MICROAGGRESSIONS IN TEAM BASED LEARNING GROUPS

by

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ABSTRACT

TREMAINE LEE WINSTEAD. Microaggressions in team-based learning groups. (Under the direction of DR. LISA SLATTERY WALKER)

This study examines the effects of microaggressions on the performance and the perceptions of students in team based learning groups (TBL). Microaggressions, which are widely studied in psychology, communicate negative messages to members of marginalized groups. The majority of research on microaggressions focuses solely on assessing respondent's reactions after the fact using interview or survey data. My study is different because I record microaggressions as they are happening in the TBL setting. I interview participants from the TBL classes to understand their perceived microaggressions. I employ a grounded theory approach to explore the effects that experiencing microaggressions have on students in team-based learning settings. My results show that idiocultures created in these groups mediate relationships between the microaggression and the recipient's response to the microaggression. I find that the majority of microaggressions experienced in the classroom are microinsults. In the groups, observed microaggressions are often jokes about the content or a current event. I find that the common response to a microinsult is no response at all.

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INTRODUCTION

Microaggressions are everyday verbal and nonverbal expressions, intentional or unintentional, that communicate negative messages towards members of marginalized groups. Microaggressions can be targeted at any marginalized group in a society: racial minorities, women, lesbian/gay/bisexual/transgendered people (LGBTs), people with disabilities, religious minorities, and others (Sue et al 2007; Sue 2008; Sue 2010; Nadal 2011). Microaggressions are a departure from traditional overt discrimination. They are subtle, and may come from well-intentioned individuals (Sue 2010). They deliver hidden demeaning messages to target populations that may have damaging and lasting effects on the productivity and the psychological state of the recipient (Sue 2010). When a member of the target group perceives a microaggression there are two levels of understanding: the literal meaning of the message that the target receives and the hidden message that perpetuates social injustice, inferior status, and unequal treatment (Sue 2007).

This study investigates the microaggressions at the group level, in a freshman level TBL classroom. A group of observers coded interactions between members of the group as they completed group assignments.

This study also includes interviews with two participants from different groups. These interviews were conducted to gain a better understanding of how the students perceived microaggressions coded in the classrooms. They also offer a first-hand understanding of the culture created within these small groups from the perspectives of the group members. When small groups form they develop their own culture from shared, meanings created from their interactions (Rothwell et al. 2011). Humor is a big part of social groups and it affects group processes by easing group interactions,

differentiating groups from others, forming a collective identity and dictating acceptable behavior (Rothwell et al. 2011). Studying idiocultures within the context of TBL groups is important for understanding how individuals in groups respond to microaggressions and what effect the presence of idiocultures and constant interaction has on the responses to microaggressions (Rothwell et al. 2011).   Every group has their own culture that has an impact on the interactions and interpretations among the members of the group. Studying the cultural aspects of small groups can shed light on microaggressions and the responses to microaggressions.

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AND IDIOCULTURES

Psychiatrist and Harvard university professor Chester M. Pierce coined the term

microaggression to describe the everyday insults and dismissals that he witnessed

directed towards African Americans (Sue 2010). More recently, Derald Wing Sue

expanded the definition to include members of other marginalized groups. According to

Sue (2007), there are three types of microaggressions: microinsults, microassaults, and

microinvalidations. Microinsults are behaviors that convey rudeness and demean a

person's identity based on their marginalized group membership (Sue 2007).

Microinsults can be disguised as positive statements with hidden meanings that

are insulting to the individual or target population (Sue 2007). An example of a racial

microinsult would be a potential employer asking an African American female job

candidate: "How did you get into Columbia University?" On the surface, it may seem

innocent but the underlying message is black people, or women for that matter, are not

competent enough to be admitted at a prestigious university based on their academic

ability. The four general types of microinsults defined by Sue et al. (2007) are ascription

of intelligence, second-class citizen, pathologizing cultural values/ communication styles

and assumption of criminal status.

