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What is 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.)

Shifts From.... To....

"sage on the stage" -> "guide at the side"
passive -> active learning
remembering -> applying concepts
independent -> interdependent learning



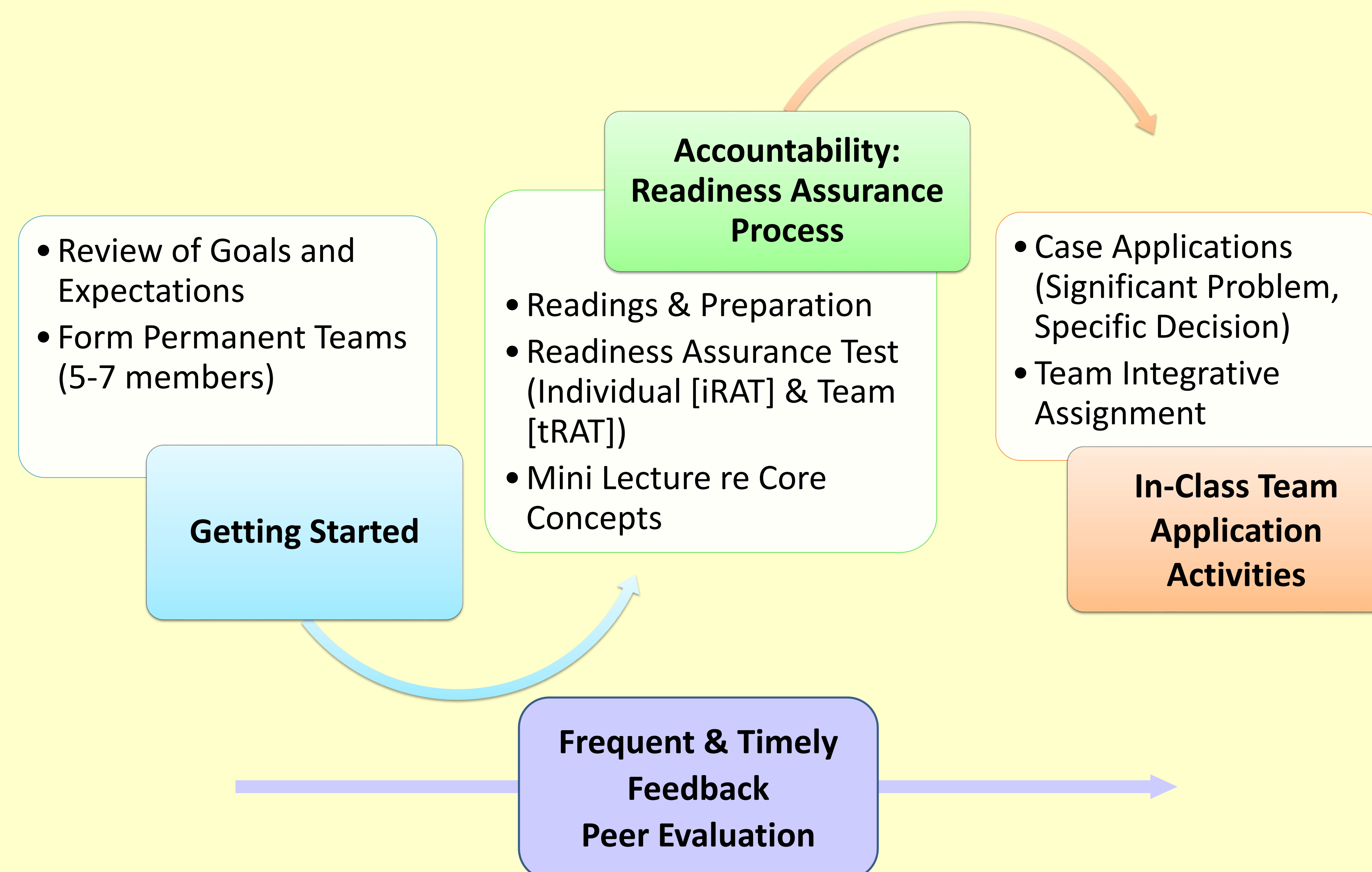
LEND Faculty Workshop on TBL Sept 2014

Why NH LEND Adopted TBL:

In 2013, 26 faculty agreed to improve instruction within seminar, with the following goals:

- Use of a consistent instructional methodology
- Coordination among faculty
- Linkages across content modules
- Strategies to strengthen trainees' mastery of content, critical thinking skills, and interdisciplinary team work
- Effective and efficient use of face-to-face time
- Maximize use of technology

Core Elements of Team Based Learning



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

Faculty Feedback:

"I found my seminar participation this year to be very rewarding both as a teacher and a learner. The new format probes material more deeply and challenges all (trainees and faculty) to higher levels of performance and engagement."

