Orientation to Readiness Assurance Process

- RAP tests are closed book
- Start individual test only when instructed to begin
- Complete individual test using Scantron form (pencil required)
- Return Scantron sheets to team folder
- Start team test only when instructed
- Complete team test using IF-AT sheet (start only when instructed to begin)
  - Tally marks – 4 points for one scratch, 2 points for 2 scratches, 1 point for 3 scratches and zero if you have to scratch all four squares to reveal the correct answer
- After team test, review appeal form and complete if appropriate.

1. The primary goal of team-based learning within this course is to:

   a) Help you to begin the transition into professional nursing practice
   b) Help you understand all the tools that nurses use
   c) Help you understand the societal, economic and political context of nursing.
   d) Analyze real-world, open-ended nursing problems.
   e) Analyze real-world nursing issues and create solution for your practice.

2. The readiness assurance process in team based learning includes:

   a) Portfolios and individual assignments
   b) Lectures and student presentations
   c) Community service learning and groups.
   d) Pre-readings and appeals.
3. The primary purpose of the pre-class assigned readings is to:
   
   a) Help you prepare for the Readiness Assurance Process and the subsequent In-Class Application Activities.
   b) Help you prepare for the In-class activities and the team discussions.
   c) Help you acquire important foundational knowledge that you will need for the final exam
   d) Help you understand the application of the course concepts to real nursing problems
   e) Help you acquire important knowledge and skills to be a contributing member of the nursing profession

4. The purpose of the Readiness Assurance Process Test is to:
   
   a) Allows you to get summative feedback on your overall course progress
   b) Ensure that you are ready to learn how to use and apply course concepts
   c) Prevents individuals from coming to class unprepared
   d) Allow others to learn from the smartest person in the group

5. The main objective of a TBL course is to:
   
   a) Learn the course concepts
   b) Establish a firm foundational knowledge
   c) Interact in and between teams
   d) Learn how to work in teams
   e) Learn how to apply the course concepts

6. The main course modules will typically end with:
   
   a) Team Discussion
   b) In-Class Panel Summary Writing Activity
   c) Readiness Assurance Process
   d) Two of the above
Preventing a Successful Appeal

If your team feels strongly about the correctness of one of your answers that was counted wrong, your team may submit a written appeal to the instructor. This appeal process must occur immediately following a team quiz. Only teams, not individuals, may write appeals. Only teams that write successful appeals get points for that appeal, even if another team missed the same question(s).

Appeals are not simply an opportunity to dig for more points. Rather, they are an opportunity for teams to make written scholarly arguments for their collective position. All arguments must be supported by evidence from the text or lecture notes. If the appeal is based on an allegedly ambiguously phrased question, the team must suggest wording that is less ambiguous. The decision to grant or refuse an appeal will be made by the instructor after class. The decision is final.

Example of Successful Appeal

**Argument:** “We feel that A, rather than B, should be the correct answer to question 15.”

**Evidence:** “According to Table B.6, the critical $r$ for 10 degrees of freedom, two-tailed test, and an alpha of .05 is .576, which is larger than the calculated $r$ of .570. This would lead us to conclude that there is no relationship between shoe size and intelligence.”
<table>
<thead>
<tr>
<th><strong>Team Number:</strong></th>
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<tbody>
<tr>
<td><strong>Question Number being Appealed:</strong></td>
</tr>
<tr>
<td><strong>Argument and Evidence to Support Appeal:</strong></td>
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</tbody>
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Team-Based Learning
Peer Feedback

Team: ____________________
Colleague you are evaluating: ________________________________
Your name (evaluator): ________________________________
Period of Evaluation: Spring 2012

PART ONE: QUANTITATIVE ASSESSMENT (CHECK ONLY ONE BOX FOR EACH OF THESE 12 ITEMS)

<table>
<thead>
<tr>
<th>COOPERATIVE LEARNING SKILLS:</th>
<th>NEVER</th>
<th>SOMETIMES</th>
<th>OFTEN</th>
<th>ALWAYS</th>
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</thead>
<tbody>
<tr>
<td>Arrives on time and remains with team during activities</td>
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<td>Demonstrates a good balance of active listening &amp; participation</td>
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<tr>
<td>Asks useful or probing questions</td>
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<tr>
<td>Shares information and personal understanding</td>
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<tr>
<th>SELF-DIRECTED LEARNING:</th>
<th>NEVER</th>
<th>SOMETIMES</th>
<th>OFTEN</th>
<th>ALWAYS</th>
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</thead>
<tbody>
<tr>
<td>Is well prepared for team activities</td>
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<tr>
<td>Shows appropriate depth of knowledge</td>
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<tr>
<td>Identifies limits of personal knowledge</td>
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<td></td>
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<tr>
<td>Is clear when explaining things to others</td>
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<table>
<thead>
<tr>
<th>INTERPERSONAL SKILLS:</th>
<th>NEVER</th>
<th>SOMETIMES</th>
<th>OFTEN</th>
<th>ALWAYS</th>
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</thead>
<tbody>
<tr>
<td>Gives useful feedback to others</td>
<td></td>
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<td></td>
<td></td>
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<tr>
<td>Accepts useful feedback from others</td>
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<td>Is able to listen and understand what others are saying</td>
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<tr>
<td>Shows respect for the opinions and feelings of others</td>
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PART TWO: QUALITATIVE ASSESSMENT (FOR EACH ITEM, WRITE AT LEAST ONE SENTENCE, BUT NOT MORE THAN THREE SENTENCES)

