

Inspired by Team Based Learning: Activities You Can Incorporate



Dr. Amy Hillard & Cris Lydon Jacobson, MSW, LCSW
School of Health Science & Wellness/ Division of Behavioral Sciences



**We want:
student engagement & critical thinking!**

Learning Outcomes

1. Describe traditional TBL pedagogy and its benefits.
2. Create a plan to incorporate TBL techniques.
3. Apply example activities to your course.

National Association of Colleges & Employers: Job Outlook 2022

FIGURE 42: Employers Rate the Essential Need of the Career Readiness Competencies

Competencies	Weighted Average Rating*
Critical Thinking/Problem Solving	4.57
Teamwork/Collaboration	4.49
Professionalism/Work Ethic	4.20
Oral/Written Communications	4.56
Digital Technology	4.05
Leadership	3.68

*5-point scale, where 1=Not essential, 2=Not very essential, 3=Somewhat essential, 4=Essential, 5=Absolutely essential

Team Based Learning

Four principles underlying Team-Based Learning (*Michaelsen & Richards 2005*):

1. Teams are instructor selected, prioritizing diversity, and fixed for the course.
2. Students are accountable for their pre-learning and for working in teams.
3. Team assignments promote both learning and team development.
4. Students receive frequent and immediate feedback.

<http://www.teambasedlearning.org/definition/>



Benefits of TBL Approach

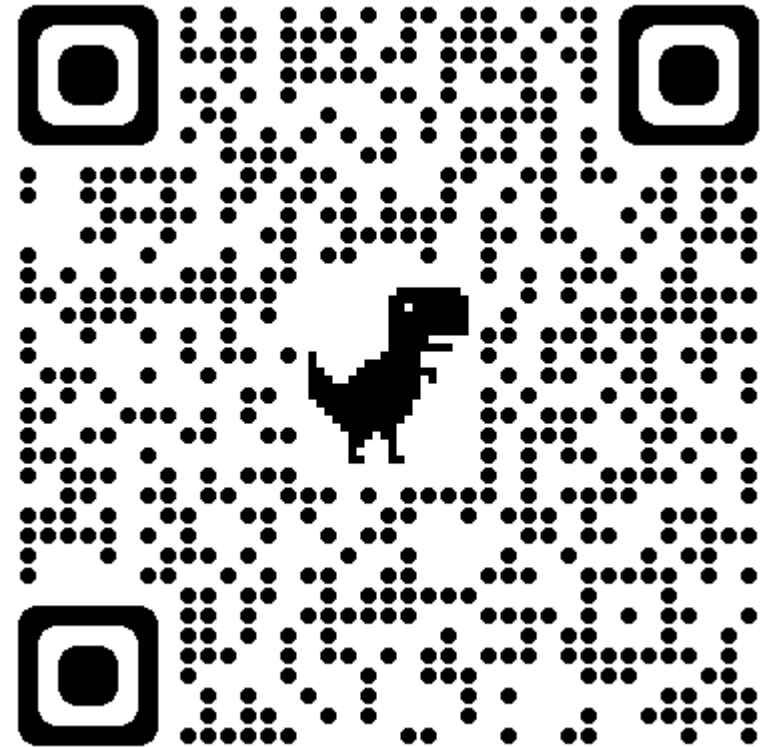
Increased learning, problem solving, & confidence

- Students are prepared
- Improved attendance & participation
- Accountability & honest feedback
- Demonstrate deeper understanding of the material



Application Areas

- Agriculture
- Business, Law, Accounting
- Education
- Health & Human Services
- History
- Literature / Writing
- Psychology, Sociology
- STEM
- Medicine, Nursing



TBL Structure & Process

Preparation:
Readings assigned

Outside of class

Individual Readiness
Assurance Test (iRAT)

Pre-class/online or in-class quiz. (Students do not see their score.)

Team Readiness
Assurance Test (tRAT)
→ Appeals
→ Mini-lecture

Same quiz in-class.
Informs “just in time”
teaching.

