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# How to make Team-Based Learning more meaningful for students?

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# Outline

- Aims of the workshop
- The sequence and different examples
- Exploring design elements for more meaningful learning
- Activities- co-create tools and tips for more meaningful learning

# Team based learning( TBL)- the evidence

- In a large Australian university ( Arts and Medicine)( 2021), the number of hours students devoted to studying for the session increased from 1.94 hours per week to 4.46 hours/learning experience improved(Vlachopoulos, Jan and Buckton, 2020)
- In a systematic review, pooling data from 8 studies showed that the academic performance was higher with Team based learning pedagogy as compared to traditional methods( $p=0.007$ ) (Gao *et al.*, 2024)

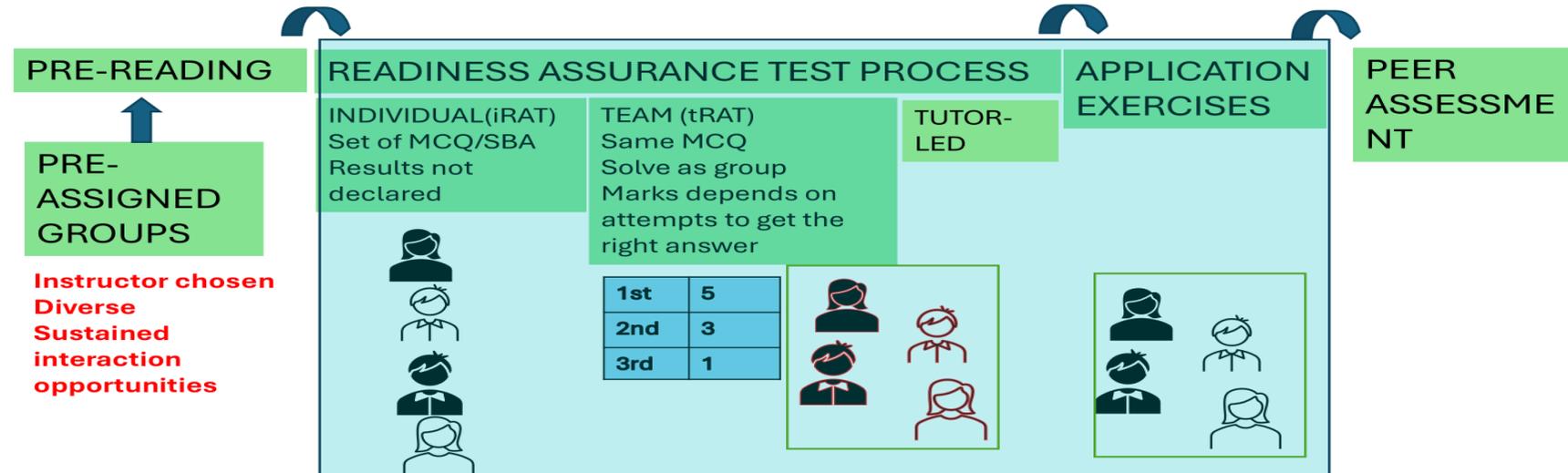
**Does actual experience reflect what we experience in practice?**

# Aims of the workshop

How to make Team-based learning more meaningful for students?

What are the considerations that a tutor should bear in mind while designing a TBL session?

