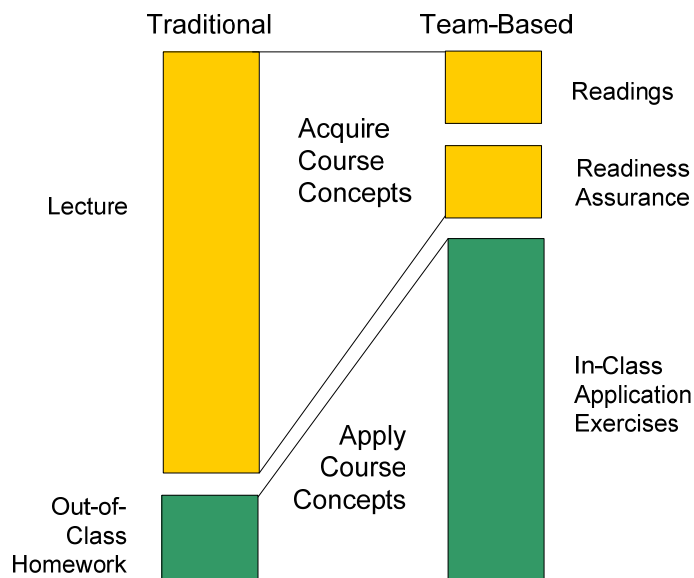


Team-Based Learning

Alternative to lecturing in Large Class Settings

Team-Based Learning - TBL (Michaelsen, Knight & Fink, 2002) dramatically shifts the focus of classroom time from conveying course concepts by the instructor to application of course concepts by student teams. In the TBL process, students acquire their initial exposure to the content through readings and are held accountable for their preparation using a Readiness Assurance Process (RAP). Following the RAP, class time is used to practice applying content in a series of team application exercises. The components of TBL are adaptable to many situations, and special resources, such as; scantrons and IF-AT cards are desirable but not essential.



Shift in Paradigm

1

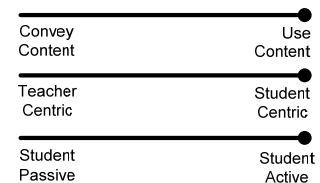
Primary objectives shift from knowing concepts to using concepts for problem solving.

2

Teacher shifts from expert (sage on the stage) to guide (guide on the side).

3

Students shift from passive learners with limited responsibility for their learning to active learners with an increased responsibility for their learning



Four Key Principles for Success

Team Formation

Teams must be properly formed and managed

- Create teams with diverse skills and abilities
- Make teams fairly large (5 to 7 members)
- Make teams that are permanent

Timely Feedback

Frequent and timely performance feedback is important.

- RAP informs individuals and teams on the quality of their pre-class preparation.
- Intra- and inter-team discussions provide for feedback.
- Peer review provides feedback on contribution to team performance

Accountability

Students must be made accountable for:

- Individual pre-class preparation
- Contributions to team activities and assignments
- Contributions to team functioning

Create a grading and peer evaluation system for accountability.

Assignment Quality

Designed to promote learning and team development.

- Effective assignments should be based on decisions that can be reported in simple form.
- "Team problems" are often the result of assignments that do not require group interaction.

Instructional Sequence for Team-Based Learning

Readiness Assurance Process

The RAP occurs at the beginning of each major instructional unit. RAP ensures that students have completed pre-class reading and are prepared for in-class team work. The process consists of a multiple choice test (15-20 questions) on key concepts from the readings. It is first taken individually and then immediately re-taken as a team. RAP typically consists of five elements:

1. Readings/Pre-class Preparation
2. Individual Test (Scantron)
3. Team Test (IF-AT sheets)
4. Appeals Process
5. Instructor Clarification/Mini-Lecture



In-Class Application Exercises (4 S's)

- **Significant Problem.** Select a relevant, significant problem.
- **Same Problem.** Teams work on the same problem, case or question.
- **Specific Choice.** Teams are required to make a specific choice.
- **Simultaneous Report.** Teams report their choice simultaneously. This kind of reporting makes student thinking visible and provides opportunities to discuss and contrast the decision making process and student thinking at arriving at their decision.

Important Considerations for Effective TBL Exercises

1. Produces *tangible output*
2. Impossible to complete without *knowing course concepts*
3. *Sufficiently difficult* to eliminate completion by an individual member
4. *Majority of time* engaged in activities
5. *Applicable to real world* issues or problems
6. Interesting and *fun* (ENERGY is the acid test for good exercises)



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This document is based on the work and writings of Larry Michaelsen, Dee Fink, and Arletta Bauman Knight.