

THE TEAM HISTORY

Reflection ensures that the learning experience in this course is understood. This reflection will take the form of a diagnostic tool. Each team will maintain an **electronic team chart** that documents the team learning process, content knowledge and skill development during the semester. The collaborative team history is analogous to the acquisition and documentation of the *Medical History and Physical Exam* procedures practiced within the context of the medical professions. This history of your team's collaborative learning effort during this semester is intended to assist your team with understanding and working in a collaborative team-learning environment. It will help develop the skills essential for mastering physiology and excelling within this course. The precise format of this chart and the frequency of the entries are to be determined within each team. It should however consist of a series of "scheduled" visits throughout the semester so that your development is adequately chronicled. Points will be awarded for keeping your team history chart current and updated (refer to the *Assignment Reminder* table).

The Objectives Of The Team History:

- (1) To characterize individual roles and patterns of interaction in the team.
- (2) To reflect upon and examine the role of collaboration in understanding conceptual and procedural aspects of learning within the discipline of physiology.
- (3) To examine the role of individual expertise in the team dynamic and function.
- (4) To synthesize and integrate concepts and knowledge of physiology.

So what types of things might a team document in their chart? Examples include:

Team learning goals, Plan for achievement and assessment of learning goals, Basic concepts learned, Strengths and weaknesses of team interaction, Roles of individuals in the team, Problem-Solving strategies, Data and hypotheses used to drive problem-solving, Conflict resolution within the team, Decision-making within the team, Frequency of interactions outside of class, Documentation of the process used in addressing a particular case or problem noting the physiological concepts and individual roles throughout the process, Resources the team relied upon or found helpful, and so forth. There is no one best or right way to approach this assignment. You are encouraged to be as thorough and creative as you desire, both of which can take many different forms.

Electronic Environment for the Team History:

An online tool, the KEEP Toolkit [<http://www.cfkeep.org/>], developed and maintained by The Carnegie Foundation for the Advancement of Teaching, will serve as an electronic repository for each team chart.

1. Each team will designate an individual to register for their team's KEEP account.
2. Access to the site will be made available to each team member.
3. Each team will email their Snapshot URL (copy and paste from web browser location bar when viewing snapshot, *not* edit mode for the snapshot) to the instructor on each of the two check-up dates and on the final day of class for the semester at which time the team history portfolios will be in their final form.

4. Follow these guidelines to email your snapshot URL:
 - a. Use Oncourse email
 - b. Email Instructor, the Associate Instructor, and the Undergraduate Peer Instructor.
 - c. Subject: Team number ##
 - d. Body of Message: URL for snapshot]