

collaboration  
fluency

# Quickstart Guide



# About This Series

These guides are designed by the Global Digital Citizen Foundation to help you gain a better understanding of the **21st Century Fluencies** and how they work. They'll aid you in your quest to discover how you can utilize, communicate, and facilitate the Fluencies within your classroom environments, and within the context of the required curriculum.

This volume covers Collaboration Fluency. The tools it contains include:

- The skills developed by each stage of the Fluency and why they're important
- The Fluency Snapshot Tool for this Fluency
- 6 project-based learning scenarios to use in your classes—primary, middle, and senior. (These scenarios can be adapted for all grades and subjects.)

We hope these handbooks will help you with the development of the Fluencies as you work to infuse them into your students' learning experiences.



# collaboration fluency

Collaboration Fluency refers to team working proficiency that has reached the unconscious ability to work cooperatively with virtual and real partners in online environments to create original digital products. The process of Collaboration Fluency is defined by the 5Es.



## Establish

This includes establishing: the group; roles and responsibilities; the norms; the scope of the project; information needs; leadership; and committing it all to a group contract.



## Envision

At this stage the group visualizes, defines, and examines the purpose, issue, challenge, preferred solution, or goal. They also develop an agreement on the outcome and the criteria for evaluating it.



## Engineer

Engineering a workable plan means breaking out all the necessary steps to get us from where we are to where we want to be. Again, the team works together to work backwards from the end to develop the plan.



## Execute

Here the plan is put into action with a focus on the development of a tangible, viable solution or product that best utilizes the individual strengths of the various members of the collective.



## Examine

Examine involves looking back at the process and determining if the challenge was met and the goal achieved, looking at areas of improvement, recognizing contributions, and giving constructive feedback.



## ESTABLISH Skills

This includes establishing: the group; roles and responsibilities; the norms; the full scope of the project; information needs; roles of leadership; and committing it all to a group contract.



## Assembling the group

- Develops leadership and organizational abilities
- Hones interpersonal skills as you interact with possible candidates and learn their strengths/weaknesses
- Lets you move forward in confidence knowing that the group has come together for a common goal



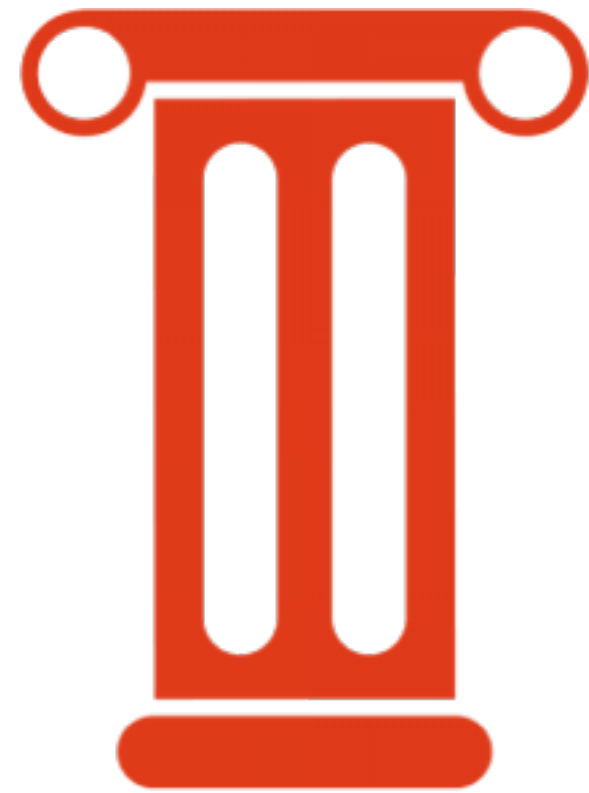
## Determining areas of expertise

- Helps you narrow down your search for filling individual roles
- Lets you match an individual's strengths to a particular team role
- You can get a sense of who is willing and able to learn new skills
- You can discover surprising things about your peers that you may not have known before



## Specifying individual roles/responsibilities

- This part of the plan involves specifying personal responsibilities as well as responsibilities to the rest of the team
- Develops organizational skills among the team
- Shows you how team members may be able to support each other as the work begins
- Establishes a valuable sense of accountability for each member



## ESTABLISH Skills

This includes establishing: the group; roles and responsibilities; the norms; the full scope of the project; information needs; roles of leadership; and committing it all to a group contract.