Application activities:
Teams
+ Immediate feedback

In-class: Same, significant
problem or choice with
simultaneous report.


TBL Overview - POGT

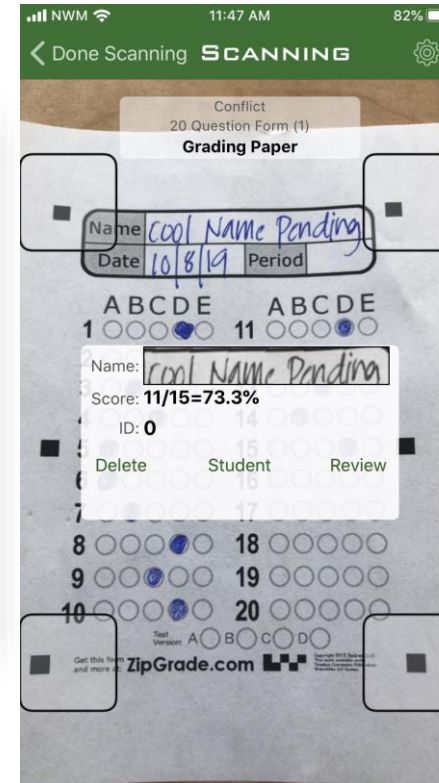
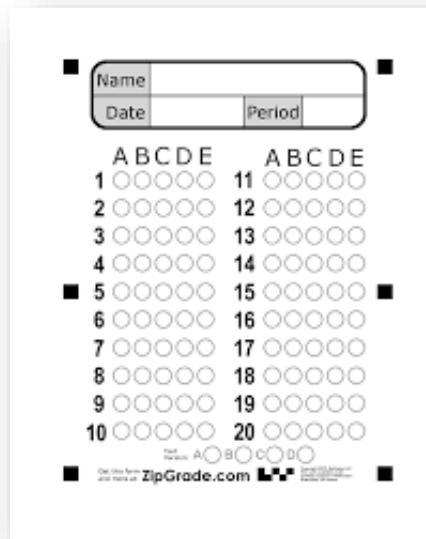
Before class	In class: Tuesdays	In class: Thursdays
<p>1. Individual preparation</p> <ul style="list-style-type: none">• Readings• Lectures• Slides• Videos <p>2. Individual Readiness Assessment (IRA)</p> <ul style="list-style-type: none">• Online	<p>3. Team Readiness Assessment (TRA) with immediate feedback</p> <p>4. Clarification session</p> <ul style="list-style-type: none">• Open book, notes, slides• Review, mini lecture, team search <p>5. Mini Application Exercise (occasionally)</p>	<p>6. Application exercises (4S)</p> <ul style="list-style-type: none">• Significant problem• Same problem• Specific choice• Simultaneous report

Formal Peer Feedback/ Midterm & Final Weeks

TBL Overview - Tuesdays

In class: Tuesdays

3. Team Readiness Assessment (TRA) with immediate feedback/  ZIPGRADE
4. Clarification session
 - Open book, notes, slides
 - Review, mini lecture, team search
5. Mini Application Exercise (occasionally)



Q#	%	Response Freq.	DF	Pts
1	36	D: 4, B: 4, A: 3	0.95	1
2	100	A: 11	0.00	1
3	18	C: 7, B: 2, D: 2	0.09	1
4	73	B: 8, D: 2, A: 1	0.54	1
5	55	D: 6, E: 5	0.41	1

