

What this is

The Innovative Instructor is a series of published articles (www.cer.jhu.edu/ii) and a blog (ii.library.jhu.edu) related to teaching excellence at Johns Hopkins

Article categories

Best Practice

How to use technologies and apply innovative instructional methods

Pedagogy

Hopkins professors share successful strategies for teaching excellence

Technology

Information about emerging technologies, who is using them, and why you should know

For information on how to contribute to *The Innovative Instructor* or to read archived articles please visit:

www.cer.jhu.edu/ii

or email:

cerweb@jhu.edu

About the CER

The Center for Educational Resources partners with faculty, postdocs, and graduate students to extend instructional impact by connecting innovative teaching strategies and instructional technologies



CATME

Amy Brusini, Instructional Technology Specialist, CER

What it is

CATME, which stands for 'Comprehensive Assessment of Team Member Effectiveness,' is a free set of tools designed to help instructors manage group work and team assignments more effectively. It was developed by a diverse group of professors with extensive teaching experience, as well as researchers and students from across the U.S. First released in 2005, CATME takes away much of the administrative burden that instructors face when trying to organize and manage teams, communicate with students, and facilitate effective peer evaluation. It is now used by over 1200 institutions in 63 countries.



CATME

SMARTER Teamwork

Why it matters

Many instructors recognize the value of having students work collaboratively on team-based assignments. Not only is it possible for students to experience a greater understanding of the subject material, but several life-long learning skills can be gained through active engagement with team members. Managing team-based assignments, however, is not something most instructors look forward to; the administrative tasks can be quite cumbersome, especially with large classes. CATME can help instructors with this process.

How it can be used

'Team Maker,' one of two main parts of CATME, assists with the team creation process. First, it allows instructors to easily create and send a survey to students. The survey collects various demographic data, previously completed coursework, and student availability information. Instructors can also add their own questions to the survey if desired. Once the data are collected,

instructors decide which criteria will be used to create the teams and then assign weights to each of the criteria. Team Maker then uses the weights in an algorithm to create the teams. Instructors are free to adjust the teams, if necessary, to their satisfaction. Once the teams are finalized, the instructor releases the results to students, who are provided with their team members' names, email addresses, and a schedule matrix showing member availability.

'Peer Evaluation,' the other core component of CATME, is used by students to evaluate their teammates' performance as well as their own. The web-based ratings page is presented on one screen, making it easy to fill out and submit results. Students select from a set of behaviors which most closely describes themselves and their peers. There is also a place where students can include confidential comments that are only seen by the instructor. Once completed, instructors can decide when to release the evaluation results to students. Peer ratings are anonymous to students, but are identified for instructors.

Another tool included in CATME is the 'Rater Calibration' tool, which helps train students in the peer evaluation process. Students are asked to rate a series of fictional team members and then receive feedback about their ratings. Other tools include the 'Student Team Training' tool, designed to



help students recognize effective team behaviors, and the 'Meeting Support' tool, which provides templates that students can use to plan and organize meetings, such as writing a team charter, taking minutes, etc.

Where is it going

The CATME team is continually improving existing tools with new features and enhancements. For students, they are currently working on 'Student Teamwork Training Modules.' These modules will consist of a series of video demonstrations designed to teach students proper team behaviors and skills. For instructors, they are in the process of developing 'CATME Faculty Team-Management Guidance' which will include information from the research literature about team member effectiveness, tips from instructors who have used CATME tools in their classes, and an FAQ list of commonly asked questions.

Also, in recent years the team has created a 'CATME Users Group' on LinkedIn, so that users around the world can connect and collaborate on the best ways to use the tools.

<< Back Continue >>

Contributing to the Team's Work				
Pat				
	Chris			
		Robin		
			Terry	
Description of Rating				
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<ul style="list-style-type: none">Does more or higher-quality work than expected.Makes important contributions that improve the team's work.Helps teammates who are having difficulty completing their work.
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Demonstrates behaviors described above and below.
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<ul style="list-style-type: none">Completes a fair share of the team's work with acceptable quality.Keeps commitments and completes assignments on time.Helps teammates who are having difficulty when it is easy or important.
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Demonstrates behaviors described above and below.
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<ul style="list-style-type: none">Does not do a fair share of the team's work. Delivers sloppy or incomplete work.Misses deadlines. Is late, unprepared, or absent for team meetings.Does not assist teammates. Quits if the work becomes difficult.

Screenshot of CATME's Behavioral Rating Survey for Peer Feedback

How to get started

To view a video demo of CATME and learn more about the product, visit the CATME website (<http://info.catme.org>). Instructors interested in using CATME can go to the following page to register for an account.

<https://www.catme.org/login/request>

Additional Resources

- CATME Website - <http://info.catme.org>
- CATME video tutorial for instructors - https://youtu.be/cuNumaXE__tc

Author's Background

Amy Brusini,

Instructional Technology Specialist, Center for Educational Resources



Amy Brusini works at the Center for Educational Resources (CER), a teaching and learning center for Homewood faculty. Amy provides support and training for Homewood faculty on Blackboard, the university's current course management system, as well as instructional design support. Amy has a Master's Degree in Education from Johns Hopkins University.