

Norms of Collaboration

1. Pausing

2. Paraphrasing

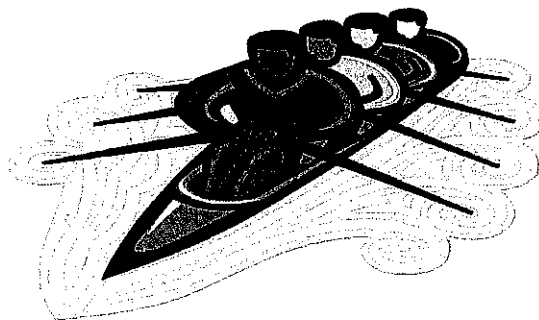
3. Posing Questions

4. Putting Ideas on the Table

5. Providing Data

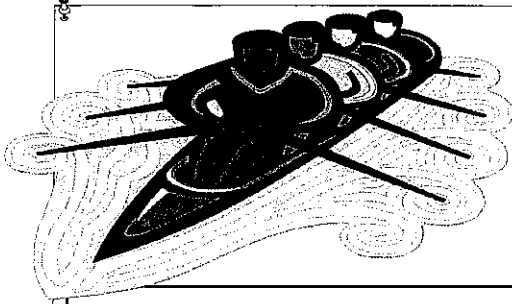
6. Paying Attention to Self and Others

7. Presuming Positive Intentions



Norms of Collaboration

Annotated



1. Pausing

Pausing before responding or asking a question allows time for thinking and enhances dialogue, discussion, and decision-making.

2. Paraphrasing

Using a paraphrase starter that is comfortable for you – “So...” or “As you are...” or “You’re thinking...” – and following the starter with an efficient paraphrase assists members of the group in hearing and understanding one another as they converse and make decisions.

3. Posing Questions

Two intentions of posing questions are to explore and to specify thinking. Questions may be posed to explore perceptions, assumptions, and interpretations, and to invite others to inquire into their thinking. For example, “What might be some conjectures you are exploring?” Use focusing questions such as, “Which students, specifically?” or “What might be an example of that?” to increase the clarity and precision of group members’ thinking. Inquire into others’ ideas before advocating one’s own.

4. Putting Ideas on the Table

Ideas are the heart of meaningful dialogue and discussion. Label the intention of your comments. For example: “Here is one idea...” or “One thought I have is...” or “Here is a possible approach...” or “Another consideration might be...”.

5. Providing Data

Providing data, both qualitative and quantitative, in a variety of forms supports group members in constructing shared understanding from their work. Data have no meaning beyond that which we make of them; shared meaning develops from collaboratively exploring, analyzing, and interpreting data.

6. Paying Attention to Self and Others

Meaningful dialogue and discussion are facilitated when each group member is conscious of self and of others, and is aware of what (s)he is saying and how it is said as well as how others are responding. This includes paying attention to learning styles when planning, facilitating, and participating in group meetings and conversations.

7. Presuming Positive Intentions

Assuming that others’ intentions are positive promotes and facilitates meaningful dialogue and discussion, and prevents unintentional put-downs. Using positive intentions in speech is one manifestation of this norm.

Norms Inventory¹⁰

Rating the Consistency of My Personal Behavior In a Specific Group of Which I am a Member

Place a mark on each scale, to reflect your perception of your personal behavior in a specified group of which you are a member.

1. Pausing

A. I pause after asking questions.

Low 1 2 3 4 High

B. I pause after others speak to reflect before responding.

Low 2 3 4 **Error!**

C. I pause before asking questions to permit thoughtful construction.

Low 1 2 3 4 High

2. Paraphrasing

A. I listen and paraphrase to acknowledge thoughts and feelings.

Low 1 2 3 4 High

B. I listen and paraphrase to organize thoughts and feelings.

Low 1 2 3 4 High

C. I listen and paraphrase to shift levels of abstraction.

Low 1 2 3 4 High

3. Posing Questions

A. I pose questions to explore perceptions, assumptions, and interpretations.

Low 1 2 3 4 High

B. I inquire before putting my ideas on the table, or advocating.

Low 1 2 3 4 High

4. Putting Ideas on the Table and Pulling Them Off

A. We state the intentions of our communications.

Low 1 2 3 4 High

B. We provide relevant facts, ideas, opinions, and inferences.

Low 1 2 3 4 High

C. We retract or announce modification of previously offered ideas, opinions, and points of view.

Low 1 2 3 4 High

5. Providing Data

A. We present specific, measurable, observable information.

Low 1 2 3 4 High

B. We present data without judgments, opinions, or inferences.

Low 1 2 3 4 High

C. We offer multiple types of data to broaden understanding.

Low 1 2 3 4 High

6. Paying Attention to Self and Others

A. We balance participation and open opportunities for others to contribute and respond.

Low 1 2 3 4 High

B. We restrain my impulses to respond, react, or rebut at inappropriate times & in ineffective ways.

Low 1 2 3 4 High

C. We maintain awareness of the group's task, processes, and development.

Low 1 2 3 4 High

7. Presuming Positive Intentions

A. We communicate respectfully, whether we agree or disagree.

Low 1 2 3 4 High

B. We embed positive presuppositions in our paraphrases, comments, and summaries.

Low 1 2 3 4 High

