

**SINGAPORE POLYTECHNIC**  
**CC1007 Collaboration in the Digital Age**  
**Academic Year 2023/2024**  
**Semester 1 Term 1**

**School of Computing**  
Common ICT Programme (CITP)  
Diploma in Applied AI and Analytics (DAAA)  
Diploma in Infocomm Security Management (DISM)  
Diploma in Information Technology (DIT)

**CA2: Team Charter and Online Team Reflection Meeting (70% Weighting)**  
**Assessment Brief**

**A. Objectives**

This assessment evaluates your ability to:

- Write a team charter that sets the team up for success
- Hold an effective online team meeting
- Communicate effectively during an online team meeting

**B. Project Description**

CC1007 Collaboration in the Digital Age (CDA) is paired with CC2003 AI and its Impact (AII).

In CDA, you will plan and discuss the AII project: **CA2 – AI × SDG**. You will work in the same teams of 4 to 5 as in your AII project. Please refer to the AII project brief while working on your CDA CA2.

Week	AII	CDA
1	Briefing and grouping for <b>CA2 – AI × SDG</b>	
3	CA2 group discussion #1	Discuss <b>CA2 Part 1: Team Charter</b>
5	CA2 group discussion #2	Self-and-Peer Assessment (SPA) for performance in <u>both</u> modules
6	Submission and oral presentation for <b>CA2 – AI × SDG</b>	Submission of <b>CA2 Part 1: Team Charter</b> Assessment for <b>CA2 Part 2: Online Team Reflection Meeting</b>

### **C. CDA CA2 Components**

CDA CA2 is weighted at **70% of the module grade**, and comprises two parts.

#### **Part 1: Team Charter (30 marks)**

**Submission deadline: before the start of Lesson 6 (Week 6)**

For this written submission, your team will write a team charter that contains the following information:

- SMART team goal(s) (maximum of 3)
- Roles and responsibilities required to meet team goals
- Reasons why roles and responsibilities were allocated to each team member

#### *Instructions*

Please use the Team Charter Template (see [Annex A](#)).

You will start discussing this Team Charter in Lesson 3 in Week 3, and submit it before the start of Lesson 6 in Week 6.

Submit the completed template on Brightspace > Collaboration in the Digital Age > Assignments & Assessments > Assignments > CA2 Part 1 Submission. Each team should submit only one charter.

#### *Assessment*

You will be assessed **as a team** on your ability to write a team charter. Refer to the CA2 Assessment Rubrics ([Annex B](#)) for details.

## **Part 2: Online Team Reflection Meeting (70 marks)**

### **Assessment date: during Lesson 6 (Week 6)**

For this oral assessment, your team will hold an online meeting for the purpose of learning from your experience of working together on this project.

The agenda is as follows:

- a) Reflect on the feedback that you had received from your teammates in Lesson 5's Self-and-Peer Assessment (SPA)<sup>1</sup> and propose ways to improve yourself in the future
- b) Reflect on what you had learnt from your experience of writing the Team Charter (e.g., is it helpful to set goals and allocate roles and responsibilities for a team project; what could have been done better)

### *Instructions*

Each team has 4 minutes per member for the meeting. For example, if your team has 4 members, you have up to 16 minutes; if there are 5 members, the meeting can be up to 20 minutes long.

Your tutor will schedule a separate time slot for each team. Please do not be late as there is a late penalty.

This assessment is conducted via Microsoft Teams, but on campus, so you have to come to class. You must bring a device (laptop, tablet or smartphone) with a functioning microphone and camera, and a pair of earphones or headphones.

Your tutor will observe the meeting online. He or she will join the online meeting but will not participate. The meeting will be recorded.

You may refer to any notes and materials during the assessment.

### *Assessment*

You will be assessed **as a team** on your ability to hold an effective online team meeting. The assessment criteria is the meeting effectiveness.

You will be assessed **individually** on your ability to communicate effectively during an online team meeting. The assessment criteria are your active listening and online meeting etiquette.

Refer to the CA2 Assessment Rubrics (Annex B) for details.

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<sup>1</sup> The onus is on teammates to give one another constructive feedback during Lesson 5's Self-and-Peer Assessment. However, in cases where the feedback was not constructive or was removed by lecturers for being hurtful or offensive, students can discuss this agenda item based on their own experience of the project.

**D. Penalties****Late Penalty for Written CA**

Work submitted after the deadline will receive a 20% penalty. Work submitted a week after the deadline will not be graded (i.e., marked "AB" and you will not receive any marks). If you have a valid reason and LOA for not meeting the deadline (e.g., hospitalisation), do let your tutor know early so that an alternative deadline can be arranged for you.

