerns prior to attempting implementation - identify if further planning or modification is required).
5. After your draft plan is written - be sure to write one personal learning goal for yourself as it relates to the focuses and themes of Phase Two (Technology & Assessment).
   a. *Be as specific as possible - your goal(s) MUST be measurable in order to evaluate outcome.*
   b. *Be as realistic as possible.* What is a realistic date you may be able to attempt a trial implementation technology/tool in your own classroom setting? Sometimes later in the term will give you more time to plan.
6. Prior to leaving phase 2 - thoughtfully select a potential technology that may be helpful for enhancing learning within your classroom for the specific challenge you identified.

7. Complete the TIP Learning Contract - ensuring all members and your facilitator have a copy.
   a. At a minimum, plan to connect or consult your TIP team on two separate occasions before returning in phase 3. This can be accomplished via email, skype, google hangouts, teleconference or *however your group decides*.
8. After your implementation (**collect feedback & evaluation**) write a reflection to share with your group and assist you with contributing your team's presentation. This reflection may also be used an potential artifact in your Teaching Portfolio if you choose.
9. **When returning to Phase 3 - your team will present a poster summarizing your plan, findings, and reflections.**

Guidelines & Expectations

Teams work better when members have a common understanding of the group goals and ground rules for group member behaviour. The purpose of this activity is to facilitate your group in setting ground rules and goals. Each group member will have some idea how a group should operate. These ideas may be very different. This is your opportunity to share your thoughts and ideas to promote optimal group function and prevent misunderstandings in the future.

The basic purpose of this team contract is to accelerate your team's development, to increase individual accountability, and facilitate cross institutional communication and collaboration among faculty in higher ed. The more specifically you describe your team expectations, roles, and procedures, the greater chance you have for a successful team experience. It may be necessary at times to seek guidance from your Learning Team Facilitator or Campus Mentors.

You may want to consider the following example of a student contract prior to leaving phase 2.

When and how will the team meet or connect (what time, how often, where)?	What do we do if a group members work does not hold up to our group standards?
Length of meetings?	How will we make decisions?
When is it ok to skip a meeting?	How do we handle members who do not participate enough?
Preferred method of communication? For example - if someone runs late.	What can or should be brought to the meetings? (Food?)
How will we deal with chronic lateness?	What does on-time really mean?
How will we management unequal work effort?	How will we present our report back presentation in phase 3?

Personal Accountability

I will participate effectively in this group and strive to do the following;
1. Attend team sessions on time (If I need to miss a group meeting, I will inform the group members ahead of time).
2. Arrive prepared to share (If I am unable to prepare for the meeting or a portion of the assignment, I will make up additional work according to the group needs).
3. Listen actively to what others have to contribute (If I appear to not listen, my group peers can ask me to focus and pay attention).
4. Be supportive of the efforts and initiatives of others (If I am too critical, my group peers can point this out and ask me to soften my approach).
5. Be respectful at all times (If I demonstrate disrespectful behaviour, my group members have the right to ask me to stop).

1) _____date_____

2) _____date_____

3) _____date_____

Divorce Clause:

The group leader will determine if each member of the group is meeting their individual obligation, and may warn the member(s) of poor contributions. When a group member(s) continuously causes group dysfunction, the leader and offending member(s) must consult the learning team facilitator. When a group member(s) chooses not to meet the minimum expectations of positive group cohesion, that member(s) will receive a grade of 0 (zero) for the group presentation and be removed from the group. The learning team facilitator and CEDP Planning team member has the final decision making responsibility for group divorce.

You will submit a copy of your TIP plan to your learning team facilitator prior to leaving phase 2.