# Underpinning Educational goals and rationale



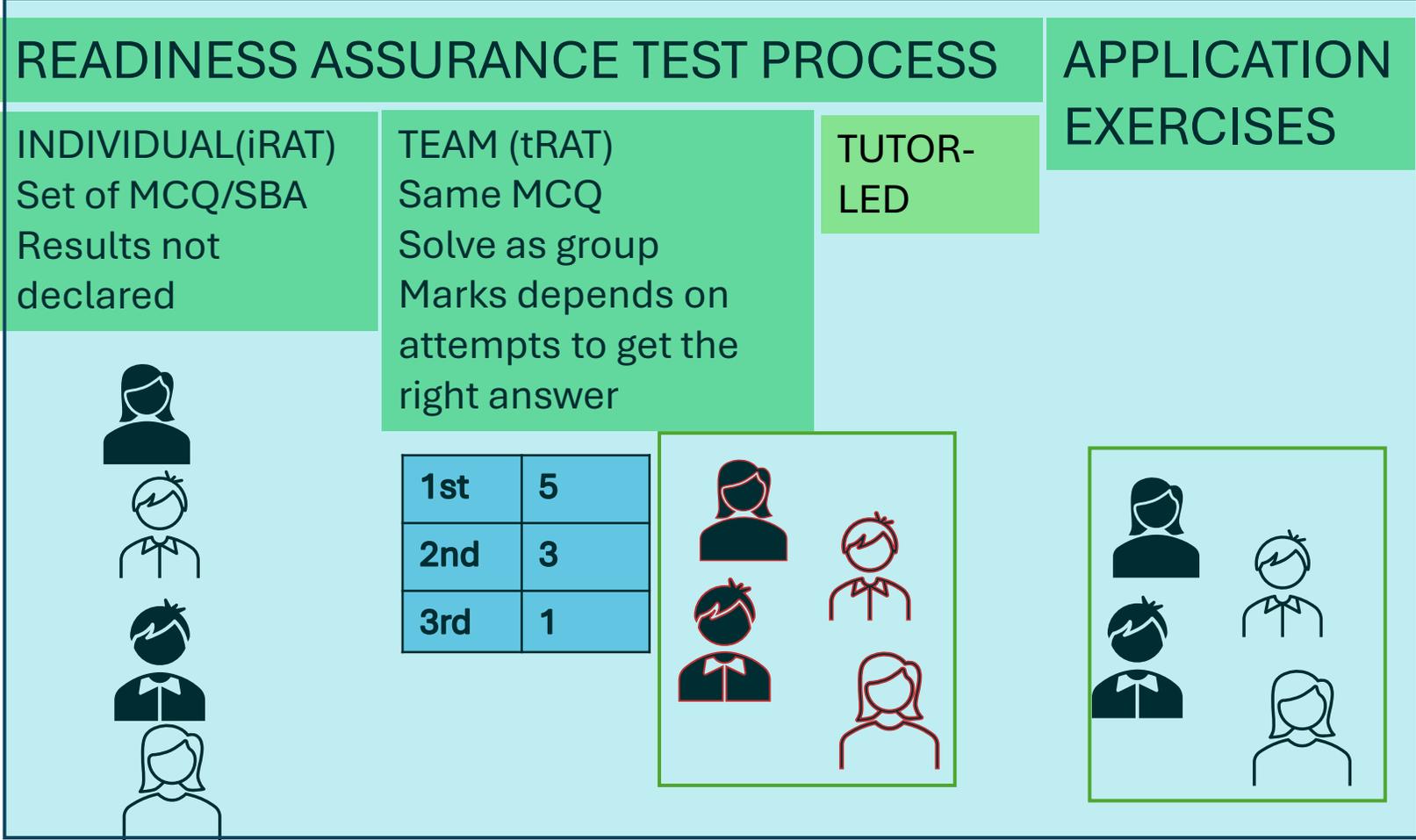
- Promote teamwork amongst students
- Promote self-regulated learning
- Scaffold learning- address misconceptions before higher order learning tasks
- Promote application of knowledge
- Make students accountable to themselves and others
- Emotional: Improving motivation, positive experience, inclusivity

# The components of TBL and typical sequence of a lesson

PRE-READING

PRE-ASSIGNED GROUPS

**Instructor chosen**  
**Diverse**  
**Sustained interaction opportunities**



# Discuss with your colleagues: 10 minutes

- You have decided to design a TBL session in your module
- What are the key considerations( broad themes) that you would need to take into account to allow the TBL session to become meaningful for students?
- Post on Padlet: <https://padlet.com/prabha13/meaningful-tbl-stou6h3n29b2t51w>



