

A student guide to Team Based Learning

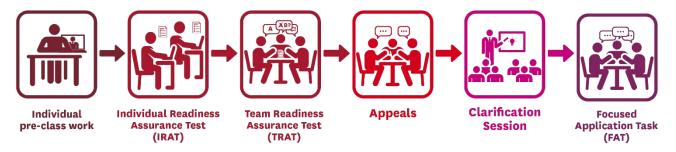
TBL IN A NUTSHELL



How does Team Based Learning work?

Team Based Learning (TBL) is a collaborative learning method which centres around the application of knowledge to real-world problems. Through an organised structure which encompasses both individual and group work, it equips you with the necessary skills to prepare you for your future career.

This resource will give you an overview of the TBL method and what is expected of you during each step of the process. Please keep in mind that this is only a guide and your tutor may choose to run TBL slightly differently depending on the nature of your unit.



1. INDIVIDUAL PRE-CLASS WORK

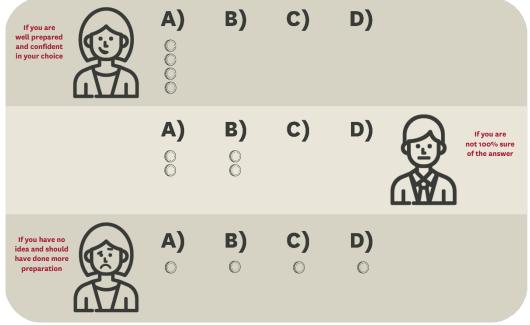


You will be required to study assigned content individually before class. This may include readings, presentation slides, pre-recorded video lectures or a combination of these.

2. INDIVIDUAL READINESS ASSURANCE TEST (IRAT)

At the beginning of the lesson, you will be quizzed on the preparatory material studied before class. This will take the form of an online multiple-choice test comprising of 10-15 questions. Depending on your unit, this quiz may be certainty based – meaning you'll be able to split your points up between multiple answers if you are unsure.





You will need a device with an internet connection to complete the quizzes – preferably a laptop or an iPad/tablet as this will make it easier to navigate. If you don't have access to an appropriate device, please let your tutor know.

3. TEAM READINESS ASSURANCE TEST (TRAT)



Once the IRAT is complete, you will be assigned into a group with 4-6 other students. You will now retake the exact same quiz, but this time are expected to work with your team to decide on the correct answer. These teams will remain the same throughout the session.

When answering the questions, you will receive immediate feedback on whether or not your team answered correctly. In some cases, you may be required to re-attempt the question until you answer it correctly, earning less points for each subsequent attempt.

4. APPEALS

If you feel that a question was scored incorrectly or poorly worded, you can submit a written appeal to argue why you believe your team's answer was correct. This must be done *as a team* – not individually – and you must supply *written evidence* to back up your claim.



5. CLARIFICATION SESSION



After the IRAT and TRAT, you'll have the opportunity to ask questions and clarify any points of confusion. Your tutor may decide to deliver a mini lecture to the class, or, act as a facilitator for an inter-team debate or discussion. If your team performed well in the quizzes, you might be asked to explain your reasoning to other teams who are having a bit more difficulty.

6. FOCUSED APPLICATION TASK (FAT)

The second part of the TBL process involves more complex problem-solving activities where you'll need to put into practice the knowledge you have acquired so far.

Working in the same teams as before, you'll be given a challenging problem which will require the combined effort of you and all your teammates to solve. All teams will be given the same problem, and will need to report their answers simultaneously to the class.



Once everyone has revealed their answers, your tutor will facilitate a class debate where you'll be able to hear the thought process behind other teams' decisions, as well as defend your own team's answer.



What are the advantages of TBL?

TBL PREPARES YOU FOR THE WORKPLACE.

