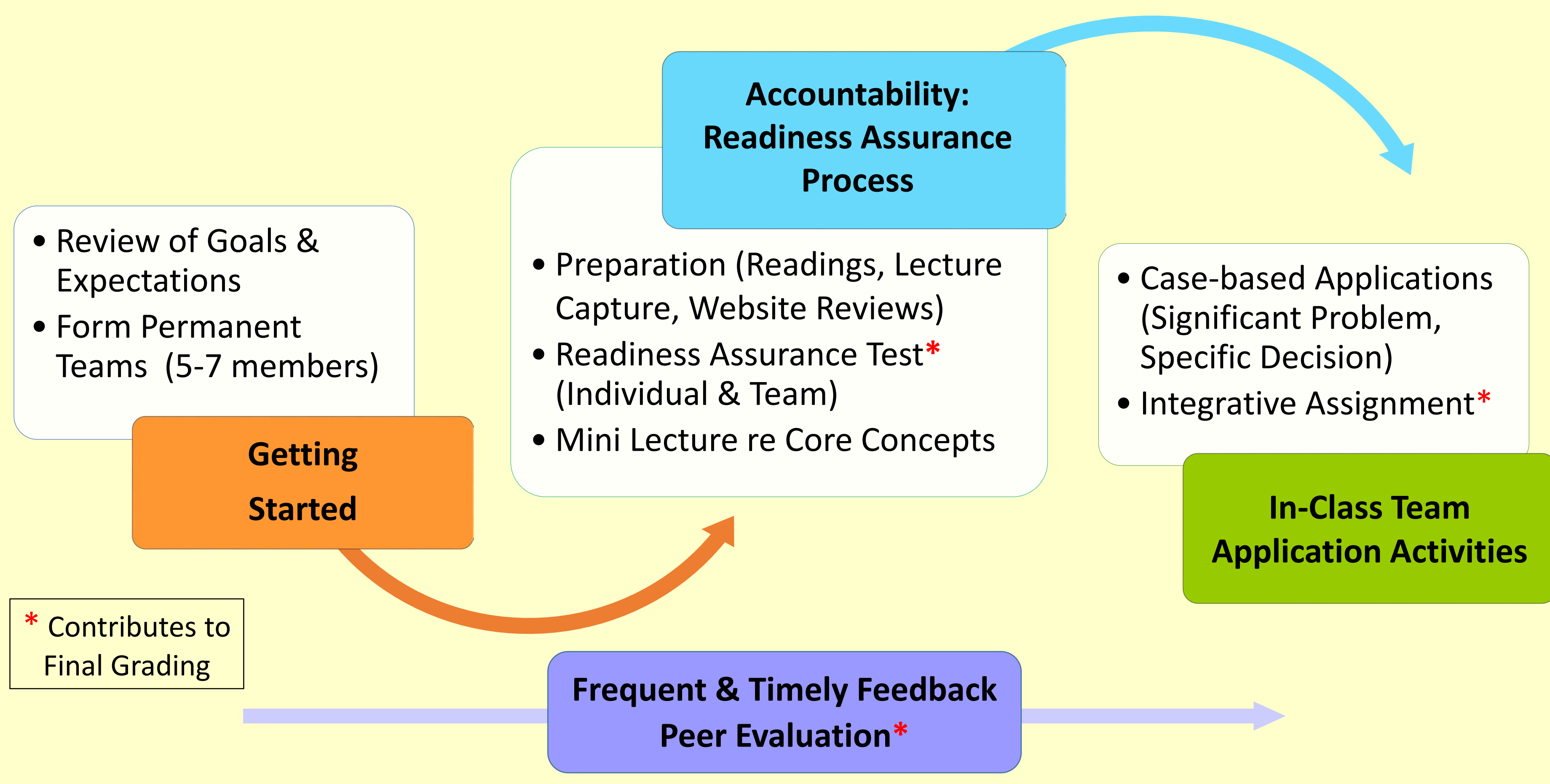# Improving Effective Interdisciplinary Team Work Using Team-Based Learning within the NH-ME LEND Curriculum: Evaluation from Year 2

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Core Elements of Team Based Learning

"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 the discussion." - Michael Sweet (n.d.)

Accountability: Readiness Assurance Process

- Review of Goals & Expectations
- Form Permanent Teams (5-7 members)

Getting Started

- Preparation (Readings, Lecture Capture, Website Reviews)
- Readiness Assurance Test* (Individual & Team)
- Mini Lecture re Core Concepts

- Case-based Applications (Significant Problem, Specific Decision)
- Integrative Assignment*

In-Class Team Application Activities

* Contributes to Final Grading

Frequent & Timely Feedback Peer Evaluation*

Michaelsen, LK, Knight, AB, & Fink, LD (2004). *Team-based learning: Transformative use of small groups in college teaching.* Sterling, VS: Stylus Publishing.