# Tips on designing effective TBL content (Parmelee and Michaelsen, 2010)

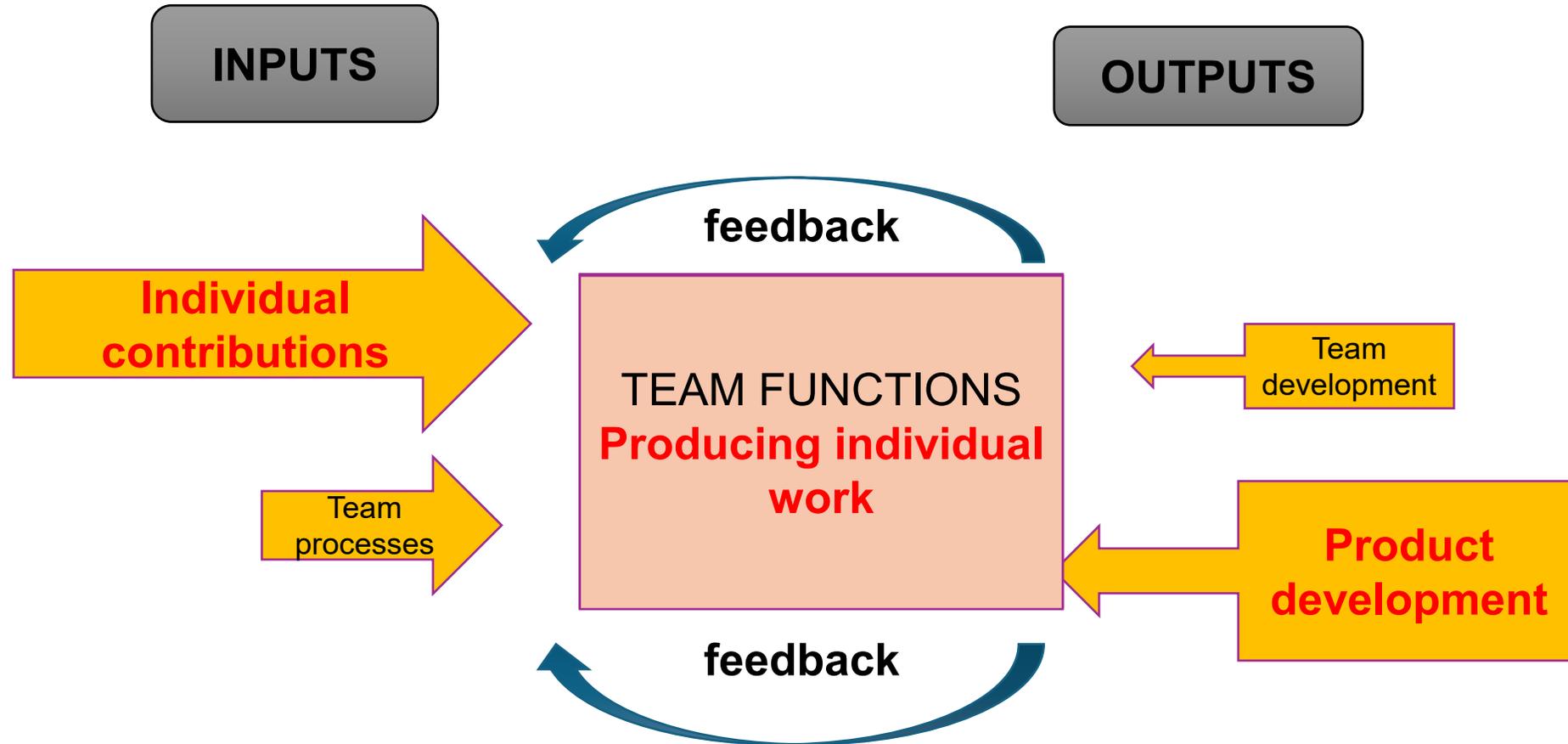
- Integrate it tightly within the course design
- Ask- “What do I want my students to do by the end of a unit of study?”
- Next design the application exercise( a problem that requires the team to think) that promotes deep learning
- Carefully consider the Readiness assurance process