**Late Penalty for Oral CA**

You are expected to be punctual for oral CA. You will have 10 marks deducted from your awarded marks if you arrive after the start of your assigned timeslot.

**Absence from Oral CA**

It is your responsibility to contact the lecturer and team members should you miss the oral CA. You must have a valid Leave of Absence (LOA) from your school before a make-up assessment can be considered.

**E. Teamwork Challenges**

The team will be graded collectively for the team components and every member will be awarded the same grade. You are expected to apply the teamwork skills you have learnt from the module to ensure efficient and effective collaboration.

If you encounter any conflict within the team that cannot be resolved, please inform your lecturer early so that he/she can provide advice on what needs to be done. Should there be clear evidence of non-contribution and non-participation from a team member, he/she may be given a zero ('0') for the team component.

**F. Plagiarism Warning**

You are reminded that plagiarism is a serious offence.

Plagiarism occurs when you take sentences or paragraphs or even the whole article written by another person and pass it off as your own work without acknowledging the author or the original source. This is actually cheating and is a breach of examination rules that will not be condoned by the Polytechnic.

Any student who cheats, attempts to cheat or breaches any examination rules will face disciplinary action. You are to cite all your sources in instances where you have used text, images, diagrams and other types of information from the Internet or other published sources. Students who knowingly assisted in the plagiarism will also be penalised.

\*Use of AI Tools for Academic Work: Violation of the guidelines set out in SP's Policy on Use of AI Tools for Academic Work is tantamount to plagiarism and will be dealt with accordingly under Breach of Examination/Assessment Rules as stated in the SP Student Handbook.

Please click [here](#) for more information on Intellectual Property, Copyright and Plagiarism and Use of AI Tools for Academic Work.

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## Annex A – Team Charter Template

**Section II: Roles and Responsibilities (20 marks)**

(This section is for functional roles and responsibilities, not meeting roles.)

What does your team need to do to reach your goal(s)? How will you split up the work?

In other words, who does what?

Copy and paste the table below for each role, and fill in the tables.

<b>Role:</b>	
<b>Responsibilities:</b>	
<b>Name(s):</b>	
<b>Reasons:</b>	

## Annex B – CA2 Assessment Rubrics

Criteria	Descriptors and Mark Bands				
	A Almost Always	B Usually	C Sometimes	D Seldom	F Rarely/Never
<b>Part 1: Team Charter (30m)</b> (team assessment)					
<b>SMART Goals [10m]</b> <ul style="list-style-type: none"> <li>Team goal(s) contain all the elements of SMART (specific, measurable, achievable, relevant and time-bound), expressed as one cohesive statement or paragraph (i.e., not broken down into the respective elements)</li> </ul>	8 to 10	7	6	5	0 to 4
<b>Roles and Responsibilities [10m]</b> <ul style="list-style-type: none"> <li>Roles and responsibilities are specific and clear</li> </ul>	8 to 10	7	6	5	0 to 4
<b>Reasons for Allocating Roles and Responsibilities [10m]</b> <ul style="list-style-type: none"> <li>For every role, the allocated team member(s) convincingly demonstrate either:                             <ul style="list-style-type: none"> <li>Skills and/or strengths relevant to the allocated role (e.g., by citing relevant experience); OR</li> <li>A growth mindset (e.g., by proposing specific steps to develop new skills and/or strengths relevant to the allocated role)</li> </ul> </li> </ul>	8 to 10	7	6	5	0 to 4
<b>Part 2: Online Team Reflection Meeting (70m)</b> (team and individual assessment)					
<b>Meeting Effectiveness [30m] *team assessment</b> <ul style="list-style-type: none"> <li>Discussions stay on track according to the agenda; there are minimal unproductive side discussions</li> <li>The team is able to discuss the agenda sufficiently within the time limit</li> <li>Everyone speaks up; no one dominates the discussion or stays silent</li> </ul>	24 to 30	21 to 23	18 to 22	15 to 17	0 to 14
<b>Active Listening [20m] *individual assessment</b> <ul style="list-style-type: none"> <li>Asks excellent questions</li> <li>Responds skilfully to what teammate(s) said by paraphrasing or summarising</li> </ul>	16 to 20	14 to 15	12 to 13	10 to 11	0 to 9
<b>Online Meeting Etiquette [20m] *individual assessment</b> <ul style="list-style-type: none"> <li>Body language seems engaged and friendly (e.g., makes eye contact with camera, does not fidget, smiles)</li> <li>Acknowledges others' comments non-verbally (e.g., by nodding, using reaction buttons)</li> <li>Appearance is professional (e.g., with appropriate attire and grooming, video background, video framing)</li> <li>Speech is clear (e.g., speaks with appropriate speed, volume and emphasis)</li> </ul>	16 to 20	14 to 15	12 to 13	10 to 11	0 to 9