

Team-Based Learning (TBL)

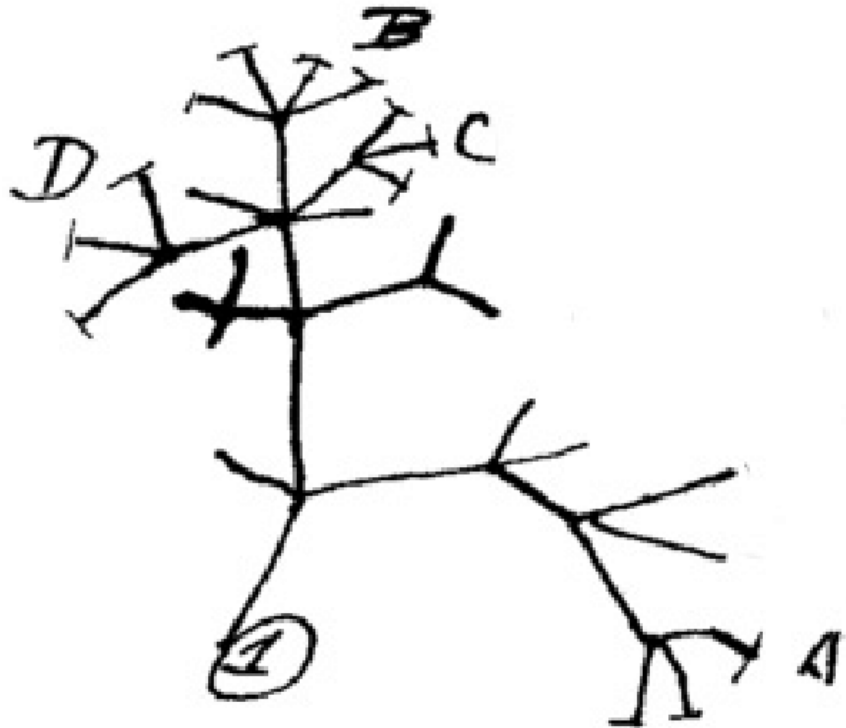
DR. ELIZABETH J. WADE

FACULTY CENTER

SEPTEMBER 11, 2018

Biology 3120: Evolution and Genomics

I think



TUESDAY & THURSDAY
1:00-2:15PM

BELL HALL 305

DR. ELIZABETH J. WADE

Traditional vs. flipped classrooms

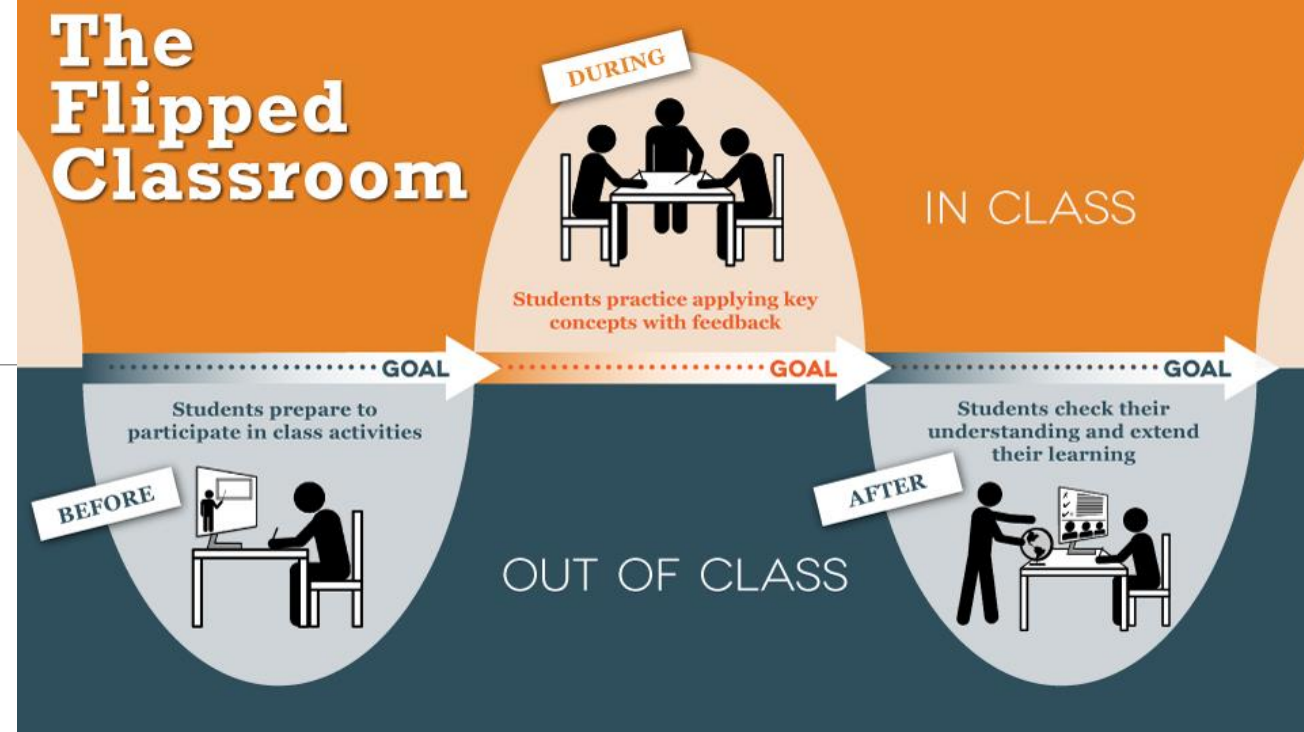
Traditional

- Lecture-based
- Up to the instructor to provide course content
- Students may have homework and out-of-class reading
- Students often don't read the textbook
- Student put together concepts

Flipped

- Student-based
- Course content comes from videos/ readings BEFORE class
- In-class time is spent working with the information
- Instructor role shifts from “sage on stage” to “guide on the side”

TBL



- Developed in the 1970s by Larry Michaelsen at U Oklahoma
- Taught all of the world, small to large classes (especially Med. Schools)
- Active learning
- Flipped classroom
- Teams= a group that comes together for a common goal

EVERY GROUP PROJECT



IN SCHOOL YOU HAVE EVER DONE

4 major principles

1. Teams should be properly formed & are fixed for the whole course. (5-7 students per team)
2. Students are accountable for their pre-learning and for working in teams.
3. Team assignments must promote both learning and team development.
4. Students must receive frequent and immediate feedback.

■ Individuals



Team Checklist

Optimized for TBL

- ☐ Teams are instructor-selected
(not student-selected)
- ☐ Teams are diverse
(not homogenous)
- ☐ Teams are balanced
(similar team strength)
- ☐ Teams are 5-7 students

STAKES
I·M·E!



