Team-Based Learning™:

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Case #1

A 24 year old medical student presents with a complaint of feeling overwhelmed in preparation for an exam in three days, feels isolated from peers (all of whom study individually), finds lectures boring, and small groups not helpful except when the "answers" are given right away.

Case #2

A 46 year old associate professor of medicine presents with complaint of exasperation in teaching clinical pharmacology because the students, though bright enough, never seem to come prepared and are relunctant to be challenged.

Case #3

A 51 year old course director complains of fatigue from having to beg clinical faculty to teach small groups. She develops migraine when they fail to show up or follow the day's script. Some even give their groups answers to exam questions!

Case #4

A "39" year old associate dean for medical education presents with complaint of too many complaints from faculty about students not coming to lecture and not being prepared for small group discussions. Even she is beginning to feel that this 'generation' is wanting to be spoon fed!

How Much Do I Agree?

- Students can learn much from one another, sometimes more than what I teach.

- The best use of my classroom time is challenging students to think and problem-solve.

- I get excited in the classroom when students debate/argue with each other over a question I pose.

- I mostly want students to be able to apply what they learn in my course 2-3 years from now.

- Students should always come to class prepared.

Definition

Team-Based Learning™ (TBL)
is a teacher-directed strategy for incorporating
**small-group active participation in
large-group educational settings**.
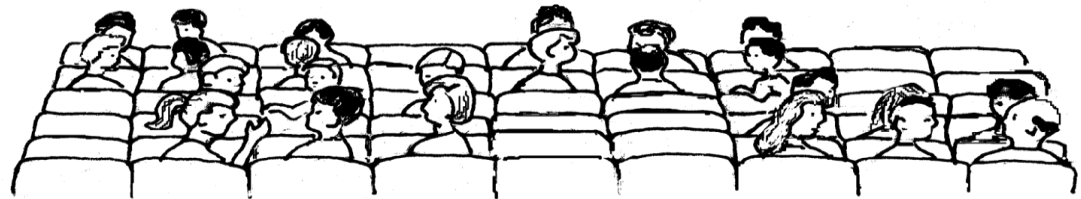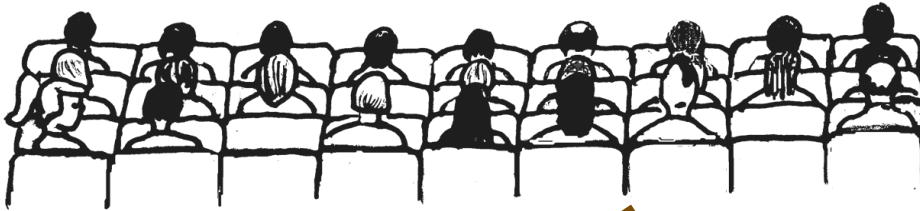
Components

Team-Based Learning™ **sequences the learning:**

3. APPLICATION

Learners **APPLY** the knowledge to increasingly complex problems

2. READINESS ASSURANCE

Learners demonstrate (individually and in small groups) **readiness** to use desired knowledge
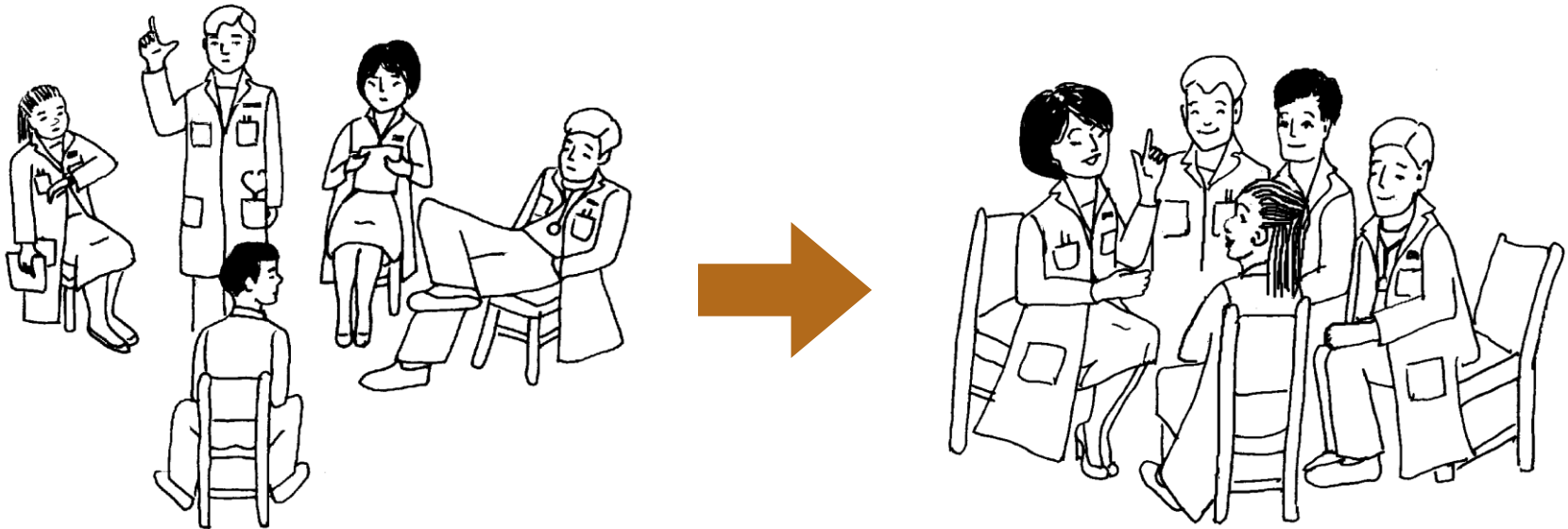
1. PREPARATION