Microinvalidations are similar to microinsults because they too, can exist outside

the conscious awareness of the perpetrator. Microinvalidations undermine the

experiential realities of oppressed groups through environmental and interpersonal cues

that exclude, negate or discard the thoughts, feelings and beliefs of a target group. Four

general categories of microinvalidations as described by Sue (2010) are, alien in own

land, myth of meritocracy, colorblindness and denial of individual racism. An example of a microinvalidation is a classmate asking an Asian American student "Where are you *really* from?" This message communicates that ethnic minorities are foreigners, and it denies their experiential reality as an American.

The final type of microaggression discussed by Sue (2010) are microassaults. Microassaults are explicitly derogatory actions that are often conscious. The perpetrators express their bias through racist, sexist, or heterosexist statements. Microassaults can also manifest as violence towards marginalized groups (Sue 2010).

<div align="center">Gendered Racism</div>

The term gendered racism describes the combination of gender inequality and racism, which together describe a unique form of oppression. People with identities tied to multiple oppressed groups experience a nuanced form of discrimination that members to a single oppressed group do not experience (King 2005). Although women in general experience sexism, the combination of racist attitudes can lead to a different form of racism and sexism (Thomas et al.2008). In a study conducted by Essed (1991), African American women reported a range of oppressive experiences at work, which included being discriminated against, harassed, and disrespected. African American women also reported being distressed by the exposure to oppressive images in the media, patronizing attitudes and rudeness (Essed 1991; Jones & Shorter-Gooden 2001; Thomas et al. 2008).

King (2005) studied the cognitive attributions of African American women in an effort to understand if discrimination that they perceived was due to ethnic or gender discrimination, or an intersection of the two, which King (2005) termed, ethgender discrimination. She found that if an action was perceived as sexist then the recipient

would experience stress. King (2005) also finds that distress was not experienced if the participant viewed the experience as just sexist, suggesting that ethgender or gendered racism as a concept is experienced outside of both racism and sexism, and causing a unique stress that cannot be understood separately (Thomas et al. 2008).

Idiocultures

Group cultures or idiocultures are grounded in interaction. Different groups have different shared experiences. Groups develop different practices and traditions tied to background knowledge, common experience, group goals and status (Fine 2006; Rothwell et al 2011). Through constant interaction, members of the groups develop normative practices, rituals and behaviors that distinguish groups (Fine 2006; 2010). Group culture manifests in jokes, rituals, and nicknames shared by members that differentiate them from other groups (Fine 2006).

Fine (2006) observed idiocultures in the workplace. He performed an ethnography on local offices of national weather service focusing on the Chicago office using ethnographic methods. Fine (2006) found that the cultures of the offices were evident in their joking behavior and other office traditions. The meteorologists that he studied in the Chicago office called each other "Doctor" however, they were not Ph.D.'s, and this title was part of the idioculture in this office for over 30 years because of the history with the University of Chicago. In this case, the image of laboratory science is highly tied to the shared history of the staff at the Chicago office. The group identity of the meteorologists is strongly tied to a culture of science (Fine 2006).

Some of the meteorologists would meet at the garage of one of the ringleaders to perform experiments using a microwave oven, one experiment involved electrocuting a

pickle and making it glow (Fine 2006). These traditions were discussed in the office strengthening the shared experiences of the meteorologists and adding to the history of the idiocultures. He concludes that all offices have cultures that illustrate the normative practices and occupational principles (Fine 2006). Fine (2006) also notes that work place cultures differ in strength. In some instances, group cultures can have negative implications for the morale and/or work outcomes.

I propose that team-based learning classrooms, like work groups studied by Fine (2010), provide opportunity structure that allow for the development of meaning and social structures, these meanings and social structures diffuse into the greater society. Commitments to a group and its local culture produce standards for action (Fine 2010). Team-based learning groups are similar to work groups studied by Fine (2010) because they too require repeated interaction. Team-based learning groups reproduce culture through jokes, common goals, and shared history. In some cases, shared experiences, and normative practices, positively or negatively, affect the perceptions of the microaggressions. Team-based learning groups are arenas for small group interaction, therefore an arena for the production and reproduction of culture. The goal of my proposed research is to use microaggressions to understand the following questions:

1. Are members in the TBL group experiencing microaggressions?

2. What types of microaggressions can be observed in the TBL groups?

3. In what ways do recipients of microaggressions alter their behavior or redefine the situation?

4. Do idiocultures effect the perceptions of microaggressions?

According to prior research on racial microaggressions conducted by Sue (2008) there are four major themes that characterize how a recipient of a racial microaggression reacts: Healthy paranoia, sanity check, empowering and validating self, and rescuing offenders (Sue 2008). Sue (2008) does not limit the responses to racial microaggressions to these four categories. These four reactions help understand how other marginalized groups deal with microaggressions. Understanding microaggressions and their hidden messages can give insight on the inequality present in institutions (Sue 2008).