Background

NH-ME LEND adopted *Team-Based Learning* beginning in fall 2014 to:

- Use a consistent instructional methodology and coordinate instruction across content modules among all faculty
- Actively engage a diverse group of learners
- Strengthen trainees' mastery of content, critical thinking skills, and interdisciplinary team work
- Maximize face-to-face time and the use of technology
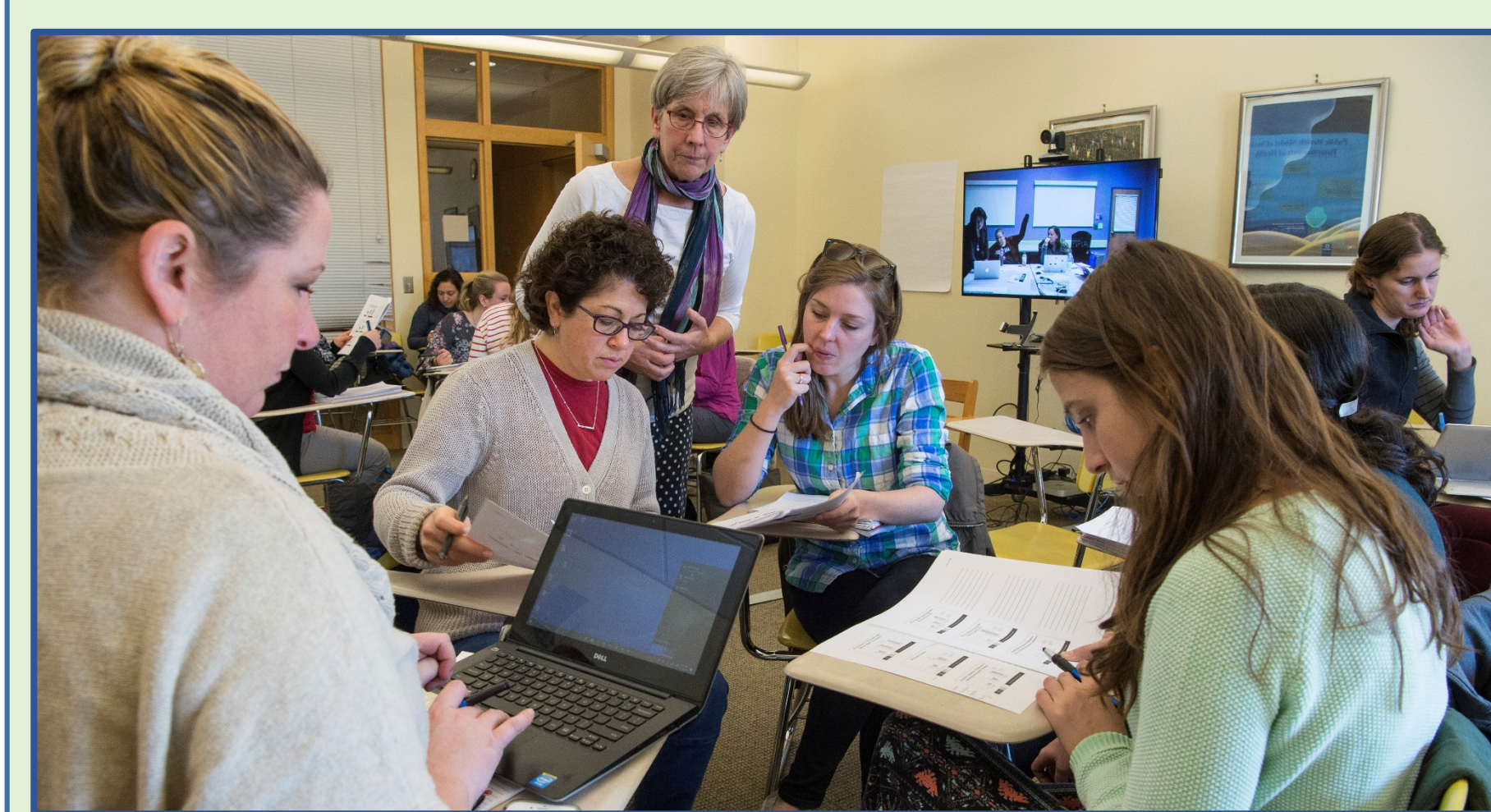
UNH and UMaine LEND trainees and faculty engage Team-Based Learning in weekly seminars via video conferencing using Zoom technology
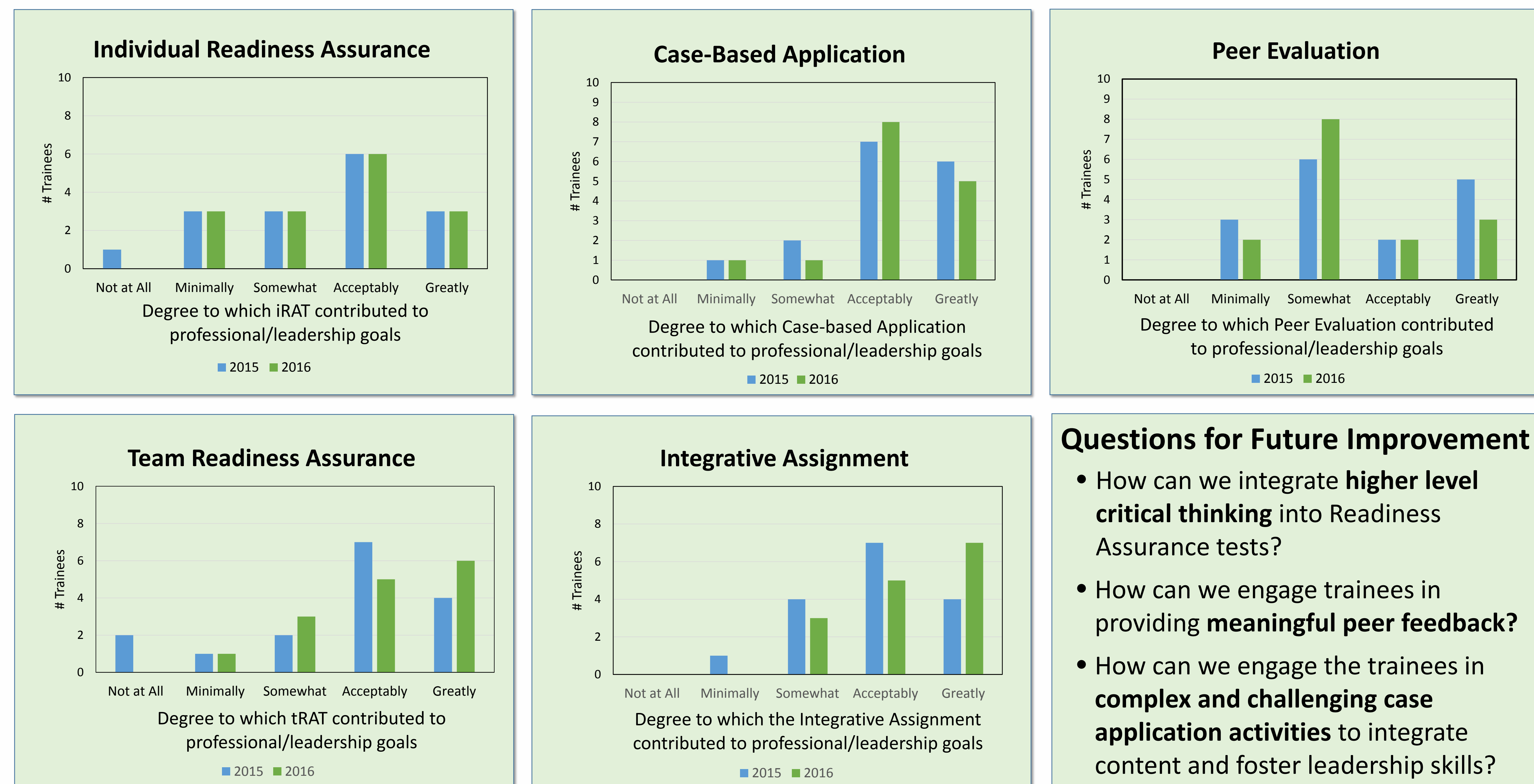
Improvements Based on Year 1 Evaluation