1) What is the single most valuable contribution this person makes to your team?

2) What is the single most important way this person could alter their behavior to more effectively help your team?

Revised, Dec. 2010
Part One, Quantitative Assessment of Teammates
Each team member receives 12 specific ratings from each person in their group

“always” box checked: 3 points
“often” box checked: 2 points
“sometimes” box checked: 1 point
“never” box checked: 0 points

For each assessment, 36 points are possible (12 ratings x 3 points/rating = 36)

Grading: \( \frac{\text{mean points per evaluation}}{36} \times (0.6) = \text{quantitative score (0 – 0.60)} \)

Part Two, Qualitative Assessment of Teammates
Each team member provides anonymous written feedback to all members of their team, answering two questions about each of their teammates.

The quality of feedback that you write is evaluated using these guidelines:

a) Are specific behaviors described? (vs. non-specific generalizations)
b) Are those behaviors described clearly, so I recognize what I’ve done to help my team, and what I can adjust or change to improve my team’s performance?
c) Are content and tone constructive and helpful? (vs. petty, mean, antagonistic)
d) Is the feedback descriptive (“I feel our team would benefit if you gave us your opinion earlier in the discussion.”) rather than evaluative? (“You treated us unfairly by keeping quiet during our discussions.”)

Each feedback you write is evaluated by faculty and assigned a value of 0-4 points, using these criteria:

- 4 points: very useful to receiver of feedback
- 3 points: fairly useful to receiver of feedback
- 2 points: marginally useful to receiver of feedback
- 1 point: feedback is written, but not useful at all to receiver
- 0 points: feedback not written

Grading: \( \frac{\text{mean points assigned per feedback}}{4} \times (0.4) = \text{qual. score (0- 0.40)} \)

Summary:
Your overall peer feedback score is composed of 2 components:
Quantitative score (0.00 – 0.60) + qualitative score (0.00 – 0.40) X 100 = _______
Below are verbatim feedbacks provided to the same person by 5 different teammate-peers in response to the question:

“What is the single most important way this person could alter their behavior to more effectively help your team?

1. “Continue to find the positive energy in every task that you are required to tackle. You have great knowledge and insight to offer, but this can sometimes be overshadowed by a less-than-positive attitude. You have demonstrated great improvement this semester, and our team thrived off this new, improved energy!”

2. “On occasion, you have sometimes been hesitant to take a clear stand for a particular answer choice. Since you are often correct in your thinking, our team could certainly benefit from your strong input and support for an answer, even if you are not entirely confident.”

3. “Sometimes you were weary at giving a definite answer on the group application, which put more pressure on the rest of the group.”

4. “Sometimes your frustrations with the material in team learning are exhibited, which at times affects the group dynamics. So maybe try not to become as frustrated with the material. Also, stop bringing noxious items, like PICKLES, to team learning, as it is disgusting and distracting to other group members, which decreases the effectiveness of the group.”

5. “While you come well-prepared, perhaps you could have come with a little more positive attitude; we would love to see a smile on your face! At times your less-than-cheery attitude brought a cloud to the group and made it hard to get through TL. I know TLs are long and hard, but by being less negative, you could have inspired us to have some hope that we would get out alive that day.”

Faculty ratings of the above 5 feedbacks (admittedly subjective)

#1 3 pts (useful, but lacks specifics about “less-than-positive attitude”)

#2 4 pts (useful, behavior clearly described, expectation clearly defined)

#3 4 pts (specific, behavior clearly described, defines area to be improved)

#4 3 pts (useful, humorous, but “frustrations” “frustrated” are not clearly defined behaviors)

#5 4 pts (compared to #1, this is more specific about behavior to be improved)

Each feedback is assigned a value of 0-4 points, using these criteria:
- 4 points: very useful to receiver of feedback
- 3 points: fairly useful to receiver of feedback
- 2 points: marginally useful to receiver of feedback
- 1 point: feedback is written, but not useful at all to receiver
- 0 points: feedback not written