METHODS

The data for this study were collected from three different sources. I used field notes collected from observations in the classroom. A microaggression analysis form was used to code for different types of microaggressions. On the forms, we code for the type of microaggressions, the perpetrator of the microaggression, the recipient of the microaggression, and the context of the microaggressions. Finally, I interview two students who were enrolled in the TBL class.

The participants were separated into groups of 4-6 students assigned by the professors at the beginning of the semester and work with the team for a five-month term. I spent five-months observing fourteen groups in a TBL classroom at a University in Charlotte, North Carolina. This was a freshman course offering where the students work together with team members to earn a grade on TBL assignments. TBL challenges were assigned to the groups being observed. The students prepared for these challenges with course readings and other instructional material assigned to them outside of the classroom. The basis of my observations are field notes taken during my time observing different interactions, conflicts, and the resolution of those conflicts or lack of.

I interviewed two participants from the TBL classroom. Pseudonyms were used for all of the students mentioned in my analysis. Questions were adapted from Nadal (2011) when interviewing the participants. The racial and ethnic microaggressions scale was developed by Nadal (2011) to record the types of microaggressions that ethnic minorities experience and the frequency of those microaggressions. This scale includes questions about microaggressions on six different dimensions: Assumptions of inferiority, second-class citizen and assumption of criminality, microinvalidations,

exotication/assumption of similarity, environmental microaggressions and workplace and

school microaggressions (Nadal 2011). I also include questions meant to understand

gendered microaggressions that the respondents may be experiencing in the classroom.

RESULTS

Table 1: Microaggressions frequencies

Microaggression	Number Observed	Frequency
Microinsults	16	.94
Microassaults	0	0
Microinvalidations	1	.06

Are members in the TBL group experiencing microaggressions?

As evident by Table 1, I find that members in the TBL groups were experiencing microaggressions. In total, there were seventeen microaggressions recorded in the class. In response to my second research question concerning what type of microaggressions are experienced in the TBL classroom I found that sixteen of the microaggressions coded were microinsults, one was a microinvalidation.

Table 2: Type of microaggressions

Type of Microaggression	Number Observed	Frequency
Racial Microaggressions	12	.71
Gender Microaggressions	5	.29

What types of microaggressions are observed in the TBL groups?

Microinsults were the most common type of microaggression recorded. Microinsults are behavioral or verbal remarks that convey rudeness, insensitivity or demean a member of a marginalized group of people. In the classroom, a microinsult could simply be a student who after offering an opinion about an assignment is ignored or overlooked by members of his group. Interruptions were common in these groups. The assigned tasks only lasted for approximately fifteen minutes, but I noticed a pattern in the type of students that were ignored in my observations. The recipients of these type of microaggressions were African-American, and female students. The spectrum for this specific type of microinsult ranged from the recipient being seemingly unconsciously ignored during the completion of an assignment to someone being blatantly ignored. This type of microinsult was recorded several times throughout the course of the semester. For example, in one group, a female African American participant was giving her suggestion on an answer to a quiz question and was blatantly ignored by one of her team members, who interrupted her answer to ask a different member of the group for his opinion on a question.

These small interruptions are seemingly innocuous, but they begin to take a toll on the groups performance in the classroom. In an observation recorded in my field notes:

Jamaal, an African-American member of a group, repeatedly suggested an answer to a question, the other four members of the group deliberated amongst themselves ignoring Jamaal's input and finally they decide the answer that Jamaal gave was correct only after another member of the group suggested the same answer.

The incidents where students are ignored sends a message consciously or unconsciously that their input to the group is undervalued. This in turn effects the performance of the group as a whole, the groups have a limited amount of time to complete the tasks.

