Hey, Mr. Producer!;
Assignment Construction Strategy
for Upper Level Performing Arts Online Teams

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The Objective: Cognitive Science & Org. Structure

Performing Arts students (particularly Theatre Arts students) are already intimately familiar with teamwork.

Teamwork in the Performing Arts (Rouse & Rouse, 2004) provides a literature review of the few focused studies within the field and interviews leaders of groups to establish an "**"ecology" of performance".** We propose using this framework, along with capitalizing on cognitive skills associated with creative thinkers. Overlaying this with vocabulary and established team structure will provide a strongly researched base on which to build an assignment for upper level Theatre History students.

Ecology of Performance

1. Size of performance – number of performers and other participants;
2. Complexity of performance – extent of required coordination;
3. Locus of coordination – rehearsal versus performance;
4. Familiarity of team members – ensemble versus pickup;
5. Role(s) of leader – prepares team; does versus does not perform

Parsed into teamwork assignment
1. Size of team - 4 to 5 members
2. Complexity of assignment – rework of current successful individual assignment
3. Locus of coordination – 2 scaffolded rough drafts (rehearsal) leading to presentation (performance)
4. Familiarity of team members – small department = ensemble members
5. Role of leader – Instructor takes the responsibility of Producer – team members are designated as Designers – a role that dictates similar role responsibilities.

License to Play

The Assignment: Create an imagined performance event.

THEA 4304 (Modern Theatre History) at UTA is a required course for the majority of Theatre Majors. As a team project they will be asked to create an event with the following parameters.

A) Chose 10 people/characters that have been discussed during the first 12 weeks of the semester. The "why" of this selected group will be evaluated.
B) Devise a party/event – remembering that this is created in a theatrical context and will be viewed by an audience. Dependent on the event, necessary considerations can include venue choice, set and light design, costume design, sound design, house management, talent wrangler, stage management, to name just a few.
C) Group members assume the roles of production designers/staff pursuant to the party/event.
D) Each member will develop a design/approach that best serves the production team and the event.
E) Members will meet (using an agreed upon schedule) to prepare for 2 "production meetings" with Professor. Using feedback acquired at these meetings, they will refine the project for final presentation.
F) Each member will complete a peer review and meta cognitive essay at the completion of the presentation.

Cognitive Processes of Teamwork

5 cognitive processes of teamwork (Klein, 2000) are applied in the creation of the assignment.

1. Control of attention
2. Shared situation awareness;
3. Shared mental models;
4. Application of strategies and heuristics to make decisions, solve problems, and plan;
5. Metacognition

QEP Tie ins

The UTA QEP Student Learning Outcomes (SLOs) and Program Outcomes (POs) addressed in this assignment are;

SLO 1b: **Students will practice effective teamwork**;
SLO 1c: **Students will value effective teamwork**;
PO 1: **Students will report that their teamwork experience has prepared them for the real world**.

Tools in Canvas (LMS)

Synchronous tools
Zoom, web conferences in Canvas, Skype, Microsoft Teams and Join.Me
Asynchronous tools
Canvas email (also known as conversations)
Google Docs
Sharing files with group members
Group discussions in Canvas

References

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Peer Review

Enter the name of each Production team member in the columns, including your own name. Using the provided scale of 0-4, rate each member on the characteristics described below. Enter your name here also: _____ Team name: _____	M#1	M#2	M#3	M#4	M#5
Q1: Choose the highest number that describes this member's contribution to Production Meetings. This team member… 1 shares ideas but does not advance the work of the group. 2 offers new suggestions to advance the work of the group. 3 offers alternative solutions or courses of action that build on the ideas of others. 4 helps the team move forward by articulating the merits of alternative ideas or proposals.					
Q2: Choose the highest number that describes how this member facilitates the contributions of Team Members. This team member… 1 engages team members by taking turns and listening to others without interrupting. 2 engages team members in ways that facilitate their contributions to meetings by restating the views of other team members and/or asking questions for clarification. 3 engages team members in ways that facilitate their contributions to meetings by constructively building upon or synthesizing the contributions of others. 4 engages team members in ways that facilitate their contributions to meetings by both constructively building upon or synthesizing the contributions of others as well as noticing when someone is not participating and inviting them to engage.					
Q3: Choose the highest number that describes this member's individual contributions outside of team meetings. This team member… 1 completes all assigned tasks by the deadline 2 completes all assigned tasks by the deadline; their work accomplished advances the project. 3 completes all assigned tasks by the deadline; their work accomplished is thorough, comprehensive, and advances the project. 4 completes all assigned tasks by the deadline; their work accomplished is thorough, comprehensive, and advances the project; they proactively help other team members complete their assigned tasks at a similar level of excellence.					
Q4: Choose the highest number that describes this member's ability to respond to conflict. This team member … 1 passively accepts alternate viewpoints/ideas/opinions. 2 redirects focus toward common ground, toward the task at hand (away from conflict). 3 identifies and acknowledges conflict and stays engaged with it. 4 addresses destructive conflict directly and constructively, helping to manage/resolve it in a way that strengthens overall team cohesiveness and future effectiveness.					
Q5: How many of the following 4 characteristics did this team member consistently display in fostering a constructive team climate? (Enter a 0,1,2,3 or 4) • (He, She) treats team members respectfully by being polite and constructive in communication. • (He, She) uses positive vocal or written tone, facial expressions and/or body language to convey a positive attitude about the team and its work. • (He, She) motivates teammates by expressing confidence about the importance of the task and the team's ability to accomplish it. • (He, She) provides assistance and/or encouragement to team members.					

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