

Team-Based Learning: Optimising active and Collaborative Learning in a blended model of learning and teaching

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Structure of session today

- What is TBL?
- Our cohort: MSc International Business
- Practical exercises
- Questions

“A special form of collaborative learning using a special sequence of individual work, group work and immediate feedback to create a motivational framework in which students increasingly hold each other accountable for coming to class prepared and contributing to discussion.”

<https://sites.dundee.ac.uk/discovermeded/european-team-based-learning-community-masterclasses-at-the-university-of-dundee/>

- “Raise awareness of the importance of professional and academic skills development.”
- Focus on graduate attributes

[University of Glasgow Learning and Teaching Strategy 2021-2025](#)

Key design principles

- Highly-structured form of small group learning
- Teams must be properly formed and managed
- Permanent groups of 5-7 (selected by educator)
- Students must be motivated to come to class prepared
- Students must learn to use course concepts to solve problems
- Students must be accountable to themselves and to others
 - Removes passivity
 - Removes anonymity

- TBL modules/units: variable length
 - Pre-class preparation (flipped teaching)
 - Readiness Assurance Process (RAP)
 - Application activities
- Optional peer evaluation of group members
- Optional group/individual summative assessment
- Suitable for asynchronous online learning

Michaelsen and Sweet (2011)

- Flipped classroom model
 - Pre-class activity (journal article, text book chapter, video)
 - Individual test (iRAT)
 - Group test (tRAT)
 - Mini-lecture ‘remediation’ if needed (Just in Time Teaching)

Four essential elements:

- **S**ignificant Problems
- **S**ame Problem
- **S**pecific Choice
- **S**imultaneous Report

Learning outcomes include:

- Applying theory to practice in operating within multicultural teams
- Understanding the benefits and challenges of multicultural team-working
- Problem-solving in multicultural teams
- Developing of international management competences
- Improving time management and workload planning
- Critical reflection on roles, responsibilities and performance in team-working, including cross-cultural influences

TBL was partly driven by the acknowledgement that this programme attracted a highly diverse student base (e.g. 16 countries)

Group allocation criteria developed includes;

- Country and regional background
- Gender
- Prior knowledge/ qualifications and experience
- Personality type: Personality Poker, Belbin

MGT5259 Market Analysis International Business

2020/21

- 2x2-hour online sessions
- 4x facilitators
- Session 1: 46 students
- Session 2: 23 students

2021-22

- 1x 2 hour online session
- 3x facilitators
- 70 students

Instructions were emailed/uploaded to Moodle a week in advance

- Book chapter
- Information about application exercises
- Students completed and saved iRAT answers beforehand (using YACRS/quiz software)

- Students completed tRAT in break out rooms
- Student groups simultaneously declared answers in main room using chat function in Zoom.
- Students had opportunity to provide constructive feedback to peers
- Educators provided feedback to student groups
- Mini-lecture - Instructor gave 2 minutes recap of the key points

- Student evaluation of course was positive
- About 96% either strongly agreed or agreed that they had sufficient opportunity to interact with others in the course.
- “TBL felt like personally participating in an entrepreneurial project”
- “TBL tutorial was best experience and very valuable”

Individually

1. Quickly decide the answer to the questions on your own

As a group

1. Appoint a notetaker and spokesperson
2. Reach consensus about the answers

1. What is the correct order for these elements of a TBL Cycle:
 - A. iRAT and tRAT, Reading, Mini Lecture, Application Activities
 - B. Reading, iRAT and tRAT, Mini Lecture, Application Activities
 - C. Reading, Mini Lecture, iRAT and tRAT, Application Activities
 - D. Reading, Lecture, iRAT and tRAT, Mini Application Activities
2. What does RAP stand for?
 - A. Readiness application process
 - B. Real application process
 - C. Readiness assurance process
 - D. Real assurance process
3. What is the 4S Framework?
 - A. Significant Problems, Same Problem, Specific Choice, Simultaneous Report
 - B. Simultaneous Problems, Same Problem, Specific Choice, Significant Report
 - C. Significant Problems, Same Problem, Same Choice, Simultaneous Report
 - D. Significant Problems, Same Problem, Specific Choice, Same Report



When prompted:

Each notetaker posts the answers in Zoom chat:

[group number]

1x

2x

3x

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1. From a staff perspective, which of the following do you believe is the most important benefit of TBL to students? – 10 minutes
 - A. Increased breadth of content covered
 - B. Enhanced student attendance
 - C. Increased student engagement
 - D. Reduction in staff workload
 - E. Increased student attainment
 - F. Enhanced student motivation
 - G. Promotes deeper approaches to learning
 - H. Development of skills to enhance employability

When prompted:

Each notetaker posts the answer in Zoom chat:

This video shows Team-Based Learning being used at [Anglia Ruskin University Business School](#).

This [video of TBL at Nanyang Technological University](#) by Dr Preman Rajalingham demonstrates how TBL works in practice.

This video show how [Duke School of Medicine embraced Team-Based Learning](#)

The [Team-Based Learning Collaborative](#) provides an introduction to TBL and advice on getting started, as well as links to relevant books and journal articles. The site also acts as a community of practice for TBL practitioners.

Carleton University Starting Point: Teaching and Learning Economics. [Why Use Team-Based Learning?](#)

Dartmouth University [Team-Based Learning Example](#)

Vanderbilt University [Team-Based Learning](#)

Yale University Poorvu Center for Learning and Teaching. [Team-Based Learning](#)

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