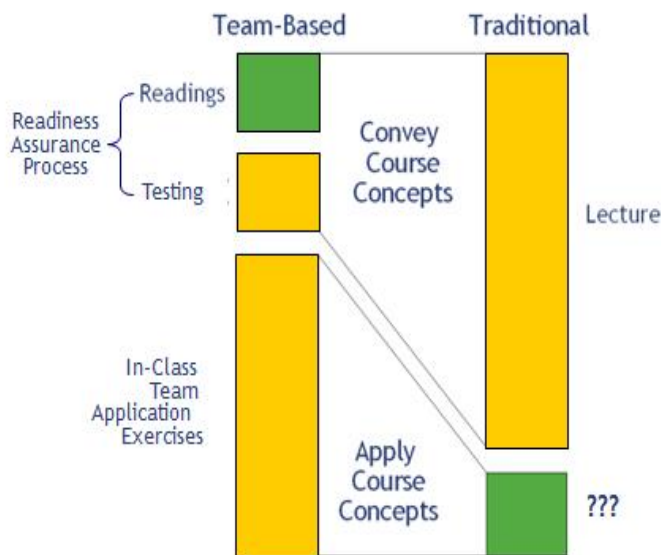


Team-Based Learning (TBL)

Effective Teaching in Large and Small Class Settings

The idea of Team-Based Learning (TBL) was developed by Larry Michaelsen at the University of Oklahoma in the late 1970s. In the TBL process, students are required to read the course content prior to attending the class and are made accountable for contribution to team activities. After decades of development, today TBL is widely used in business management and academia, both nationally and internationally.

Team-Based Learning vs Traditional Learning



(Figures are designed by Jim Sibley, <http://teambasedlearning.apsc.ubc.ca>)

The Four Essential Elements of Team-Based Learning

Shifting from simply familiarizing students with course concepts to requiring that students use those concepts to solve problems is no small task. They are, however, achievable when the four essential elements of TBL are successfully implemented:

1. **Groups** Groups must be properly formed and managed.
2. **Accountability** Students must be accountable for the quality of their individual and group work.
3. **Assignment design** Group assignments must promote both learning and team development.
4. **Feedback** Students must receive frequent and timely feedback.

Sources: 1. The essential elements of team-based learning (p 7-27), Larry K. Michaelsen, Michael Sweet, *New Directions for Teaching and Learning*, Volume 2008, Issue 116 (Winter 2008), Published Online: Dec 16 2008 4:58PM, DOI: 10.1002/tl.330
 2. *Team-Based Learning: A Transformative Use of Small Groups* (2002), ed. Larry K. Michaelsen, Arletta Bauman Knight, and L. Dee Fink (Westport, Connecticut and London: Praeger)

Shift in Paradigm

1

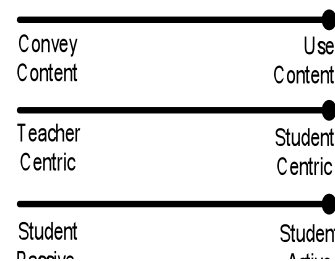
Primary objectives shift from knowing concepts to using concepts for problem solving.

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



Team-Based Learning (TBL)

The value of TBL in particularly challenging teaching situations

- Large Classes
- Class with a high level of student diversity
- Courses with extended meeting times
- Courses that emphasize thinking skills

4 Questions to consider when designing TBL learning activities

- What do I want students to be able to do?
- What will they need to know to do it?
- What do they already know? (So I don't have to teach it)
- How will I know that they know it?

There are four groups of instructors who should not try to use team-based learning.

These are instructors who:

- 1) are not yet certain what they want students to do beyond the goals of “learn and remember”,
- 2) feel threatened by frequent student challenges, especially when the challenges come from students who are united in groups,
- 3) really enjoy the “performing” aspect of the teaching role, or
- 4) are unable to invest the time needed to redesign their approach to teaching

Team-Based Learning (TBL) versus Problem-Based Learning (PBL)

Similarities: Both are structured teaching strategies rather than techniques; both involve a great deal of in-class small-group work; both give the groups challenging, decision-based assignments.

Differences: 1. TBS generally aim at teaching students how to apply the ideas and information they have previously studied, PBL aims to teach students how to learn new materials.

2. PBL doesn't have distinct ideas on how to use small groups and therefore it tends to borrow strategies from the general literature including TBL (Fink, 2002).

Reference: Fink, L. Dee, “Beyond small groups: Harnessing the extraordinary power of learning teams.” in *Team-Based Learning: A Transformative Use of Small Groups*, ed. Larry K. Michaelsen, Arletta Bauman Knight, and L. Dee Fink (Westport, Connecticut and London: Praeger, 2002), 3-25.

UI Main Library Electronic Source:

Team-Based Learning: Small Group Learning's Next Big Step. New Directions for Teaching and Learning, Eds. Larry K. Michaelsen, Michael Sweet & Dean X. Parmelee, (2008)

Other online sources: Team-Based Learning Website: <http://teambasedlearning.apsc.ubc.ca>