Initially, the purpose of my analysis was to focus on racial microaggressions, but I observed a number of gendered microaggressions. In these groups, women were expected to do most of the recording of answers and men were expected to do more of the decision-making. Women were often asked by male members of the group to record the answers because they "weren't good at it" or they did not have good handwriting and assumed that a female member of their group was better suited for writing. In one instance, Peter, a member of one of the groups says, "I'm a boy I don't have pretty handwriting" he hands the pencil and paper to April, a female member of his group and she replies "That's sexist." There were three of these type of microinsults recorded. In one group, Mark asked Heather to write for the assignment because he was not good at writing. These microinsults send the hidden message that a woman's role in the group is subordinate to males. At times in these groups when women tried to take on leadership roles members of their group viewed them as controlling. One example from class Emily asks Mark "Why did you call me Velma?" Mark responds, "You wear glasses and you have input on everything and you're controlling".

The final type of microinsult observed, is characterized as the perpetrator playfully displaying difficulty pronouncing ethnic names of members of the groups or names in general that were mentioned in the class. In one instance, a member of a group pronounced an African American female's name wrong jokingly. This type of

microaggression sends the hidden message that their name is not normal or acceptable. This message assumes that the recipient's name should conform to the norms of the dominant culture. Another example of this type of this type of microinsult happened when a White male member of a group exhibited frustration because he could not pronounce the name of an author of an article that her was reading. In reference to the name he said, "Those names are ridiculous I can't spell them." Another type of microinsult is similar to these that demeans the cultural values of a marginalized group was observed in an interaction between two group members:

> *Luke (Asian American, Male): Black people have more melanin.*

> *Mark (White Male): Blacks have more melon in them?*

> (Other members of the group laugh)

This remark although it may have been a joke demeans members of the marginalized group to whom it was directed, and displays underlying stereotypical view of the African American experience. This remark is also an indication of the joking culture in this common in these groups.

In what ways do recipients of microaggressions alter their behavior or redefine the situation?

Through the in-class observation, I found that the majority of the microaggressions that are observed in the classroom were microinsults. The recipients of these microaggressions ignored them more times than not. In the cases where a perpetrator of the microaggression jokingly mispronouncing a name, the recipient of that microaggression laughed it off. There was one instance where the recipient of a microaggression confronted the perpetrator and the members of the group invalidated her

concerns. The group was discussing malaria and sickle cell anemia, and how it was evolutionarily advantageous to have the sickle cell trait for people who were native to regions were malaria was present. Mark, a white male jokingly tells Jack: "Talk about white people Jack" Emily responds, "Why did you ask him to talk about white people is it because he's white?" Jack: "Everything is a race issue with you."

The observations alone are useful in understanding the types of microaggressions the responses to them, but are not helpful in understanding the recipient's perception of the microaggression and their personal responses to them. To understand the extent to which the idiocultures created within the groups effected the perception of microaggressions I interviewed two members of the class who were from different TBL groups. Idiocultures are important in structuring my findings. Jokes are one indication of idiocultures. I use jokes to illustrate the idiocultures in these groups. I describe two idiocultures I study in the classroom in order to offer context to the microaggressions. I will start by discussing the experiences of Emily from team 1.

<center>Emily from Team 1</center>

Team 1 was comprised of five students. I include the race and gender of the students because they are important for my analysis. This group included a high achieving African American female student, Emily who completed all of the reading assignments for the class, and was prepared for the majority of the class lectures. Jada, an African American female student, did not prepare as often for the class assignments and contributed minimally to the group discussions. Jack and Michael were two white male students who both seldom came to class prepared. They did however, contribute to the group discussion moderately. Heather was a white female student that was also part of

the group who did not come to class prepared and minimally contributed to the discussion. The final member of the group that I will discuss is Mark, Mark and Emily both struggled to take leadership of the group and experienced a lot of conflict.