- You'll be given the opportunity to apply your knowledge to real-world problems and case studies, which immediately puts into context the information you've learnt over the session. It's about more than just memorising facts for an exam the skills you learn during TBL (teamwork, problem-solving, critical thinking etc.) will be invaluable for the rest of your career.
- With TBL, you'll be required to work as part of an allocated team to solve problems under time pressure. This reflects many real-life working environments meetings, for example and is great practice for the workplace.

TBL DEVELOPS YOUR TEAMWORK SKILLS.

- Did you know that in most cases, the worst performing team still scores higher than the best individual student in the class? (Michaelsen, L.K. et al., 1989) There is great value in working as a team to solve problems, and you'll be able to see this for yourself during TBL classes.
- You don't have to worry about other team members not pulling their weight, as the TBL method leaves little opportunity for anyone to slack off and rely on their teammates for a good grade. This is because:
 - Group assignments and activities will be done during class time, so it will quickly become apparent to your tutor if someone is not contributing.
 - o Through individual quizzes and peer evaluations, you and your peers are all held accountable for your individual efforts; encouraging everyone to do the assigned pre-class work and be ready for each and every lesson.
 - O During class discussions, you may be called upon to defend your team's answer to the class. You'll want to ensure that not only are you prepared, but that all your teammates are equally as prepared and can well represent the team if they are nominated to speak.

TBL IS FUN!

- Forget the days of struggling to stay awake during lengthy lectures where countless PowerPoint slides are recited to you
 word-for-word. With TBL, you'll become an active member in your learning and more engaged in classroom activities.
- Working in the same teams throughout the session, you'll have a real chance to get to know others in your class, making learning a much more enjoyable experience.
- With every quiz, you'll also be competing for the top spot on the team leaderboard!

Bibliography

- Conroy, J. et al. (2012). AAMC Readiness for Reform: Duke-National University of Singapore case Study. Implementing Teambased Learning for Medical Students. Association of American Medical Colleges.
- Fatmi, M. et al. (2013, 12 01). The effectiveness of team-based learning on learning outcomes in health professions education: BEME Guide No. 30. Medical Teacher, 35, pp. 1608-1624.
- Gullo, C. et al. (2015). Twelve tips for facilitating team-based learning. Medical Teacher, pp. 819-824.
- InteDashboard. (2016, August 31). What does Team-Based Learning (TBL) Really Mean? Retrieved from InteDashboard.org: https://intedashboard.org/2016/08/31/what-does-team-based-learning-tbl-really-mean/
- Kamei, R.K., Cook, S., Puthucheary, J. et al. (2012, June). 21st Century Learning in Medicine: Traditional Teaching versus Teambased Learning. Medical Science Educator, 22(2), pp. 57-64.
- Levine, R. & Hudes, P. (2014). How-To Guide for Team-Based Learning. International Association of Medical Science Educators.
- Michaelsen, L. K., Watson, W. E., and Black, R. H. (1989). A Realistic Test of Individual Versus Group Consensus Decision Making. Journal of Applied Psychology, 74(5), pp. 834–839.
- Michaelsen, L.K. & Sweet, M. (2008). The Essential Elements of Team-Based Learning. New Directions for Teaching and Learning, 116, pp. 7-27.
- Michaelsen, L.K., Bauman Knight, A. & Fink, L.D. (2002). Team-based learning: a transformative use of small groups. New York: Praeger.
- O'Dwyer, B. (30 July 2017). 'Fast Flip' and the death of lecture style learning. EduTECH Asia. Vietnam. Retrieved from https://youtu.be/QhJrOsY2bjw
- Sibley, J. & Spiridonoff, S. (n.d.). Introduction to Team-Based Learning. The University of British Columbia Faculty of Applied Science.
- Sibley, J. & Spiridonoff, S. (n.d.). Why and How TBL Works. The University of British Columbia Faculty of Applied Science. Retrieved from www.teambasedlearning.org

Cover Images:

Top Image: Created by Jacob Lund, Adobe Stock Bottom Image: Created by Jacob Lund, Adobe Stock