

Breakthrough Technology for Assessment of Practice Based Teaching

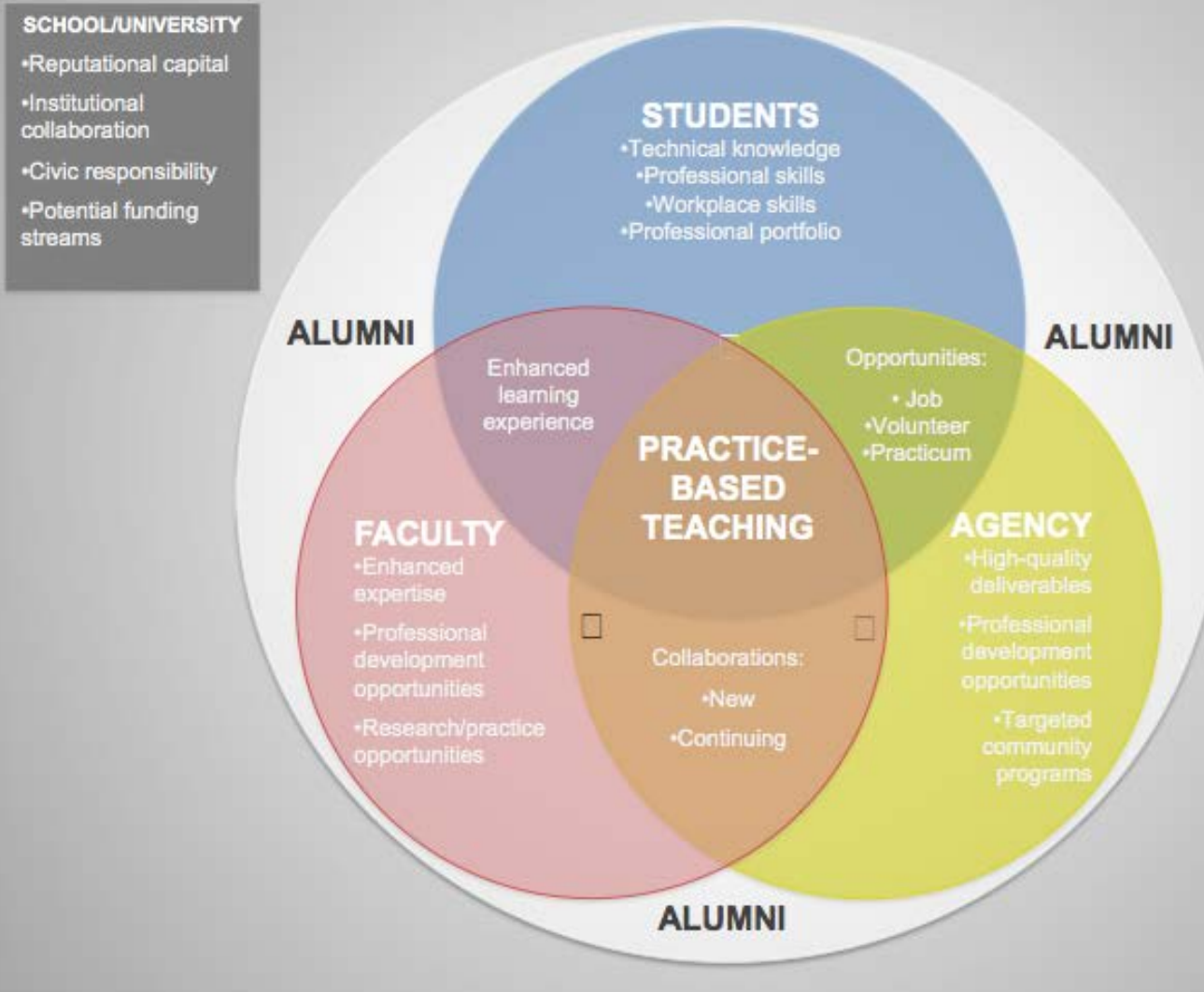
*Boston University 4th Annual Assessment Symposium
March 16, 2017*