I asked Emily how her group members viewed her abilities to contribute to class assignments. She responded": Uh...well for the most part I might have come across as bossy…" The majority of the interactions observed in this group are described by one of the quotes from my interview with Emily: "it mostly ended up as a few of us doing most of the work while everyone else just kind of sat back and commented on whether or not they liked it." Many of the members in the group did not come to the class prepared, the group discussion consisted of Emily and Mark reviewing and completing assignments amongst themselves, and the rest of the group agreeing on the solution that required the least amount of effort. This was a problem for Emily because as she explained her main purpose in the class was to get an A, and "most of [her] teammates just wanted to pass."

In response to the question, what do you think contributed to your success in completing the assignments? Emily said:

"My group we met every Sunday evening to study and discuss assignments and we also talked about our personal lives and I feel like that helped us grow closer together and helped close the gap that caused us to have some miscommunications."

When I asked Emily if the decision to study outside of class was a group decision? Her response was "No that was actually my idea." Not only was Emily a high achiever in the group, she also did most of the work to make sure that the group was productive and engaged in the topics covered in class as well as engaged in life outside of

the classroom. Many of Emily's actions in the group were to increase the level of engagement.

In response to the question, "In the course of completing a Team-based Learning Challenge was their ever a time when someone discounted/overlooked your opinion?" she stated:

"Uh, yes multiple, times actually…everyone except myself and one other group mate [Mark] were more laid back and didn't really care what we did they just kind of went along with it but unfortunately myself and one other group mate we were always clashing with opinions and leadership roles so unfortunately my opinion did get discredited but …I did the exact same but yeah..."

The majority of the group members are not fully engaged in the class assignments this is a reoccurring theme illustrated in my interview, observed interactions and field notes is that Emily and Mark were engaged in a semester long struggle to be the more dominant members of the group and often times this struggle manifest in aggressive outbursts.

An example of these outbursts is an excerpt from my field journal. The team was trying to decide what to add to a collaborative timed group essay. Mark and Emily were deciding what to add to the essay and there were only several minutes left to complete the assignment.

Emily "we didn't talk about [...]"

Mark (in response) "we're not doing a full fucking essay"

When asked about racial microaggressions and the experiences of black college students on a college campus Emily did not seem to have an understanding of the

subtleties of racism that were present in the class discourse or on the college campus in general, as evident by a quote from our interview:

"I would like to think that there would not be a difference, however I have not experienced it nor have I seen it though from what other people have told me from their own experiences it sounds like some people are able to identify with sensitive matters more than others."

She goes on to refer to an interview that she had for a job on campus: "I was asked if I thought that African Americans had a different college experience than the other students…I personally haven't seen any sort of struggle or discrimination for anyone to assimilate except for maybe international students."

Emily's responses indicate that she does not have a clear understanding of the complexities of structural racism. She believed that sensitivity to racial issues are personal experiences rather that societal norms that effect the everyday lives of marginalized students, in her words: "[race] may come up in discussion or a topic in class. I wouldn't say that it would make a big difference."

Luke from Team #2

"I liked it a lot I thought that my team was pretty well put together, and…I thought we worked pretty well together too" Luke describes his experiences with his TBL group. Luke, like Emily was a high achieving student, but unlike Emily, his teammates were more receptive to the contributions that he made on the class assignments. The team was comprised of Luke, an Asian American male. Heath and Arthur, African American and White males respectively. The other three members of the

group were Michelle, Breann, and Erica, three White females. Luke's group was more egalitarian in their approach to preparing for the class.

"[My] group mates would basically discuss splitting it up so some of us would do the movie and some of us would do the reading, and then we would discuss it, but then I would always, like just do both…"

Luke did not experience the initial doubt from his group members in completing assignments as was experienced by Emily in her group. Luke explained that initially he was shy and quiet in his group. Eventually when the members of the group opened up to each other he was able to get to know everyone better and in turn, opened up more. Luke's interview responses indicate that he did not perceive any microaggressions directed at him during the course of the class. In response to the questions assessing the microaggressions competencies, do you think the experiences in a college classroom are different for people of different races? Luke stated:

"I think so yeah…cause most people cause most people would subconsciously kind of judge based on race or ethnicity sometimes, kind of like how Asians are good at math, that kind of thing"

Idiocultures

In both team 1 and team 2, it was common for the members to make jokes related to the course assignments. The reaction to the jokes among the members of the groups was different.

