Hut Hut - Quarterbacking TBL in a BSN Program, First Down or Fumble

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Disclosures

None

Objectives

• Summarize the implementation process used in a TBL classroom.
• Discuss three evidence-based teaching strategies appropriate for use in a TBL classroom.
• Develop a lesson plan using the TBL approach.
• Have some fun!

Team-Based Learning Defined

• Team-Based Learning is an evidence based collaborative learning teaching strategy designed around units of instruction, known as “modules,” that are taught in a three-step cycle: preparation, in-class readiness assurance testing, and application-focused exercise (TBL.org, n.d.a)

My Story

• Pharmacology
• Adult Health
• Research (Online)

What is Team Based Learning
Team-Based Learning

The defining characteristics of TBL include:

• Using permanent and purposefully heterogeneous work groups.
• Beginning each instructional module with a Readiness Assurance Process (IRAT and iRAT) to ensure content coverage and promote team development.
• Using peer evaluations to facilitate interpersonal skill development and ensure equity in grading.
• Devoting the vast majority of the class time to small group activities.

Michaelsen & Sweet (2008)

Pedagogical Shift

• Shift from knowing to applying
• Passive to active learning
• Faculty become facilitators of learning
• Students accountable for their own learning

Michaelsen, Bauman-Knight, & Fink, (2003)

Team-Based Learning Advantages

• Advantages to TBL include:
  • Improved attendance
  • Increased preparation
  • Improved academic performance
  • Improved interpersonal and team skills
  • Improved engagement in the learning process

Clark, Nguyen, Bray, & Levine, (2008)

Background

• 1979 Larry Michaelson
  • Engage large class in meaningful problem solving
  • Give students a reason to prepare PRIOR to class

• 4S framework
  • Significant problem
  • The same problem
  • Specific choice
  • Simultaneous report

Fractus Learning, 2014

Significance

• Active learning
  • National Association of Colleges and Employers (Adams, 2015)
    1. Ability to work in a team structure
    2. Ability to make decisions and solve problems (Ser)

TBL Design Principles

1. Team
2. Accountability for individual and team work
3. Students receive frequent and immediate feedback
4. Assignments promote learning and team skills

Sibley & Ostafichuk (2014)
The TBL Approach

- The TBL cycle
  - Pre-class preparation
  - In-class readiness assurance testing
  - Individual readiness assurance test (iRAT)
  - Team readiness assurance test (tRAT)
  - Application-focused and problem-focused activities

Sibley & Parmelee (2008)

TBL Design Principles - Forming Teams

3 Principles
1. Never use student-selected teams
2. Create diverse teams
3. Transparent selection process

TBL.org. (n.d)

TBL Design Principles - Accountability

- Individual preparation
  - Pre-class activities and lessons
- Team contribution
  - Quality of work and team performance
- Peer evaluation

Altbach, Reveau, Knight, & Fink, (2003)

TBL Design Principles - Feedback

- Immediate feedback essential to learning and retention
- Role of lecture
- Facilitates group development

TBL.org. (n.d)

TBL Design Principles - Assignments

- The Play Book
  - Case studies
  - Evolving case studies
  - Simulation
  - Graphic organizers
  - Venn diagrams
  - Wikis
  - Discussion posts
  - Presentations
  - Journal clubs
  - ERP Projects
  - Story boards
  - Poems

TBL.org. (n.d)

TBL - Other Considerations

- Course design
  - Plan pre-class preparation
  - Readiness assurance process
- In-class activities
- Orienting students and other faculty
- Grading
  - Team and individual
  - Peer evaluation
  - Type of knowledge/learning

TBL.org. (n.d)
TBL - Other Considerations

- Team conflict
- Grade inflation
- “Free loaders”
- Absent students
- Time
- Class size

http://info.catme.org/
http://spark.uts.edu.au/
http://www.epsteineducation.com/home/history/default.aspx

First Downs

- Class attrition down
- Course evaluations improved
- Overall course average improved
- Individual course average improved
- Improved teamwork clinical

The Score

- “The team style this session was challenging at times because it forced groups to work with people in a professional manner, which sometimes can be difficult. Although it was a “team style” sort of learning, it made me feel extreme pressure to do my part for the team by coming prepared to class every single day, not only for myself but for my team. In all honesty, because of this approach to learning, this is the only class I have read every single page of material for because I didn’t want to let my team down. Some people complained about the workload and amount we had to do in order to do well, but my point of view is it forced us to learn and we are walking out with better knowledge because of it. It was tough, but worth it.”
- “I feel like I came out of this class with so much new knowledge that I will actually retain.”

The Score

- “I think I learned the most from our journal clubs. These assignments taught us not only how to read evidence-based practice articles, but how to take the research into practice. This skill really helped with the final project!”
- “I feel that the course enhanced my learning but may not have for others. With a group-based online course, where almost all assignments are group assignments, the work was not equal. I feel that another group member and I did the majority, if not all of the work. I feel that we handed others good grades because we wanted to do well. In the future, I would include a lot more individual work so they can get more out of the course.”

Questions & Break
TBL Design Principles - Let’s Practice

- Form teams
- Individual Readiness Assurance Test (iRAT)
- Appeals
- Clarification lecture
- Team Assignment
- Team Evaluation

Form Teams

Individual Readiness Assurance Test (iRAT)

- Individual Readiness Assurance Test (iRAT)
- Smart phones out
- App - Download Kahoot.it
- Enter game ID: 974298

Team Readiness Assurance Test

- Team Readiness Assurance Test (tRAT)

Appeals

Clarifying Lecture
Team Activity

- As a team, identify a topic and develop a draft lesson plan using a TBL approach
  - Lesson goals/objectives
  - Pre-class preparation
  - iRAT/tRAT
  - Lecture
  - Team activity
  - Share with the group

Team Evaluation

Closing

- TBL successful teaching strategy
- Instructional design important
- Important to hold learners accountable
- Further research needed

References


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References