## Establishing communication practices

- Helps you establish the norms of communication that are the most practical for all team members
- Communication is essential to a team's best performance/progress
- You can establish favourable accountability guidelines for team communications
- Effective communication means “open” communication in the team

## Framing the challenge

- Lets you look at the whole challenge and all its elements as a team
- Leads you to hearing unique opinions and perspectives from others
- Motivates the team to think and to develop the next steps as a cohesive unit
- Gives the team a clear picture of what needs to be accomplished

## Outlining project/performance expectations

- Creating milestones reinforces accountability and unity in the team
- Gives team members a clear vision and outcomes to strive for
- All team members can be made clear on what is expected of them
- Allows realistic timelines to be established for expected personal/team goals and outcomes



## ENVISION Skills

At this stage, the group visualizes, defines, and examines the central purpose, issues and challenges, preferred solution, or goal. They also develop an agreement on the outcome and the criteria for evaluating it.



### Defining the current problem/situation

- Informs the team of the problem they are collectively solving
- Gives the problem the proper context for the whole group
- Creates a unified goal for the team to strive for together
- Invites insights to be shared around the group about collective goals and expectations



### Visualizing a desired future

- Ensures the team is working towards a unified goal
- This is an inspirational exercise for the group, and encourages the team to think about possibilities without limits
- We discover that the impossible may actually be possible sometimes
- Encourages brainstorming activities that hone communication skills



### Specifying information needs

- Asking good questions promotes critical thinking and deep understanding of your creative wishes
- The information gathering process moves much quicker with an organized team approach
- Gives you a better understanding of the nature of the problem



## Identifying all available information

- Gives you a starting point for organizing and utilizing data
- Makes searching for data/information easier and more focused
- Allows you to begin seeing what information is missing and what you don't need
- You may be closer to your solution than you originally thought



## Developing criteria for evaluating the outcome

- Helps you identify and verbalize the desired outcome
- The team works together on deciding how their success will be measured once a solution is created
- Guidelines for success create more focus on creating the best solution possible
- Encourages a very thorough understanding of the problem



## ENVISION Skills

At this stage, the group visualizes, defines, and examines the central purpose, issues and challenges, preferred solution, or goal. They also develop an agreement on the outcome and the criteria for evaluating it.



## ENGINEER Skills

Engineering a solid workable plan means breaking out the necessary steps to get us from where we are to where we want to be. Again, the team works together and moves backwards from the end in order to develop the plan.



## Creating the actual plan

- This involves creating a plan that will guide the work and that can be checked, discussed, and re-evaluated
- Having a plan ensures top performance from all team members
- The act of checking off milestones on a plan can be motivational to a team, and provides a sense of accomplishment
- Having set guidelines ensures consistent communication and also accountability among team members
- Allows you to plan ahead for the unexpected and unforeseen



## Efficiently delegating responsibilities

- Lets you call upon individual strengths among the team
- Demonstrates the efficacy of matching the person to the role, rather than matching the role to a person who may not be suitable
- The work is divided up fairly among the team members
- Delegating responsibilities allows the team to achieve more overall
- Allows team members to develop their skills and contribute to the solution in a meaningful way
- Shows how team members rely on each other to accomplish goals





## EXECUTE Skills

Here the plan is put into action with a focus on the development of a tangible, viable solution or product that best utilizes the individual strengths of the various members of the collective. This is the “working” or “action” stage.



