



Norms for Student Interaction in Study Teams:

To maximize their learning opportunities, students are expected to actively participate within their study teams. To create this norm in the class, it is important to begin teaching students your expectations for effective teamwork from the beginning.

Activities and lesson structures suggested in the teacher notes, resource pages, and descriptions of team roles begin to communicate expectations to students in Chapter 1 (see description below). So as not to interfere with teachers' setting their own class norms, these guidelines appear once in the student text in Section 1.1.

We suggest the following guidelines for teams which can be remembered by using the acronym TEAMS:

- **T**ogether, work to answer questions.
- Requiring students to work within their team helps them to see each other as resources and to find their own way of solving a problem. By making students look to the others in their team rather than friends in other parts of the classroom, it helps ensure that no student is excluded from the conversation. Teams should work and move as a team without leaving anyone behind or having anyone working ahead. Emphasizing the importance of creating space to share ideas and converse openly about the mathematics will help teams be more cohesive.
- **E**xplain and give reasons.
- This norm links directly the learning themes of this course and underscores the expectation that there are multiple valid ways of solving a problem.
- **A**sk questions and share ideas.
- This helps to set a tone that the classroom is a community of support. This expectation also challenges students to help a teammate understand and make sense of ideas for him??? or herself instead of simply receiving an answer. It also reminds students that their conversations in study teams have an intellectual, rather than a social, purpose.
- **M**embers of your team are your first resource.
- This norm can be reinforced by the manner in which the teacher responds to questions from a team. Responding only to the hand of the resource manager and then asking, "*Does everyone in the study team want the question answered?*" helps students to work on answering their own questions. This norm should not imply that the teacher does not answer questions, but instead that the other members of the team are a student's first resource. While this behavior can be as difficult for the teacher as it is for the student, it clearly and concretely teaches students to become self-directed learners.
- **S**marter together than apart.

Again, this norm emphasizes that the solving process and thinking mathematically are important parts of every problem, and that understanding others' approaches improves an individual's understanding.