Trainee Feedback:

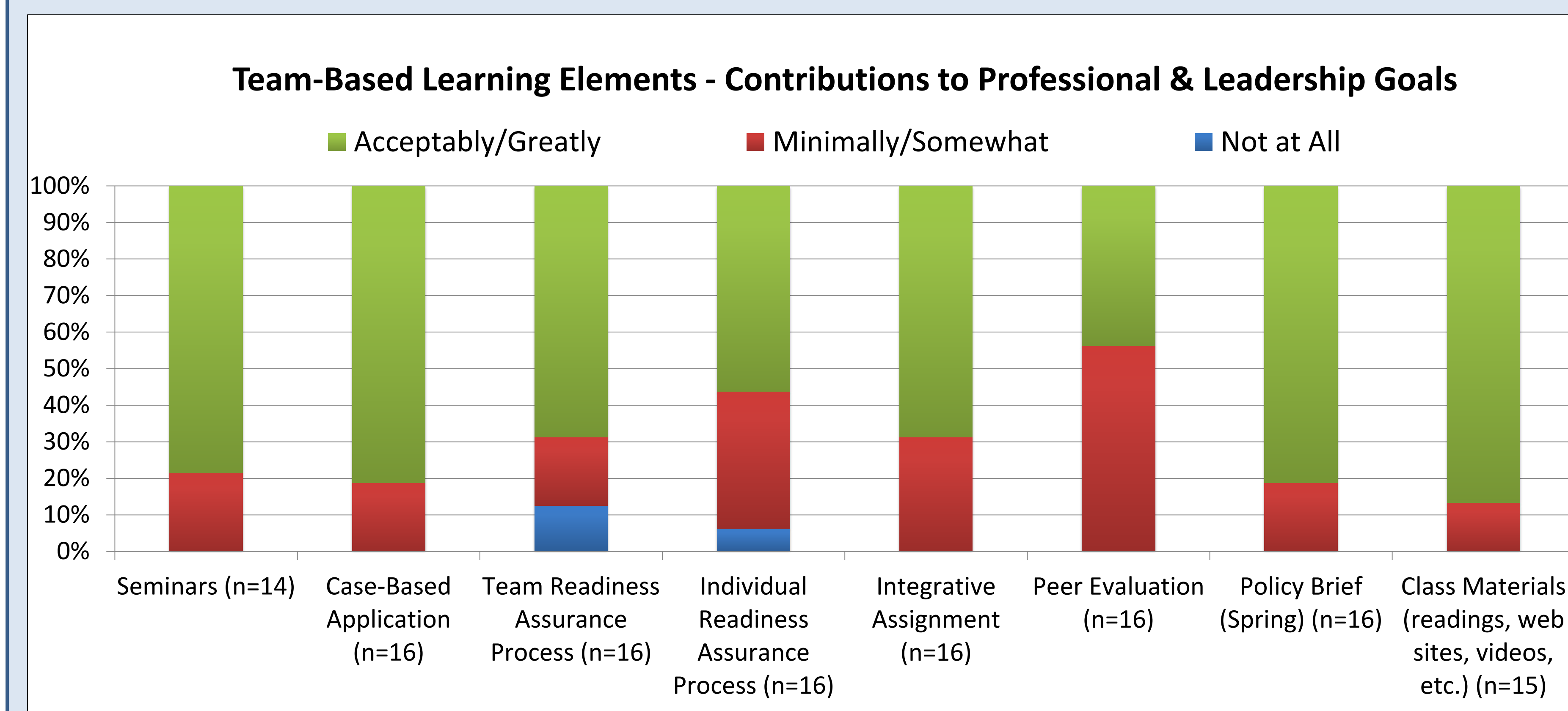
- Readings were great.
- Appreciated the reading guides.
- tRAT was more beneficial than the iRAT because of the resulting discussion.
- Focus on the content would be much more valuable than a multiple choice test.
- Peer evaluation promoted "discord" and "resentment" among some team members.



In-Class Team-Based Discussion Fall 2014

LEND Trainee Program Evaluation 2014-2015

Question: Rate the degree to which the following activities contributed to your professional leadership goals (Scale: Not at all, Minimally, Somewhat, Acceptably, Greatly)



Opportunities for Improvement:

- Need another year or two, as faculty learn what works for preparation of materials, assessments, discussions, presentations, etc.
- Length of the seminars may be insufficient to allow for mastery of content.
- Favor quality vs. quantity when assigning readings, web sites, and videos.
- Work on peer evaluation process to avoid discord among trainees.
- Balance time dedicated to assessment and team discussions.