

Article review on approaching teamwork using critical praxis

[Sociology](#), [Communication](#)



Given the pedagogical, structural and individual tensions that manifest itself in critical teaching on teamwork, this evaluation research looks at the possibilities of the current communication pedagogy in our institutions of learning viewing teamwork within the constraining angle of traditions, weak theories and methodologies. This qualitative and quantitative evaluative research adds to the literature by employing a critical and an expansive definition of praxis. From my assigned article, Using Critical praxis to Understand and Teach Teamwork, findings have shown that critical praxis trajectories are consisted of the dimensions, visions, roles, processes and relationships in regard to teamwork.

Research has revealed that, despite people having been continually taught about teamwork in all their learning stages in life i. e. from elementary school up to the level of graduate education and beyond, potential and actual participants mostly do not enjoy or desire to be involved in teamwork activities (Seibold & Kang, 2008).. They usually associate it with inefficient, lengthy and emotional draining experiences that requires one to at times fake their feelings and self so as to please others and avoid offending them, why then is it that people abhor teams?

The article challenges the dynamics about teaching teamwork that appears to derogate aspects which may be relevant in the chasm between real work places and the education that is taught in our institutions of learning about the essence of team work but rather they confine themselves in traditional ways of teaching (Seibold & Kang, 2008). The primary hypothesis that is being manifested from both the qualitative and quantitative articles is the interaction between team identity and the quality of educational preparation

on how one should approach teamwork. The article further propose that analyzing and teaching teamwork should be carried out in the confines of critical praxis which is an efficient process that involves continuous relationship between reflexivity and practice.

References

Seibold, D. R., & Kang, P. (2008). Using critical praxis to understand and teach teamwork. *Business Communication Quarterly*, 71(4), 421-438.