**Jacey A. Greece, DSc, MPH
Nikki James, MBA, DEd
James Wolff MD MPH MAT**

Outline

- Who we are
- The Practice-based Teaching Universe
- Our DEI Pilot Grant
- What's Practera
- Data Analytics for PBT
 - Leadership and Management Assessment
 - Consulting Team Performance and Interventions
 - Consulting Team Client Collaboration
 - Client Feedback on Consulting Team Deliverables

Stakeholders and Benefits of Practice-Based Teaching



The Digital Education Incubator Pilot Grant

- Use technology to support student, faculty, and community partner collaboration in the classroom
- Provide data for individual, team, and client assessment
- Involve clients in the learning process and facilitate engagement and feedback on deliverables



CASE: Individual Leadership & Team Skills



Individual Leadership & Team Skills

1) NAME OF TEAM MEMBER
Shawn

2) Demonstrates reliability
Team members can rely on you to do what you say, to show up on time, and to complete your work on time. You are consistent in your actions and decisions. You are reliable.

3) Communicates Constructively
Team members can rely on you to communicate in a clear, concise, and respectful manner. You are able to listen to others and express your own thoughts and feelings in a way that is constructive.

4) Listens Actively
Team members can rely on you to listen to others and understand their perspective. You are able to focus on the speaker and not get distracted by your own thoughts or feelings.

5) Takes Initiative
Team members can rely on you to take initiative and to be proactive in your work. You are able to identify opportunities for improvement and to take action to address them.

6) Shares openly and willingly
Team members can rely on you to share your ideas, thoughts, and feelings openly and willingly. You are able to express your own views and to listen to the views of others.

7) Cooperates and pitches in to help
Team members can rely on you to cooperate with others and to pitch in to help them. You are able to work with others and to contribute to the team's success.

8) Exhibits Flexibility
Team members can rely on you to be flexible and to adapt to change. You are able to adjust your plans and actions when circumstances change.

9) Shows Commitment to the Team
Team members can rely on you to show commitment to the team and to its goals. You are able to put the team's needs ahead of your own and to work hard to achieve the team's objectives.

10) Works as a Problem Solver
Team members can rely on you to work as a problem solver and to find solutions to problems. You are able to identify problems and to work with others to find effective solutions.

11) Treats others in a respectful and supportive manner
Team members can rely on you to treat others in a respectful and supportive manner. You are able to show respect for others and to provide support and encouragement.

12) Constructive Feedback
Team members can rely on you to provide constructive feedback to others. You are able to give feedback in a way that is helpful and constructive.

STEP 1: Team members assess each other on leadership or collaboration skills.

STEP 2: Evaluation from each team member is compiled and displayed to team member for consideration and reflection.

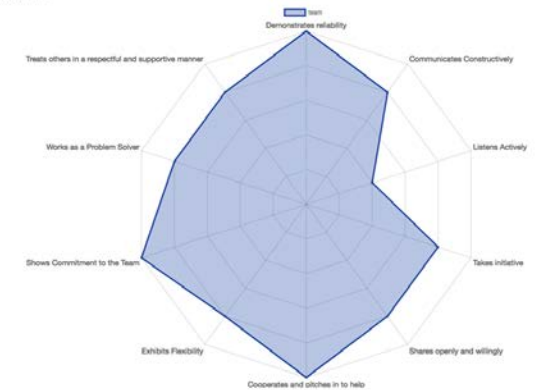


Team360 Report Shawn

Skills Overview

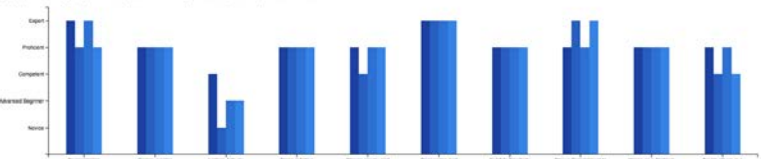
Contrast Analysis

This spider chart provides a visualisation of your own perception of your skills compared to the average of your team's perception. This data is useful as it will provide insight into which skills you should focus on developing in order to build trust and rapport with your current team.