am

TBL

PHASE 1

Preparation

Individual Assignment
Preclass Study Materials
Guided Learning

PHASE 2

Readiness Assessment

Individual Test
Team Test
Class Discussion

PHASE 3

Application Exercise

Individual Application
Team Application
Class Discussion

TBL

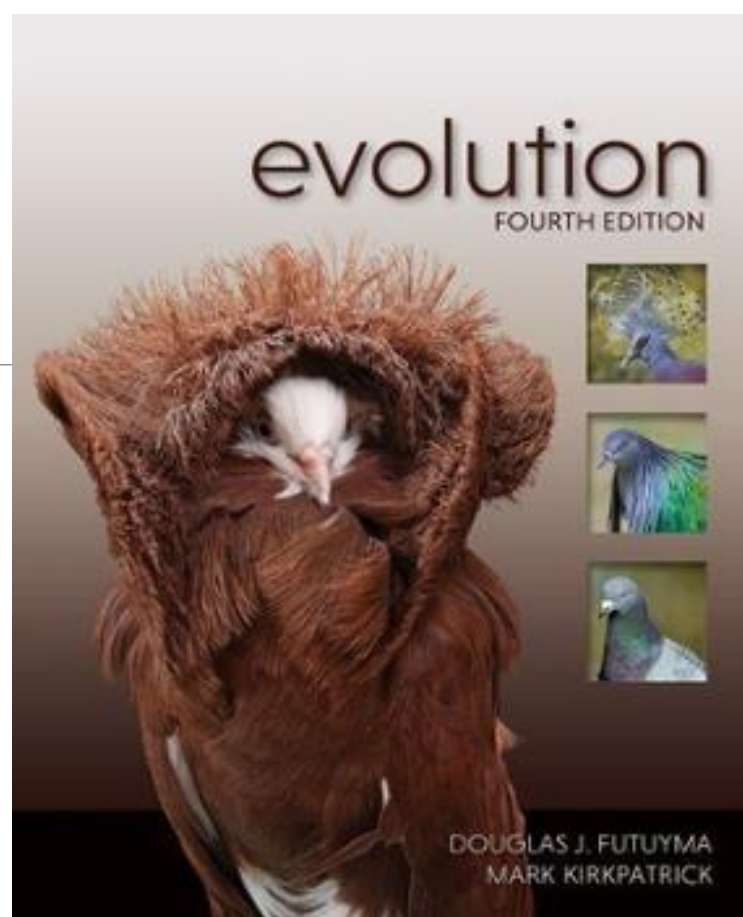
PHASE 1

Preparation

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Guided Reading Questions

TBL

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Readiness Assurance Process

5-20 multiple-choice question QUIZ based on
reading/ videos

Individuals take the quiz first
Teams take SAME quiz





















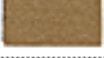
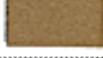
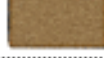
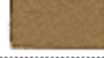
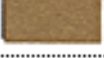
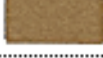
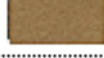
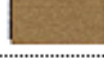
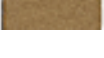



Immediate feedback

IMMEDIATE FEEDBACK ASSESSMENT TECHNIQUE (IF AT®)

Name _____ Test # _____

Subject _____ Total _____

SCRATCH OFF COVERING TO EXPOSE ANSWER

	A	B	C	D	Score
1.					_____
2.					_____
3.					_____
4.					_____
5.					_____
6.					_____
7.					_____
8.					_____

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4S Framework

Significant
Problem

Same
Problem

Specific
Choice

Simultaneous
Report

Set

Set the stage: establish the tone, convey why the topic is important, and outline the objectives.

Body

The application exercise based on the 4 S's – further divided into: introduction, team work/discussion, reporting, class discussion

Close

Summary, relation to the Set, and emphasizing what has been accomplished

Peer Evaluation Form

Throughout this semester, it is necessary for all members of this class to assess the contributions that each member of the group make to the work of the group. This contribution should presumably reflect your judgement of such things as:

Preparation- Were they prepared for class?

Contribution- Did they contribute productively to team discussion and work?

Respect for other's ideas- Did they encourage others to contribute their ideas?

Ability to handle conflicts- Were they reasonable when disagreements occurred?