Learners acquire desired knowledge

Readiness Assurance Phase

Transform Groups to Teams

- ✓ **Individual accountability promotes preparation**
- ✓ **Group accountability promotes effective participation**
- ✓ **Teams learn how to make the 'best' decisions**

Application Phase

- **S**ame Problem

- **S**pecific Answer

- **S**imultaneous Reporting

- **S**ignificant Problem

The 4 S's

- Problems that require the brainpower of the whole Team to solve

- One BEST, other very 'close' answers

- Teams teaching Teams

Review of Components

The Three Phases of Team-Based Learning™

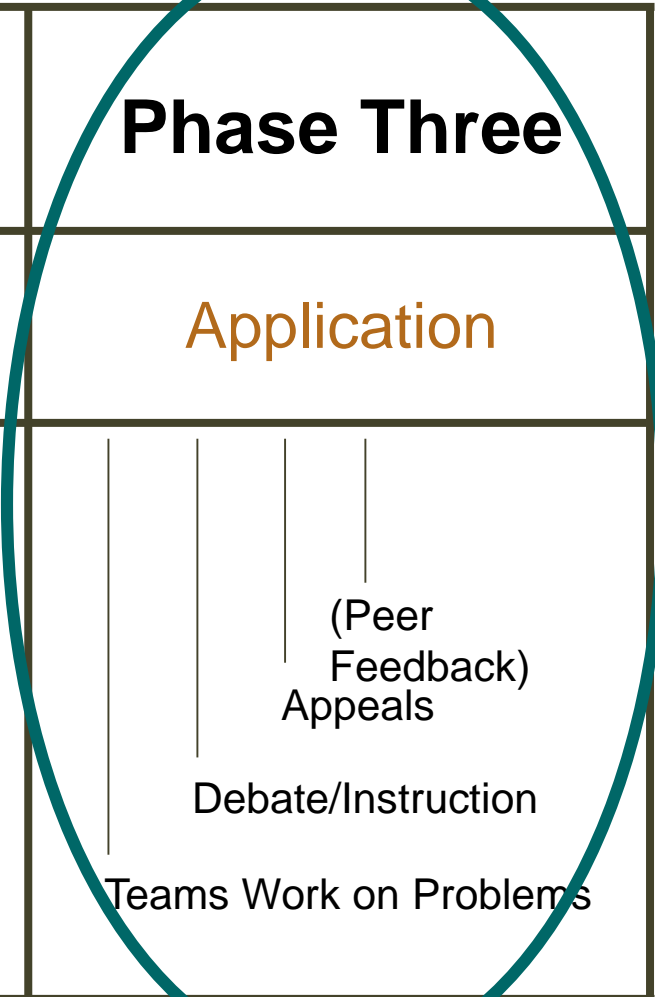| Phase One	Phase Two	Phase Three
Preparation	Readiness Assurance	Application
Individual Study	Individual Test Group Test Debate/Instruction Appeals	Teams Work on Problems Debate/Instruction Appeals (Peer Feedback)

Review of Components

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Phase One	Phase Two	Phase Three
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Review of Components

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Phase One	**Phase Two**	**Phase Three**
Preparation	Readiness Assurance	Application
		(Peer Feedback)
	Appeals	Appeals
	Debate/Instruction	Debate/Instruction
	Group Test	
Individual Study	Individual Test	Teams Work on Problems

TBL™ Ties to Professional Competencies

communication skills

distributed leadership

self-directed learning

knowledge application

working within teams

giving and receiving feedback

Professional Competencies

Peer Feedback--Sample

	NEVER	SOMETIMES	OFTEN	ALWAYS
COOPERATIVE LEARNING SKILLS:				
Attends team activities; arrives on time				
Demonstrates a good balance of active listening and participation				
Asks probing questions				
Shares information/understanding				
Shares resources				
SELF-DIRECTED LEARNING:				
Is well prepared for team activities				
Shows appropriate depth of knowledge				
Identifies limits of knowledge				
Shows confidence in areas of understanding				
INTERPERSONAL SKILLS:				
Gives instructive feedback				
Accepts instructive feedback				
Shows care and concern for others				

TBL™ Rewards Professional Behaviors

- Self-directed learning

- Preparation, mastering the material

- Communication & Interpersonal Skills

- Working collaboratively with others

- Giving and receiving feedback

- Distributed Leadership

Final Tips

If you're going to try TBL, first do it 'right' then strive to do it 'well.'

Engage with the TBLCollaborative listserve (free), join as individual (cheap) or institution (less cheap). Attend its Annual Meeting.

Build a 'learning community' that provides peer eval and peer support.