## Identifying the best format for presenting solution

- Allows you to become familiar with different multimedia formats
- Helps you learn which media are best for certain environments and audiences using Media Fluency
- Encourages the team to consider their audience’s needs and expectations for their presentation
- The group can explore how different media formats can be used to communicate a message
- Guides the team towards considering what they really want to accomplish with any message they want to share



## Utilizing the format to convey the solution

- Using media properly engages your audience and helps them to retain the knowledge the team is delivering
- The team works together to find creative ways to deliver the solution
- Media formats can be utilized to connect the team’s ideas with real-world events and experiences
- Engaging media usage can spark lively discussions about the solution among the team and the audience
- The team shares opinions with others in a constructive manner



## EXAMINE Skills

Examine involves looking back at the process and determining if the challenge was met and the goal achieved, looking at areas of improvement, recognizing team's contributions, and providing any constructive feedback.



## Reconsidering each stage of the process

- This skill lets you determine as a group where you were most unified in your efforts, and where there was a disconnect
- Allows you to see what you could have done more efficiently
- Encourages a proactive review of the process
- Promotes constructive team evaluations and assessments

## Reflecting critically on the product/process

- It develops the team's collaborative communication skills
- It sets the tone for a more lengthy discussion about how the 5Es of Collaboration Fluency were used by the team
- Lets the team consider what worked well and what they could have done better
- People get to share their opinions and viewpoints constructively

## Acting on reflections

- Provides an opportunity for the team to move forward in a positive way
- Gives every team member a chance to apply new skills and knowledge
- Reinforces a sense of accountability and responsibility across the team
- It continues the development of the entire team's collaborative and interpersonal skills



## EXAMINE Skills

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## Internalizing and utilizing new learning

- Utilizing new learning is the only way to make it stick—the more you practice this process, the more unconscious or "fluent" it becomes
- Problem solving becomes easier with an internalized process like the 5Es
- Problems can be seen as opportunities for greater learning
- The team becomes better prepared to handle future challenges



## Transferring learning to new/different situations

- Hones your team's ability to apply the information to current and future challenges in practical ways
- Gives the team a chance to share their newfound wisdom to help others in new situations
- You may discover a way that a product can be improved or revised
- Allows you to revisit the 5E stages and have new insights



## Recognizing team members' contributions

- This stage is necessary for the well-being of any cohesive team
- Gives each team member a chance to have individual recognition for their work and time
- Lets the team support each other and provide their peers with positive reinforcement
- Extra work and effort can be recognized and appreciated

**1** ASPIRING

**2** ACCEPTABLE

**3** ADMIRABLE

**4** AWESOME

	1	2	3	4
Exhibits skill sets required to organize people/data/resources				
Interacts with others to generate ideas and develop products				
Uses appropriate interpersonal skills within a variety of media and social contexts				
Productively collaborates across networks using various technologies				
Effectively participates as a team member and knows their own capacities for filling different team roles				
Demonstrates proficiency in managing personal relationships				
Uses various means to manage conflict				
Understands creative process through collaboration, the exchange of ideas, and building on the achievements of others				
Shows sensitivity to issues and processes associated with collaborating across cultures				
Revisits, reflects critically on, and revises the process and the product at each stage				



This tool is designed to help you evaluate the level of proficiency that you or your students have with Collaboration Fluency.

There are 10 statements for you to consider. As you move through the statements, chose a value you feel represents how well the individual or group has demonstrated that characteristic. Better still, have your students assess themselves and discuss the outcome.

You now have a baseline, and you can analyze the results to decide where focus and improvement may be needed.



## Citizenship Day

**Essential Question:** What can you do to help make people aware of online responsibility?

**Subjects:** Language Arts, Art, Design, Math, Science

You and your friends want to show others how important it is that we learn to treat each other (and ourselves) with respect in our new digital environments. This is what's called "digital citizenship."

Work together to find out the practices of good digital citizenship, and create your own unique class participation games that teach people about digital citizenship. Then, invite other students and teachers—and even parents—to play your games and learn about digital citizenship in a class activity day!



