

UMBC
AN HONORS UNIVERSITY IN MARYLAND


*Creating a Transfer Student Experience
Course Developed within an
Interprofessional Education
(IPE) Curriculum using
Active Learning &
Technology*

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Why?

- People often have to work in groups but are generally unprepared to do so in an effective manner.
- Groups are becoming more interdisciplinary. It is helpful to learn about and appreciate what these different disciplines and approaches bring to the table.
- Groups sometimes have to work over long distances. Members need to be able to communicate both in-person and online. Technology can help teams solve some of the related logistical problems.







CIPES

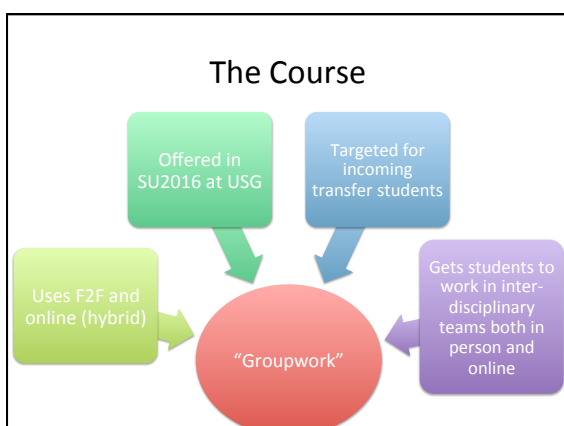
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PSYCHOLOGY

COMMUNICATION & the iSCHOOL

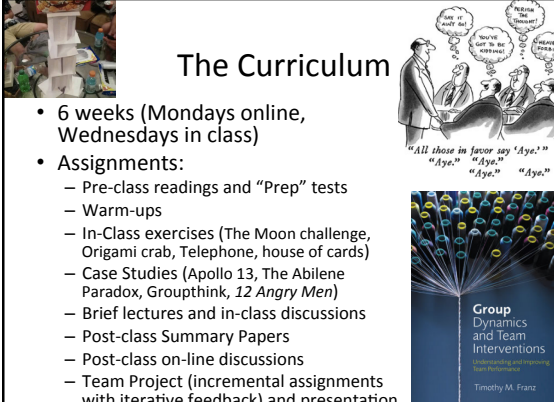
The Team

		
Dr. Leah Waks UMD COMM	Dr. Vedat Diker UMD iSchool	Dr. Diane Alonso UMBC Psychology



The Curriculum

- 6 weeks (Mondays online, Wednesdays in class)
- Assignments:
 - Pre-class readings and "Prep" tests
 - Warm-ups
 - In-Class exercises (The Moon challenge, Origami crab, Telephone, house of cards)
 - Case Studies (Apollo 13, The Abilene Paradox, Groupthink, 12 Angry Men)
 - Brief lectures and in-class discussions
 - Post-class Summary Papers
 - Post-class on-line discussions
 - Team Project (incremental assignments with iterative feedback) and presentation



Group Dynamics and Team Interventions
Understanding and Improving Team Performance
Timothy M. Franz
©WILEY-BLACKWELL

The Active Learning Classroom



The Students and The Teams

Institution	Major	
UMD	Public Health Science	1 blue figure
	Criminal Justice/Criminology	1 green figure, 1 blue figure
	Communication	1 green figure
UMBC	Psychology	1 green figure, 1 blue figure, 1 green figure, 1 blue figure, 1 blue figure

N = 10

Key:

Team 1 (n = 5) =

Team 2 (n = 5) =

The Assessments

- A modified **Team Skills Scale (TSS)** [Pre- and Post]
A self assessment tool that measures perceived interprofessional team skills. Two parts:
 - Students rate their ability to carry out each of 17 tasks on a 5-point scale.
 - Students respond to open-ended questions.
- A **Student Satisfaction survey**. [Last day only]. Two parts:
 - Students provide open-ended feedback on the course.
 - Students rate, on a 5-point scale (1 being "Not at all" and 5 being "I felt that this was covered completely"), how well they feel the course met the stated Learning Objectives from the syllabus.

The Results: TSS

Significant findings on the following items, using the Wilcoxon Signed Ranks Test :

- Q6 (Handle disagreements effectively): $Z = -1.983$, $p = .047$, $r = .63$
- Q7 (Strengthen cooperation among disciplines): $Z = -2.251$, $p = .024$, $r = .71$
- Q17 (Help draw out team members who are not participating actively in meetings): $Z = -2.050$, $p = .040$, $r = .65$

Student Statements

Responses to items asking: (Post-1) "What did you gain from working in teams?", and (Post-6): "What did you learn about the role of communication and teamwork from this experience?"

"A lot of new ways to learn about how to work in teams, and apply them to the real-world."

"Knowledge and experience on how groups function, how conflict and problems arise, and how they're overcome and the goal is accomplished."

"Effective communication is VITAL for successful teamwork! Teams have to communicate goals, issues, tasks, and any questions early and often."

The Results: Satisfaction Survey

- Learning Objectives:** The Median scores for **all** questions were above 4.0 on a 5.0 scale (N=10). No individual scores were lower than 3.0 on any item.
- Students liked: Group project, interactive group activities, in-class activities, Bb organization, discussions
- Students didn't like: Too many assignments, wanted more time to work on group project, noted summer session was too short, confusing/difficult quiz questions, requirements for discussion board were vague
- Usefulness:** All students responded either "Yes" or "Most Likely" to the question, "Do you think you will use the info in college? In work?"



Final Thoughts/Quote:

"We discussed things that are rarely if ever discussed in any of my other courses and discussed information that can really improve performance in whatever we choose to do."

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