Peer Assessment

Understanding the difference between your own perception of your skills, abilities and behaviours in a team compared to the perception of your team members is a valuable tool for planning your professional development. This graph displays your own rating of your skills compared to the rating provided by each of your team members.



Peer Feedback

This feedback provides some qualitative data that will help contextualise how your team rated your skills. Hopefully, your team has provided some specific examples of your great collaboration behaviours and opportunities for your development. You may also have received suggestions for how to improve the skills, abilities and behaviours that were identified as your development areas.

Shawn is a very reliable team leader and is always pitching in to help out the team - even at 2am in the morning before a deadline! It's really great to have Shawn on the team because we know if there's anything that is critical, he's the man for the job! The only thing that Shawn can really improve on is being a better listener. Sometimes I feel like Shawn isn't actually hearing what I said but rather waiting to say his thoughts right after.

Shawn it is good to have you leading our team. I'm not sure where I would be if you weren't around to kick my butt into gear sometimes. You always pitch in and make up for me not being able to always contribute. Thank you for that. I don't always get the chance to share my ideas. Maybe that's one thing I would say you can do better at: LISTEN. You talk over me and the others sometimes.

Shawn you are a good team leader and we know we can always count on you/ten seconds to midnight to get things done and in! Sometimes I feel like you don't pay attention to my ideas. I know it's hard to consider everyone's thoughts but I sometimes feel like you cut me off when I'm sharing. You definitely lead our team to success, but just make sure we're all in it together and all being heard.

Hey Shawn, thank you for being our team leader. I really like working with you and having you lead our team. I hope to be able to better share my ideas with you in our future team meetings.

CASE: Team Performance & Interventions



Consulting Team Performance & Interventions

STEP 1:

Reflection sliders
pop up weekly
giving students
the opportunity to
reflect on their
team's
performance

Update your reflection sliders

As a status update, please answer the following questions honestly. There are no negative implications on your grading or performance measurement. The purpose of setting the sliders is to get you an impression of how your team collaborates with each other and with the mentor. This enables you to spot different perceptions early and address them effectively as a team.

The value of these reflection sliders has been proven over several years. Teams who identified and addressed their different perceptions about how the project is going were able to reach a significantly better outcome. You will be prompted with these sliders several times during your project to give you the chance of identifying potential issues as early as possible.

Please note, your answers are specific to your experience with this team. If you are in multiple teams you may be asked to do this for your other teams as well.

Set the sliders to indicate how you feel about...