Resources

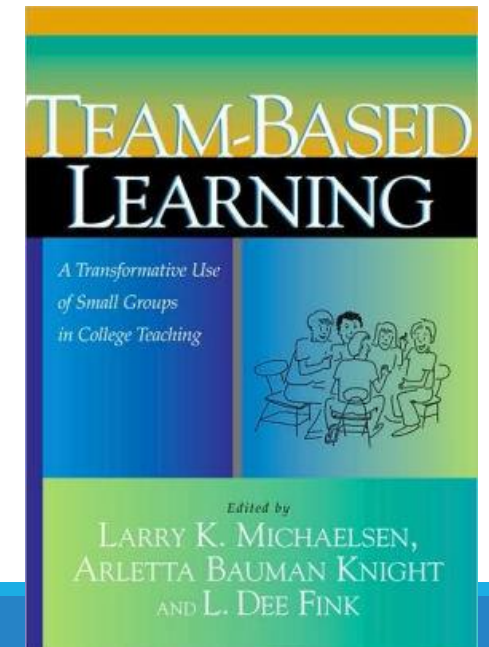
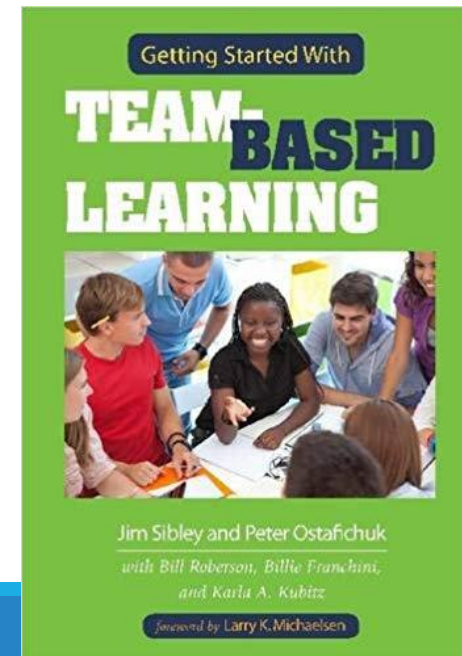
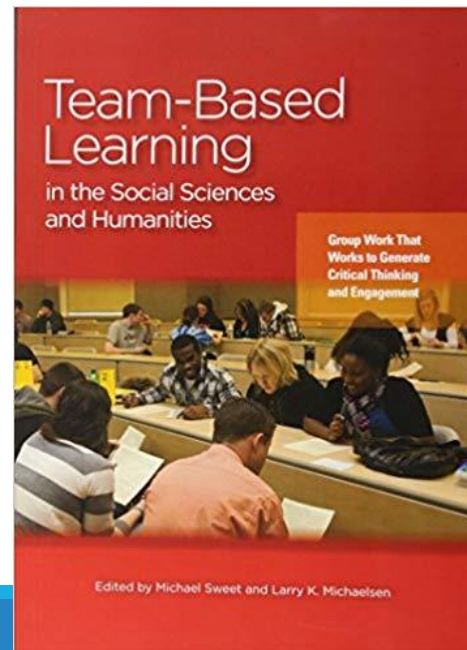
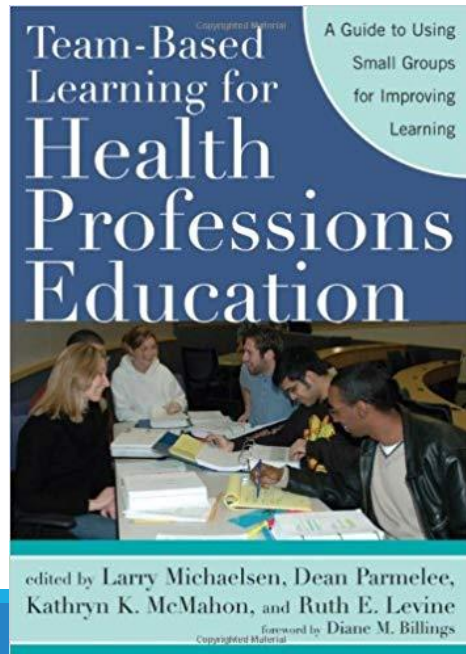
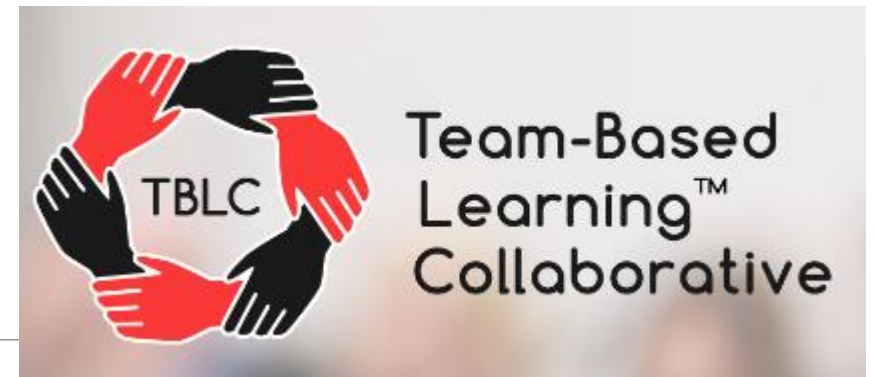
<http://www.teambasedlearning.org/>

<https://learntbl.ca/>

https://en.wikipedia.org/wiki/Team-based_learning

<https://eric.ed.gov/?q=team-based+learning>

<https://vimeo.com/51713733>



TBL Technology



Teams That Work.



Peer Evaluation Software



CATME
SMARTER Teamwork

