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Team-Based Learning

PharmD

Student Guide for TBL

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1.TBL Definition

Team-Based Learning (TBL) is an instructional strategy, that supports active learning by testing and assigning students to teams to apply content to simple and complex problems with feedback from the content expert(s).

2.TBL Objectives

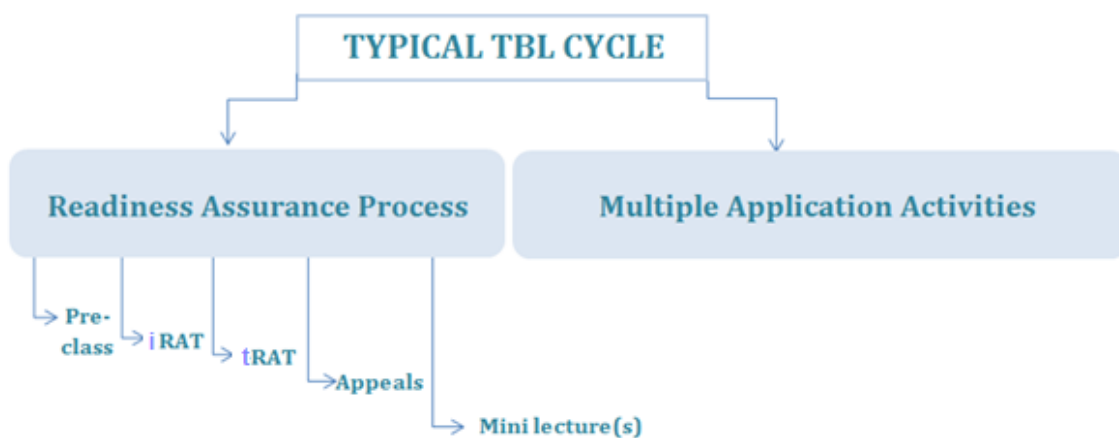
1. Ensure that students have the opportunity to practice using course concepts to solve problems.
2. Provide students with both conceptual & procedural knowledge.
3. Encourage team performance, behavior & skills.

3. TBL Essentials

Groups —————> **Probably formed**
Accountability —————> **For individual & team work**
Feedback —————> **Peer evaluation**
Assignment design —————> **Promote learning & team development**

4. Readiness Assurance Process

Assurance process is the backbone of TBL and the five major components of RAP is: 1) assigned Reading before class (pre-class), (2) individual Tests, 3) team Tests, 4) appeals process, and 5) Mini-lecture(s) clarification, according to the typical TBL cycle illustrated in the figure.



4.1 Pre-Class Preparation

Students are assigned preparatory materials to review before start of each module. The preparatory materials can be textbook chapters, articles, videos, or power point slides. The preparatory materials should highlight foundational vocabulary and the most important concepts the students need to begin problem solving.





4.2 Individual Readiness Assurance Test (iRAT)

To begin the classroom portion of the RAP, first the student will complete the test individually (iRAT). The iRAT holds students accountable for acquiring important foundational knowledge from the preparatory materials that will prepare them to begin problem-solving.

4.3 Group Readiness Assurance Test (tRAT)

The team readiness assurance test (tRAT) is the exact same test as the IRAT. The teams must negotiate which answer to choose, then they announce their answers according to class regulation. the GRAT are high energy learning events.





4.4 Appeals

During the closing of the team test, students go back into the reading material exactly where they are still having difficulty. Then the team searches the “right” answer and may choose to complete the written appeals. The appeal must consist of (a) a clear statement of argument, and (b) evidence cited from the preparatory materials. The instructor collects these forms and considers them after class.

4.5 Mini-lecture(s) Clarification

The instructor(s) clarify all difficulties that students had with the preparatory materials.



5. Multiple Application Activities

- 1) Giving students an extensive list of the key concepts from the problem.
- 2) Asking them to individually identify any concepts that they don't recognize.
- 3) Compare their conclusions in the teams.
- 4) Review any concepts that teams identify as difficult.



6.TBL Ground Rules

1. Arrive on time and stay with your team during the exercise.
2. Come prepared.
3. Be an active listener, and encourage the expression of ideas / opinions of your teammates.
4. Participate; share your knowledge with confidence and clarity.
5. Ask useful questions and provide relevant information; stay on topic.
6. Respect others and their point of view, do not try to dominate the group.
7. Give and take constructive criticism and comments with objectivity, accuracy, and respect.
8. Focus on learning and application of knowledge and not on simply finding the “right answer”.
9. Do your best and not “just good enough”.
10. Earn the trust of your teammates by being reliable and straight forward; your team’s performance will be significantly more than that of any one individual as trust develops between teammates.
11. Demonstrate flexibility and remain composed when disagreements occur.
12. Accept some level of silence, awkwardness, or impatience as your team learns to work together.
13. Be willing to admit it when you don’t know an answer and allow others the chance to teach you.
14. Texting or e-mailing during the exercise is not acceptable.

Reference

The university of Tennessee health science (<https://uthsc.edu/tlc/tbl.php>)