

## 1. Clarify the Purpose: Collective Growth, Not Judgment

- Present TAQs as **team reflection tools**, not evaluation instruments.
- Emphasize that the goal is to:
  - Improve how the team works together
  - Build shared responsibility
  - Strengthen collaboration skills
- Reinforce that TAQs are **not about blaming individuals**, but about improving team processes.

This is explicitly stated in the questionnaires, where teams are encouraged to reflect “honestly... not to blame or criticize” .

TAQs are flexible tools that can be integrated into any unit of the course. They are not tied to specific content, but to the development of transferable skills, and can therefore be used repeatedly across different units, topics, projects, and learning contexts.”

## 2. Establish Norms for Respectful Team Dialogue

Before starting a TAQ, set clear expectations:

- Listen actively to all team members
- Respect different perspectives
- Focus on behaviors, not personalities
- Aim for consensus where possible

Many TAQs require **group agreement and shared answers**, making respectful dialogue essential .

## 3. Facilitate, Don't Dominate

- The teacher's role is to **guide the process**, not provide answers.
- Circulate among groups to:
  - Prompt deeper thinking
  - Clarify misunderstandings
  - Ensure all voices are heard
- Avoid stepping in too quickly—allow productive struggle and discussion.

## 4. Ensure Equal Participation

- Monitor that all students contribute to the discussion.
- Use strategies such as:
  - Round-robin sharing
  - Assigned roles (facilitator, note-taker, timekeeper)
- Intervene if some voices dominate or others are silent.

Some TAQs explicitly check whether “all team members participated” in the discussion .

## 5. Focus on Evidence-Based Reflection

- Encourage teams to justify their answers with **specific examples**:
  - What actually happened?
  - When did it happen?
  - What was the impact?
- Move students from vague statements (“we did okay”) to **concrete evidence**.

For example, TAQs often ask teams to explain *why* something worked or didn’t .

## 6. Use TAQs at Strategic Moments

TAQs are most effective when used:

- After completing a project or task
- At key milestones (mid-project check-ins)
- After presentations or group activities

Different TAQs target different phases:

- Planning (roles, shared purpose)
- Execution (time management, contribution)
- Reflection (blockers, performance)

## 7. Guide Teams Toward Actionable Outcomes

- Ensure discussions lead to **clear next steps**, not just reflection.
- Support teams in:
  - Identifying 2–3 specific improvements
  - Setting one shared team goal
- Help students avoid vague goals (“do better”) and aim for **practical actions**.

TAQs consistently include sections for **action plans and future improvements** .

## 8. Encourage Problem-Solving Mindset

- Frame challenges as opportunities:
  - “What can we learn from this?”
  - “What would we do differently next time?”
- Highlight that obstacles (e.g., time, communication, roles) are **normal in teamwork**.

TAQs explicitly focus on identifying blockers and improving strategies .

## 9. Integrate Feedback and Feedforward

- Help teams:
  - Recognize what worked well (strengths)
  - Identify what to improve (growth areas)
- Use structured prompts:
  - Evidence (what went well)
  - Call to action (what to improve)

Some TAQs model this clearly with **positive feedback and action steps** .

## 10. Connect TAQs to Skill Development

- Make explicit links between TAQs and soft skills:
  - Collaboration
  - Leadership
  - Communication
  - Time management
- Reinforce how these skills apply beyond the classroom.

For example, TAQs address competencies such as role allocation, confidence, and time management .

## 11. Use TAQs to Build Team Identity and Ownership

- Encourage teams to:
  - Reflect on shared values and purpose
  - Recognize achievements
  - Take pride in progress

Activities like defining team values or identity support cohesion and motivation .

## 12. Follow Up and Revisit

- Reuse TAQs across projects to:
  - Track team development over time
  - Reinforce habits of reflection
- Refer back to previous goals:
  - “Did you improve your time management?”
  - “What changed since last time?”

## 13. Adapt to Context and Age Group

- Adjust:
  - Language complexity
  - Length of discussion
  - Level of teacher support
- Younger or less experienced students may need:
  - Sentence starters

- Structured discussion formats

## In Summary

TAQs are most effective when they create a **shared reflection cycle at the team level**:

**Team Experience → Collective Reflection → Shared Insight → Action Plan → Improved Team Practice**

Used consistently, they help students develop:

- Accountability to the group
  - Communication and negotiation skills
  - A mindset of continuous team improvement
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