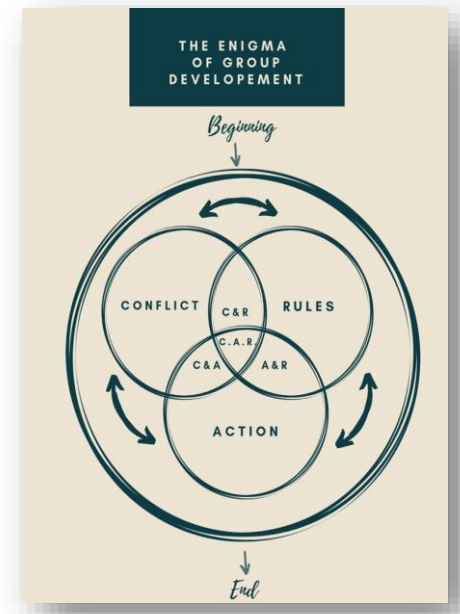
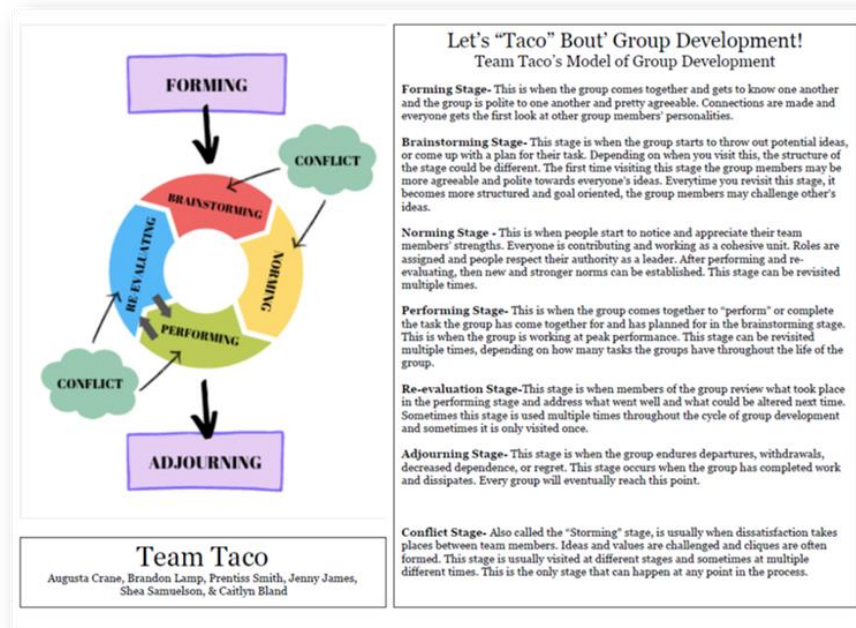
TBL Overview - Thursdays

In class: Thursdays

6. Application exercises (4S)

- Significant problem
- Same problem
- Specific choice
- Simultaneous report

- Team Charters
- Big Questions
- Design a new model of Group Development
- Anti-Hazing Sales Pitch
- The Pairing Game
- The Collaboration game
- Heaven's Gate Case Study
- Hidden Agendas
- Paper Bag Skits
- Styles of Conflict
- TED Talks



Demonstration

- Imagine you watched this presentation as a preparation assignment and then did your individual readiness assurance.
- You've come to class, and it's time to answer questions as a team!

TBL- *Inspired*

- Integrating components may have same benefits
- Allows for gradual adoption

- Suggestions & examples

1. Flip + individual accountability

Check understanding of prep-work:

- Pop quizzes
- Think/pair/share Qs
- Peer instruction (Mazur, 1997)



TBL Structure & Process

Preparation:
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Outside of class



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Application activities:
Teams
+ Immediate feedback

In-class: Same, significant
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simultaneous report.

2. Integrate team activities, assignments

“Application” activities



Case studies or
problem solving



Discussion Qs, with each team
facilitating a different Q.
(Ex: collaborative docs or slides)

Example: Scaffold empirical articles

Students complete homework form

- What are the hypotheses?

Method*

- What did the participants do?
- IV(s):
- DV(s):
- What is the design?

Example: Scaffold empirical articles

Students complete homework form

During class, groups answer MC to check answers

- Simultaneous report
- Must justify/explain their answer

Example:

3. Which of the following best describes Study 1's IV at the construct level?
 - a. Signing a petition about the three-strikes
 - b. Support for punitive policies
 - c. Percentage of Black inmates depicted in a short video
 - d. Perceived degree of racial disparity



Example: Scaffold empirical articles

Students complete homework form

During class, groups answer MC to check answers

- Simultaneous report
- Must justify/explain their answer

Full credit with sufficient effort AND participation.



