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accomplished) and affective conflict (based on individual personalities, biases, or stereotypes) are to be recognized, avoided, or otherwise dealt with. While I don't think that teaching collaboration necessarily requires Burnett and Wardle's article, having some kind of framework makes the idea of collaboration as a skill to be practiced more explicit.

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In class I first ask students to write about the kinds of conflicts they have experienced in teams; in discussing their reflections, I connect Burnett and Wardle's framework to their own experiences.