Have you personally engaged with your mentor within the last two weeks? ⓘ

No Yes

Do you feel that your team is on track (team)? ⓘ

No Yes

Do you feel that your team is on track(mentor)? ⓘ

No Yes

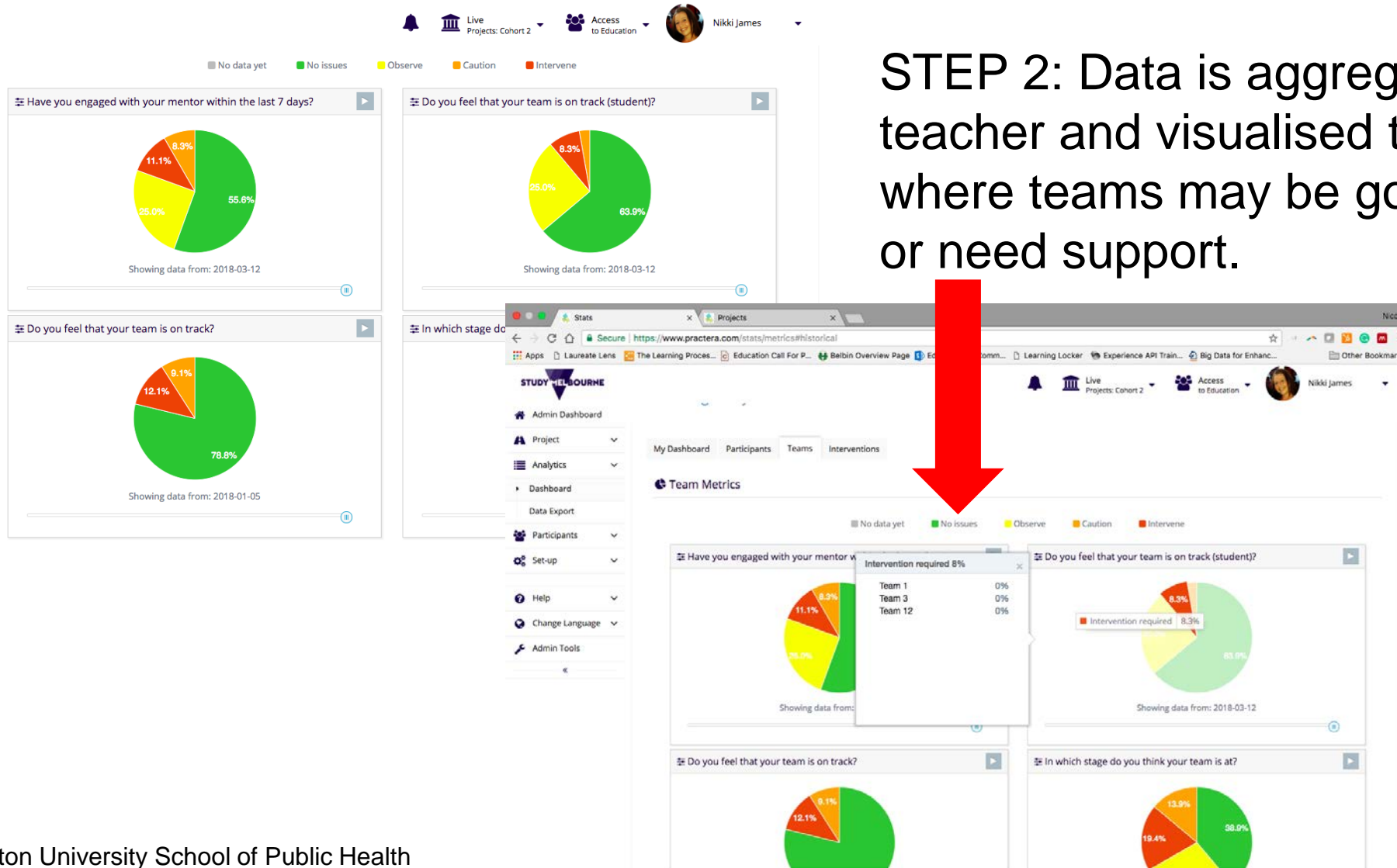
In which stage do you think your team is at? ⓘ

Forming Performing

Norming

Consulting Team Performance & Interventions

STEP 2: Data is aggregated for teacher and visualised to identify where teams may be going off-track or need support.

