Title: **Team-Based Learning: A Strategy for Student Engagement**

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Session Learning Outcomes

By the end of this session, delegates will be able to:

- Explain the essential elements that make up a team-based learning (TBL) unit
- Describe the benefits of using TBL as an engaging, active and collaborative learning strategy
- Discuss their experiences of learning about TBL using TBL methodology
- Identify how TBL might be of benefit to their institutions

Session Outline

Team-based learning engages students through a process of preparation, assessment and application of knowledge. It shifts the focus of classroom time from conveying course concepts by the instructor to the **application of course concepts** by student learning teams. (Michaelsen et al, 2004). A TBL unit consists of 4 components:

Team-Formation
Students are allocated to permanent teams of 5-7 students, creating teams with diverse resources, who will work together for the entire module.

Pre-class Preparation
Students prepare by individually studying content that might previously have been delivered as lectures. Students are directed to learner resources chosen by or written by the teacher (e.g. Student Study Guides, activities, book chapters, web-resources, pod-casts)

Readiness Assurance
Students are incentivised to prepare for class through assessment. Students take a short, individual test on the content followed by an identical team test. In the team test they discuss their responses as a team, agree on a team answer and receive immediate feedback. Both tests contribute towards the final module mark, incentivising students to prepare for class and rewarding them for doing so. Students are held accountable to their team for their preparation through peer-assessment. Test results are immediately available to instructors who can facilitate informed discussion of concepts with which students may have struggled.

Application

The longest phase is the *application phase*. During class, teams work on identical application exercises, applying concepts to solve significant, challenging and authentic problems. Applications are designed to create in-team discussion as teams generate and select their best answer to share with the class. Finally, an interactive, teacher-facilitated debate then follows as teams justify their answers to the class. Learners are engaged in team and class discussions throughout, enabling a deeper understanding of course content, promoting higher level learning and developing skills for employment e.g. problem-solving and team-working skills.

Session Activities and Approximate Timings
Please provide an indication of how the session will be structured and how activities and discussion will be facilitated. For discussion papers please include a few indicative questions which will focus the discussion element.

00:00   Introduction to Team-based learning

00:10   Team-formation

00:20   Preparation phase – study of content

00:30   Individual test - iRAT

00:40   Team test - tRAT

00:50   Discussion of Results

01:00   Team Application Exercise - tAPP

01:15   Discussion of Team Application Exercise

01:25   Summary of experiences

01:30   Close

References

Michaelsen, L. Knight, A. and Fink, L (2004) *Team-based Learning: A transformative Use of Small Groups in College Teaching.* Sterling, VA: Stylus Publishing