

## Team-Based Learning Team Dynamics and Peer Feedback Student Assignment

Updated: December 15, 2020

**Rationale:** Provide a structured approach for TBL teams to build on the strengths of its members and reflect on ways to improve team dynamics. This approach will allow for students to assess their skills and development related specific UUSOM program objectives: <https://medicine.utah.edu/students/programs/md/curriculum/program-objectives.php>.

- **UPBLI1:** Identify strengths, deficiencies, and limits in one's knowledge and expertise
- **UPBLI2:** Set learning and improvement goals
- **UIC2:** Demonstrate team building skills that enhance the learning environment
- **UIC3:** Provide feedback to enhance team members' learning and performance
- **UP3:** Demonstrate reliability in all interactions, including team, classroom and patient interactions, students will demonstrate trustworthiness through being accountable to responsibilities
- **UP4:** Demonstrate a drive for excellence through a lifelong commitment to learning and self-improvement

### AY20-21 TBL peer feedback plan and assignments:

1. At start of course before first TBL, each student uses their CliftonStrengths Assessment report (from before Transitions to Medical School) and/or reflection about past TBL experiences to list 1-3 strengths that they can bring to their TBL team. Each student should also identify one teamwork or communication behavior/skill that they would like to improve. This should be something that the student is comfortable asking the team to specifically give them feedback on. (**Canvas assignment 1**; individual submission; graded as meets/does not meet expectations; **UPBLI1**)
2. At start of first TBL session: each team discusses group norms and strategies for success, building from team members identified strengths. Each team member should also share one teamwork or communication behavior/skill that they specifically want to improve and would like feedback on from the other team members. Team members also complete the weekly TBL *Champion* schedule. (**Canvas assignment 2**; group submission; graded as meets/does not meet expectations; **UPBLI2, UIC2, UP3**) This assignment will consist of one yes/no question asking team if they did these things. Include an optional comments section.
3. During last TBL of MCC and B&B: teams are specifically given time to discuss how the team has been functioning so far. How well has the team followed the chosen group norms? To what extent has the team fully utilized all members' strengths? How can the team better capitalize on its strengths for the future? How reliably has each team member fulfilled their role as team champion? (**Canvas assignment 3**; Group submission; graded as meets/does not meet expectations; **UIC3, UP3, UP4**) This assignment will consist of one yes/no question asking team if they did these things. Include an optional comments section.
4. During last TBL of H&D and SMBJ: teams are specifically given time to discuss how the team has been functioned this semester. To what extent has team functioning improved? What do you think allowed for the improvement, or what prevented improvement? What feedback was provided to team members? How reliably has each team member fulfilled their role as team champion? (**Canvas assignment 4**; group submission; graded as

meets/does not meet expectations; **UIC2, UIC3, UP3**). This assignment will consist of one yes/no question asking team if they did these things. Include an optional comments section.

5. Each student individually reflects on the following (**Canvas assignment 5**; individual submission; graded as meets/does not meet expectations; **UBPLI1, UBPLI2, UP4**):

- i. What are your strengths and deficiencies in medicine-related team work? Given that we all have blind spots regarding how we work with others, is there someone who can give you honest feedback to help develop your strengths? If not, do you have a plan for identify someone who can do this for you?
- ii. To what extent did you feel valued by your team members? Identify one specific action/event that made you feel valued. What specifically have you done, or could you start doing in the future to help others feel valued? If you didn't feel valued, why not? What role did you play in contributing to or preventing a non-ideal learning environment?
- iii. What are your ideas for becoming an even more valuable team member in the future?

This assignment will consist of one yes/no question asking team if they did these things. Include an optional comments section.

**Plans for grading these Canvas assignments:** Course coordinators, based on rubric and input from assistant dean for foundational sciences and course directors, will grade.