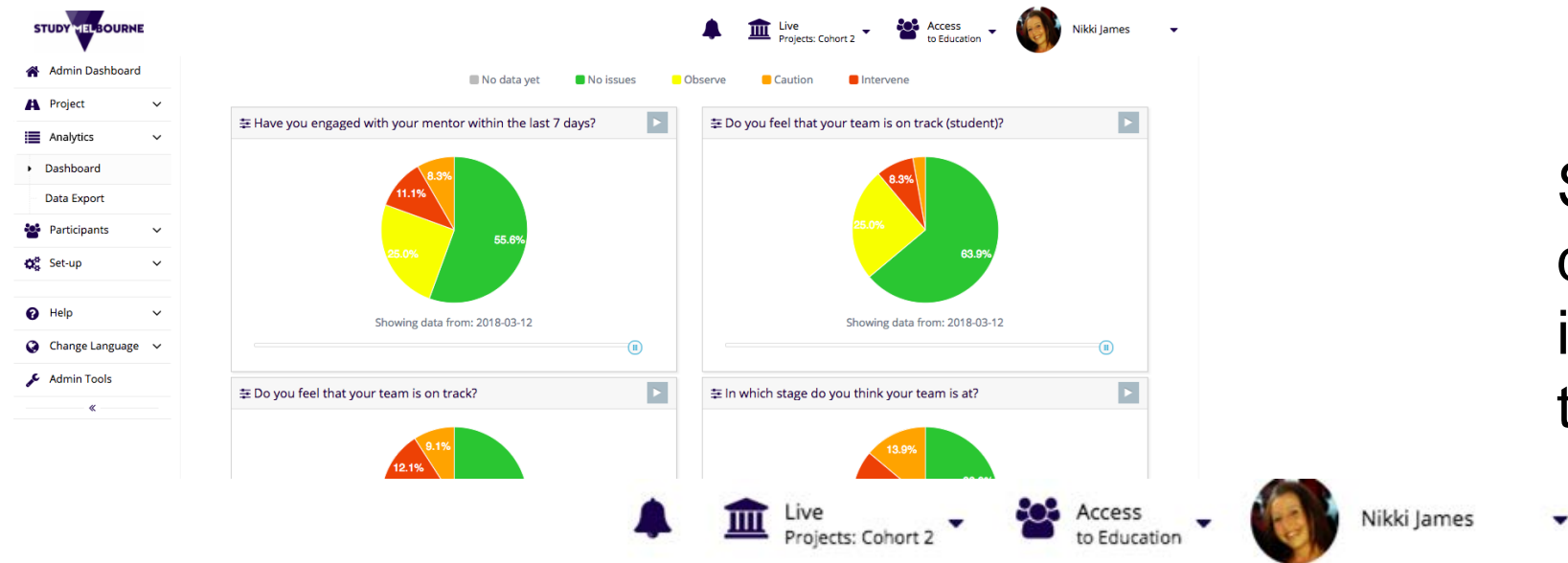


Consulting Team Performance & Interventions

STEP 3: Intervention is completed and logged in Practera.

Boston University School of Public Health

Consulting Team Performance & Interventions



STEP 4: Teacher can watch data and log whether the intervention improved the team performance



CASE: Consulting Team Client Collaboration



Consulting Team Client Collaboration



Live
Projects: Cohort 2



Team 37



Nikki James

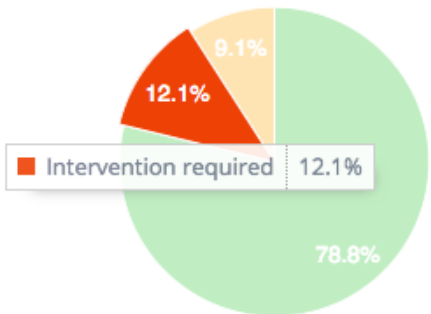
Update your reflection sliders for Team 37

Do you feel that your team is on track? ?

No

Yes
Yes

Do you feel that your team is on track?



Showing data from: 2018-01-05

Intervention required 12%

Team 10	0%
Teams 7 & 8	0%
Team 16	0%
Team 17	0%

STEP 1: Industry participants report using reflective feedback sliders

STEP 2: Teacher can review whether industry partners are happy with their team and the experience.

STEP 3: Teacher can provide support to team and industry partners in real-time to get the collaboration back on track.

Consulting Team Client Collaboration

BOSTON UNIVERSITY

Admin Dashboard

Project

Analytics

Participants

Set-up

Help

Change Language

Admin Tools

2018

Communication S...

No Team Yet...

Nikki James

Solve these challenges...

