

Visualising Team Harmony



Elisa Baniassad, Ashley Welsh, Letitia Englund, Alice Campbell, Braxton Hall, Noa Heyl, Nouredine Elouazizi, Andy Chen

it's hard for instructors to know how happy/equally contributing teams are *especially in large classes*

We are working to give instructors an overview of team happiness and harmony

What describes the distribution of work between you and your partner

- I did everything
- I did most of the work
- We split the work evenly
- They did most of the work
- They did everything

How are work tasks allocated

- I assigned the tasks for the team, and did so more or less alone
- I felt very included in decision making about who would do what
- I only felt somewhat included in decision making about who would do what
- They assigned each of the tasks, and I did not feel included in that process

Ask each member some quick questions



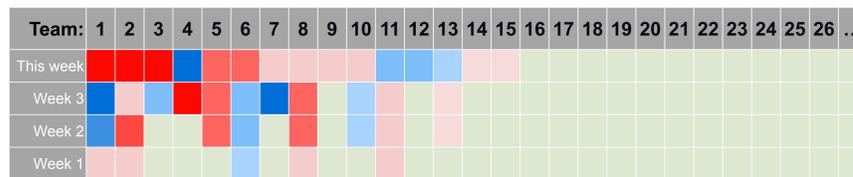
Mood at each of the check-ins



| TEAM MEMBER 1 | | | | TEAM MEMBER 2 | | | |
|---|--------|--------|------------------|---|--------|--------|------------------|
| week 1 | week 2 | week 3 | week 4 (current) | week 1 | week 2 | week 3 | week 4 (current) |
| We split the work evenly | | | | We split the work evenly | | | |
| I felt very included in decision making about who would do what | | | | I felt very included in decision making about who would do what | | | |
| We talk the same amount | | | | We talk the same amount | | | |
| I feel like I belong in my team | | | | I feel like I belong in my team | | | |
| I feel like my ideas are valued, and I make valued contributions to how shared work should be carried out | | | | I feel like my ideas are valued, and I make valued contributions to how shared work should be carried out | | | |
| I feel like my team is working really well | | | | I feel like my team is working really well | | | |

| TEAM MEMBER 1 | | | | TEAM MEMBER 2 | | | |
|---|--------|--------|------------------|---|--------|--------|------------------|
| week 1 | week 2 | week 3 | week 4 (current) | week 1 | week 2 | week 3 | week 4 (current) |
| We split the work evenly | | | | I did everything | | | |
| I felt very included in decision making about who would do what | | | | I assigned the tasks for the team and did so more or less alone | | | |
| We talk the same amount | | | | I talk practically the entire time | | | |
| I mostly feel like I belong in my team | | | | I do not feel like I belong in my team | | | |
| I feel like my ideas are somewhat valued, and I have some influence over how we carry out shared work | | | | I feel like my ideas are somewhat valued, and I have some influence over how we carry out shared work | | | |
| I feel like my team is working well most of the time | | | | I am very frustrated with my team's functioning | | | |

class overview



Color scheme: taking over alienated

Next Steps

Making the questionnaire and visualiser available to more faculty members through independent deployment and also Integration into UBC LT Infrastructure

Testing out new visualisations and improving usability and workflows

Acknowledgements

We would like to gratefully acknowledge the financial support for this project has been provided by the SoTL Seed Fund and the Teaching and Learning Enhancement Fund. CTLT has been instrumental as a collaborator in this work



What makes a difference for EQUAL WORK DISTRIBUTION?

We looked at hundreds of teams, to see what made a difference to equal distribution of work

By tracking **measures that matter**, instructors can intervene to keep groups working together

| | | |
|-----------------------------|-------------------------------------|---|
| influence over tasks | technical expertise | sense of belonging |
| gender | incoming/outgoing grades | externally observed confidence |