Example

Team exam prior to individual assessment

Immediate feedback

IMMEDIATE FEEDBACK ASSESSMENT TECHNIQUE (IF AT®)
Name _____ Test # _____
Subject _____ Total _____
SCRATCH OFF COVERING TO EXPOSE ANSWER

	A	B	C	D	Score
1.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	_____
2.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
3.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
4.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
5.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
6.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
7.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
8.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____

Figure 1

Students “scratch off” their answer like a lottery ticket!

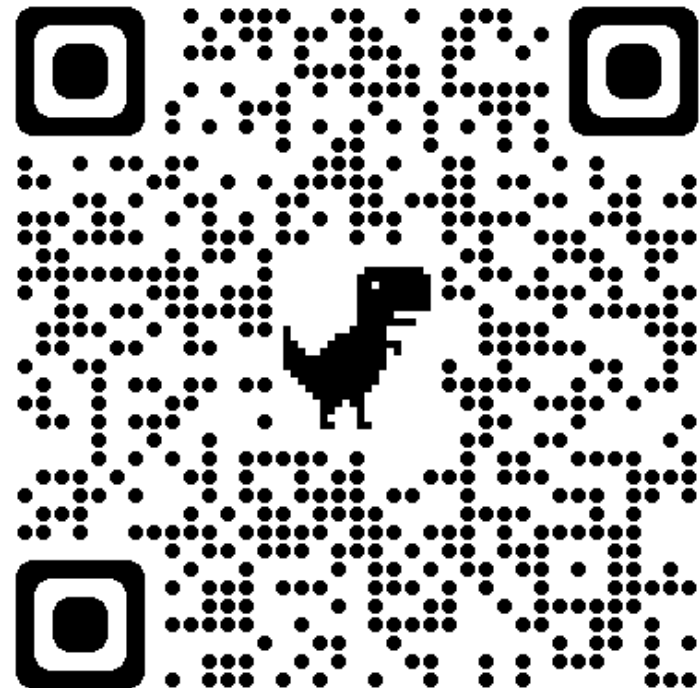
If correct: *

If incorrect, can offer partial credit.

Peer Feedback- Critical Component of TBL

Formal Peer Feedback/ Midterm & Final Weeks

- Formal - twice
- Informal- throughout semester
- Paul Koles' method
- Moving to online
 - Teammates
 - iPeer
 - CATME
 - Spark Plus



Chat with your neighbors

1. How could you incorporate TBL strategies into your courses?
2. How could you use TBL to improve group work?

Tips

- Facilitation is not delivery of content
- Watch the clock
- Engage reluctant learners
- Hold individual learners accountable
- Provide opportunities for feedback
- Provide time for closure



Student Feedback

- I really liked the article activities we did [in class] the day after we did them [as homework]. It definitely deepened my understanding of the topic and prepared me for the exams with the difficult questions. I also enjoyed how it was a class discussion and group activity instead of being on our own, as it allowed all of us to collaborate well. (Social Psyc, Sp23)
- What I liked least is the homework articles, but only because I am not used to them or how to interpret them, but I feel I am getting better with practice. (Social Psyc, Sp23)
- **Average “helpfulness to learning” on a 7-pt scale = 5 or above.**

Student Feedback

- I really liked having the same group all semester and being forced to work with the group every day. I also like the accountability that the course had. Not reading the material affected my learning but it also affected my group. Having that accountability forced me to be more engaged in what I was reading and writing notes over. (POGT, FA24)

Student Feedback

- The activities that we did on Thursdays helped me gain a deeper understanding of the concepts that we discussed that week. The things I learned in this class helped me understand what it means to be part of a team and will help me be successful in my career. (POGT, FA24)
- I was the only natural science major in this class and I feel that it has helped me tremendously understand how to effectively communicate, apply what I have learned, and rely on others to get the work done. They have helped me learn more about my strength and weaknesses and showed me a support that I don't usually have... The first time in a class that I felt like I'm actually taking away information instead of memorizing it and forgetting it. (POGT, FA24)

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