For Team 1 jokes were divisive and often caused conflict between members of the group. Many of the jokes made were related to the assignments but this group had a difficult time putting ideas for assignments together in the allotted time. Emily, a high

achieving member of Team 1 mentioned earlier tasked herself with making sure that the group's discussion stayed on topic. In one situation Emily asked the members of the group "how is tuberculosis transmitted", Brandon responded "Anal sex." Several members of the group laughed at this joke and it sparked conversation about and unrelated topic. Emily reminds the other members of the group that they have a limited amount of time to finish the assignment and that they needed to focus on the task.

Three members of the group would usually joke together, at times excluding the rest of the team from their jokes. In one observation taken from my field notes team 1 is completing an assignment and Jack uses the phrase "Balls to the wall" in order to motivate the team, several members of the group laugh but Emily says, "I'm not sure how I feel about you saying that" Jack uses this phrase once again about ten minutes later and Emily shows genuine discomfort asks him not to use the phrase.

Initially, For Team 2 jokes served as a way for the students to become better acquainted with each other and eventually the jokes were a momentary break from the class content. The class being observed was an epidemiology class and many of the joking references made by the groups had to do with the course content. In one instance, three members of the group were sick. Mark, one of the students who was not sick put his hoodie on his face jokingly to prevent himself from catching the cold that was going around, the other members of the group laugh. Two other members of the group help him tie the strings of his hoodie to his face and then take pictures of him with their cell phones. Courtney one of the sick members of the group starts coughing and after she finished she says "Oh my God guys I think I have the plague." These kind of joking interactions were common among team 2.

In one situation recorded in my field notes team 2 uses humor in answering a question assigned on a quiz. The answer to the question was tuberculosis but Mark and Luke both went back and forth repeating comical derivations of tuberculosis:

Luke: "Tuba-culosis"

Mark: "Culosis of the tube"

(members of the group laugh)

on a similar assignment Mark asks the group to give him an outrageous answer and Luke responds: "spontaneous combustion" and the other members of the group laugh.

Although not all of the members of the group participated, equally in the jokes they all laughed at the jokes. The jokes never hindered the productivity of this group and they were relevant to the topics covered in the classroom.

DISCUSSION

Both of the participants interviewed were high achieving students whose contributions ultimately benefited the group. Emily however, experienced negative feedback from her group members when she exhibited leadership qualities. As evident in my field notes, observations and interviews, Emily demonstrated leadership qualities that ultimately benefited the members of her group. She internalized the gendered microaggressions that she received from members of her group, blaming herself for the conflicts that arouse. Luke displays a competency for subtle forms of discrimination that may manifest at the classroom level as evident by his responses to the questions regarding race and the college experience.

I recorded microaggressions in both team 1 and team 2 although neither of the participants in the interviews stated that they had witnessed any in their groups. Studying microaggressions using a sociological perspective is important because of the effect that microaggressions have on inequality. Microaggressions fit in with the color-blind racism concepts, because they both describe a covert form of racism that is pervasive throughout society. Small groups take cues from the larger society and reproduces ideologies. Ideologies are reproduced in the form of microaggressions, as in the case of team-based learning groups, having negative effects on the members of the group who have a marginalized status.

At the onset microaggressions, reproduce societal norms based on race and sex. As evident in the results, the majority of the microaggressions recorded were microinsults within the groups. I observed microaggressions in these groups but the reaction to these microaggressions were not what I initially expected. The respondents that I interviewed

both said that they had not personally experienced microaggression or witnessed microaggressions. There are three explanations for this finding: 1) the respondents did not perceive the microaggressions, negatively 2) the microaggression went unnoticed, or 3) the microaggressions were seen as a joke. During my interview with Emily, that she internalized the microaggressions that she experienced in her group attributing their criticism of her bossy behavior to a character flaw.

The idiocultures in these groups were similar in the types of jokes. Jokes were divisive and not received well in team 1. The group members used the jokes to solidify leadership roles. Team 2 used jokes differently. Their jokes were related to course content. The jokes fostered solidarity amongst the members of the group.

This is the first time that microaggressions have been recorded by an observer who is a third party to the interaction so the perception of the microaggression is solely from the perspective of the observer.