- Expanded strategies to **engage a large faculty** in TBL methodology
- Defined **clear learning outcomes** for each content module
- Identified "table of contents" readings and developed reading guides based on the learning outcomes to balance **quality** vs. **quantity** of preparation materials
- Developed faculty skills in writing readiness assurance **test questions** using Bloom's Taxonomy to improve the assessment process and to ensure focus on content discussions
- Developed faculty comfort and skill to focus on key concepts during "**mini-lectures**" to support **case application activities**
- Added instruction on providing **peer feedback**

*LEND trainees share their discussions based on case-based application activities*

Comparison of Trainees' Program Evaluation from Year 1 (2015) and Year 2 (2016)

Individual Readiness Assurance
Trainees
Degree to which iRAT contributed to professional/leadership goals
■ 2015 ■ 2016

Case-Based Application
Trainees
Degree to which Case-based Application contributed to professional/leadership goals
■ 2015 ■ 2016

Peer Evaluation
Trainees
Degree to which Peer Evaluation contributed to professional/leadership goals
■ 2015 ■ 2016

Team Readiness Assurance
Trainees
Degree to which tRAT contributed to professional/leadership goals
■ 2015 ■ 2016

Integrative Assignment
Trainees
Degree to which the Integrative Assignment contributed to professional/leadership goals
■ 2015 ■ 2016

Questions for Future Improvement

- How can we integrate **higher level critical thinking** into Readiness Assurance tests?
- How can we engage trainees in providing **meaningful peer feedback?**
- How can we engage the trainees in **complex and challenging case application activities** to integrate content and foster leadership skills?