## Tour Guide

**Essential Question:** How can you use mapping technologies to attract tourists to a region?

**Subjects:** Social Studies, Design, Geography, Language Arts, Technology

Your local chamber of commerce wants to boost the economy by attracting tourists to your area. Why not create a guided tour of your town, city, or local area? Map out absolute coordinates for each stop, write descriptions of each landmark, and use Google Earth to record the tour for prospective tourists.

Record a virtual tour on Google Earth that can be posted onto a website. Give your tour three to five "stops" including at least two local geographic landmarks (mountains, rivers, etc) and one historical point of interest. Use the voiceover narrative function on Google Earth to guide the viewers through your amazing tour!



## Atomic Rock

**Essential Question:** How can we use performing arts to teach others the scientific properties of matter?

**Subjects:** Science, Music, Digital Media, Language Arts, Theatre

A local TV network wants science classes in your grade to work together to create a musical segment for its show. The songs they are looking for must be entertaining, and they need to provide an informative science lesson for children about the properties of matter. Put on your lab coats, grab your guitars, and get rocking!

Science unites with music in this fun lesson that lets you teach and learn about the properties of matter by using original songs as your teaching method! Combine scientific research with your love of music to instruct younger students on the properties of matter in creative and entertaining original songs. Make science ROCK!



## Party Planners

**Essential Question:** How do party planners use proportional reasoning to determine costs and quantities of refreshments for guests?

**Subjects:** Math, Language Arts, Technology, Design, Economics

Everybody loves a party! To make a party event successful, there is a lot of work involved. It's design, it's mathematics, it's economics —and *nobody* throws a party like you and your friends!

Plan the ultimate party by creating the menu from actual recipes, and determine the quantities of food for each recipe that you'll need for 175 guests. Use a ratio relationship to adjust the amounts given in the recipe and include a table showing the original amounts next to the adjusted amounts. Then, plan and design the party space, and figure out the costs for supplies, and how you can stretch your budget while still making the event memorable!



## The Greenway

**Essential Question:** How do greenways/green transportation routes improve the quality of the environment in large cities?

**Subjects:** Social Studies, Design, Urban Planning, Technology, Sustainability, Digital Media



## Irrational Land

**Essential Question:** How can irrational numbers be used in the creation of an imaginary landscape?

**Subjects:** Mathematics, Design, Technology, Visual Arts, Digital Media, Language Arts

It's time for you to start thinking green! Work in groups to design and present ideas for a "green" transportation corridor in your city. Become inspired by actual urban planning procedures and follow examples of green urban initiatives put in place by other cities.

As a team, research a suitable transportation corridor or other location that could accommodate a pedestrian walkway, bicycle lane, or commuter trail or pathway. Design the walkway or bicycle lane with aesthetics in mind, and make sure it is wide enough to accommodate two directions of traffic. Use natural elements such as grass, trees, or other foliage to make your greenway something your city can be proud of!

In an imaginary landscape, everything can change. As virtual reality designers, you and your team have decided to create a fictitious place called "Irrational Land" where all measurement is done using irrational numbers. Why? Because Hollywood has its eye on you!

Create a unique three-dimensional model for a virtual reality landscape where all measurement is done using irrational numbers. Develop tools that use irrational numbers to measure places, structures, and objects in this imaginary landscape. Then deliver a five-minute pitch to persuade a film director to use your landscape as the location in an upcoming fantasy film!



# Move from professional **development** into professional **transformation.**

You know about Solution Fluency, and you're ready to continue making meaningful change at the classroom level. Now it's time for you to take your understanding of the 21st Century Fluencies to new heights.

## The 21st Century Fluencies Institute

These dynamic sessions engage lateral thinking and foster creativity. We begin with an in-depth look at the 21st Century Fluencies, and move on to scenario development. We'll spend time working in teams connecting the standards to relevant real-world events and situations. And the learning doesn't stop there.

You'll retain access to our webinars, online resources, and have exclusive opportunities for further training. Contact us today and **book a 21st Century Fluency Institute**, and usher in some true professional transformation!



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