GBFB

Doc Wayne

BPHC Continuum

ASAP

All Options 46

My Options 0

My Team's 0

Following 0

Voted 0


Options I commented on 0

Top Voted

Newest

Trending


ASAP Vaping- School Smoking Policy Campaign



Topic: ASAP

Target population: Students, teachers, and other faculty Performance objective: High school students in Nantucket, MA will reduce vaping at all times. Create a school wide awareness campaign that outlines the smoking policies already in place in order to raise awareness ... more


ASAP Vaping- Peer Based Mentoring Program



Topic: ASAP

Target Population: Nantucket Public High School students (freshmen, and seniors) Performance Objectives: High School Students in Nantucket, MA will reduce vaping at all times. Intervention program that utilizes peer to peer interactions through a senior to freshmen ... more

ASAP Marijuana - Policy Advocacy



Topic: ASAP

Inform policy makers of the recommendations for marijuana regulation made by the faculty at the Department of Health Policy and Management, Johns Hopkins Bloomberg School of Public Health. The intervention would provide media coverage to cultivate community support

STEP 2: Both teacher and industry partners can comment, question and provide advice to endure team stays on track

STEP 1: Students post ideas on their work for clients in a discussion board.


Boston University School of Public Health

2018

Communication S...

No Team Yet...

Nikki James



Inform policy makers of the recommendations for marijuana regulation made by the faculty at the Department of Health Policy and Management, Johns Hopkins Bloomberg School of Public Health. The intervention would provide media coverage to cultivate community support pressure for policy makers to implement the four policy recommendations: marijuana taxes, limited retail availability, product labeling and safety, and limited youth exposure to marketing.

Target Audience: Policy Makers & community organizers

Objectives:

a. State and local politicians will create and strengthen regulations regarding recreational marijuana use and advertising.

b. State and local policies will limit the licensing and locations of dispensaries.

c. State will place high taxes on retail marijuana.

d. Local news broadcasts will publicize enforcement of marijuana laws, with particular attention on illegal use.

Comment

Feedback and Comments

delete

Reply

How exactly do you plan to apply pressure on policy members , is it based on the media coverage of the community supporting the change of policy recommendations?

This is a little unclear to me.

CASE: Client Feedback on Team Deliverables



Client Feedback on Consulting Team Deliverables

1 Project Plan

2 Review the Project Plan

Review Instructions

Client: Download your team's Project Plan here.

1) Your Team's Project Plan

Team: Upload a copy of your Project Plan here. If there are any instructions, click next to complete the self-assessment of your project.

Client: Download your team's Project Plan. Once you have downloaded the file, click next to complete the self-assessment of your project.

The files below were submitted

download

- ✓ Project Plan for Keypass Team 37Final.pdf
- ✓ Project Plan for Keypass Team 37.pdf

STUDY MELBOURNE

- Admin Dashboard
- Project
- Analytics
- Participants
- Set-up
- Help
- Change Language
- Admin Tools

Q2 Project Brief has been clearly-defined with a clear project scope outlined

- Significantly Exceeds Expectations
- Exceeds Expectations (selected by reviewer)**
- Meets Expectations
- Meets Some Expectations (selected by submitter)
- Below Expectations
- Significantly Below Expectations

Reviewer Comments

Project brief has contained most of information what the team was provided.

Q3 Project Plan has a clearly-defined team vision and goals

- Significantly Exceeds Expectations
- Exceeds Expectations (selected by reviewer)**
- Meets Expectations (selected by submitter)
- Meets Some Expectations
- Below Expectations
- Significantly Below Expectations

Reviewer Comments

Project plan has contained most of information what discussed.

STEP 1: Students submit their deliverable and self-assess on assessment criteria

STEP 2: Review is assigned to Industry Client

STEP 3: Client receives a notification that submission is ready for review

STEP 4: Client downloads student deliverable

STEP 5: Client provide feedback on student deliverable

STEP 6: Teacher releases feedback to students

Want more details?

We made an app for you to learn more and provide us with feedback!

Email: Nikki@intersective.com to gain access

Thank you!

Jacey Greece, DSc, MPH

Clinical Assistant Professor, Community Health Sciences
Chair, Education Evaluation Subcommittee

jabloom@bu.edu

Nikki James, MBA, DEd

Director of Learning, Intersective

nikki@intersective.com

James Wolff MD MPH MAT

Associate Professor, Department of Global Health

jwolff@bu.edu