There are many implications for studying microaggressions. Team-based learning groups are comparable to other types of cooperative groups in adult life. Using microaggressions as framework researchers can understand the effect that status inequality has on productivity and identity of members in marginalized groups. My research may contribute to the conversation on Color-blind racism. Whereas, instead of only focusing on microaggressions that recipients consciously perceive, my study focuses on perceived racism observed by a third party. This method, shed light on microaggressions that are not perceived by the recipients. Some recipients of microaggressions like Emily internalize the negative messages received by reframing situation, or minimizing the importance of race in recounting situations.

Future research can use microaggressions to understand what members are more readily the task leaders in task-oriented groups and the effect this may have on small group productivity. Microaggressions, especially those that are unconscious help to understand unconscious identities of the perpetrator. Further research about microaggressions and idiocultures is necessary to understand the effect that a strong work group culture has on microaggression. Idiocultures may mediate the effect of microaggressions, in that a strong group culture could negate the strength of a microaggression.

There are shortcomings to this research. My study uses observational data that is coded as the interactions are taking place. This limits the amount of data. In order to understand the microaggressions that are experienced and the dynamics of the groups, it is necessary to take field notes or record the task focused groups using audio or video. In addition, microaggressions are difficult to code because they happen fast and often go by unnoticed. Another issue with this study is the perception of the microaggression. If the microaggressions were self-reported, the interviews would have been more informative.

There are many implications for studying microaggressions. Team-based learning groups are comparable to other types of cooperative groups in adult life. Using microaggressions as framework allows researchers to understand the effect that status inequality has on productivity and identity of members in marginalized groups. Future research can use microaggressions to understand what members are more readily the task leaders in task-oriented groups and the effect this may have on small group productivity. Future research should focus on TBL groups as a lens for the reproduction of societal norms.

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APPENDIX A: INTERVIEW QUESTIONS

Warm-up/ Group Culture Specific Questions

- Hello, my name is _____ I am a student in the sociology program. I am interested in the experiences of students in team-based learning groups. I will ask questions about interactions within the team based learning groups and on campus in general in order to get an understanding of the experiences of minorities in the Team-Based Learning LBST course.

- Also in your response to the questions try not to mention the names of other students or the professor teaching this course.

- Any identifiable information recorded will be redacted

Team Based Learning Specific Microaggressions

- How would you describe your overall experience in a team based learning course?

- Would you enroll in another team based learning course?

- How well would you say that you and your team members worked together to complete assignments?

- How did your team members view your ability to contribute to class assignments? Did their perception change over time?

Assumption of Inferiority

- In the course of completing a Team-based Learning Challenge was their ever a time when someone ignored you? Explain.

- In the course of completing a Team-based Learning Challenge was their ever a time when someone discounted/overlooked your opinion? Explain.
- Can you recall a situation in this class where someone told you that you were "articulate" after they assumed that you would not be? Explain.
- Can you recall a situation in this class where someone assumed you were not intelligent?

Microinvalidations/ Race Questions

- Can you recall a time outside of class where someone told you that people of color should not see race anymore? (if yes, please explain)
- Can you recall a time in class, where in response to a topic covered in class someone told you that people should not think about race anymore? (If yes, explain)
- Can you recall a time outside of class where in response to a topic covered in class someone told you that people should not think about race anymore? (If yes explain)
- Can you recall a time in class where someone told you that people of color should not see race anymore? (If yes explain)
- Can you recall a time outside of class where someone told you that people of color should not see race anymore? (if yes, please explain)

Race Questions

- Do you think the experiences in a college classroom are different for people of different races? If yes, please explain?

- Do you believe the experiences on a college campus are different for people of different races? If yes, please explain?

APPENDIX B: Microaggression Analysis Form

CODER NAME: Group:								
Microinsult (Perpetrator)	▨		▨		▨		▨	
Microassault (Perpetrator)	▨		▨		▨		▨	
Microinvalidation (Perpetrator)	▨		▨		▨		▨	
Microinsult (Recipient)	▨		▨		▨		▨	
Microassault (Recipient)	▨		▨		▨		▨	
Microinvalidation (Recipient)	▨		▨		▨		▨	

**Gray box for items that are off task