# Teamwork and TBL

# What constitutes meaningful teamwork in context of our modules?



# Orienting the class to team work

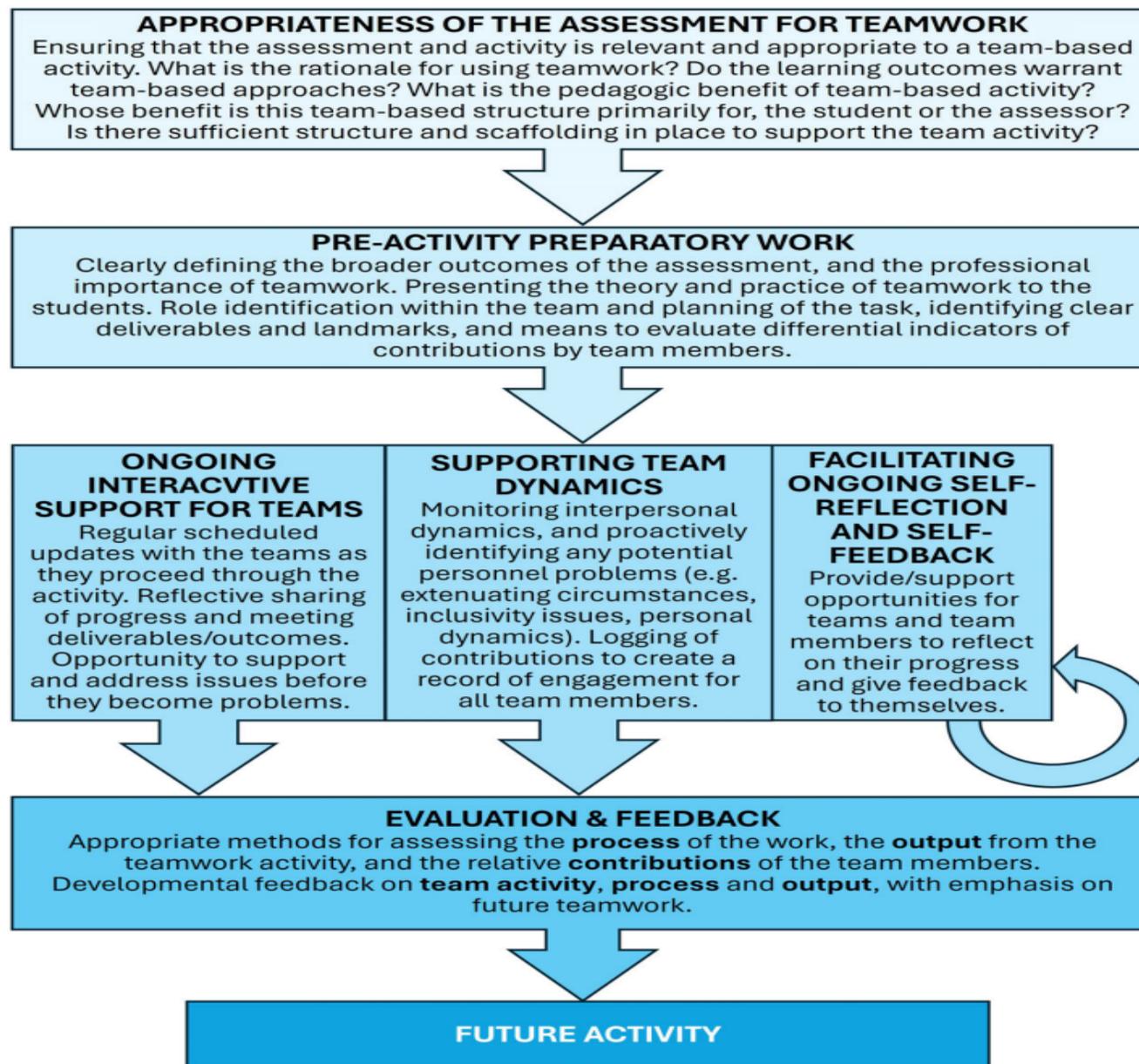


(Davis and Ulseth, 2013)

## **Discuss with your colleagues: 10 minutes**



- **How would you encourage and develop team work?**
- **How can this be built within the curriculum and your practice?**



(Francis *et al.*, 2024)

# Facilitation and meaningful TBL session

- How does the role of an instructor change in a TBL session as opposed to a traditional teaching session?
- Define the key activities of a facilitator in a TBL session?
- What tips would you give for encouraging more meaningful learning?

## Facilitation of TBL session(Gullo, Ha and Cook, 2015)

- Draw out a plan before session and ask if any doubts
- Create a safe, engaging and fun learning environment
- Define the role of the facilitator in each step of TBL
- Ensuring there is time for discussion-keeping to the time
- Be well-versed with the real time analytics that are generated in TBL
- Facilitate but don't give answers- wait for students to answer, rephrase for clarity, find the expert in the class, paraphrasing, asking different teams to contribute
- Ensure diverse participation

# Peer evaluation/Peer assessment

- Process where students rate their team-mates on teamworking abilities
- Aim: Ensure accountability/develop skills of giving feedback
- Usually score/qualitative/both



# Different methods of scoring

## Michaelson method

- Teammates given 10 points per student
- So, if team of 5, then one member had 40 marks to give to team-mates
- Ask to discriminate amongst team-mates
- Min-max set

## Fink method

- Teammates given 100 points to give to team-mates
- All scores added up to make the peer score

<https://www.blog.intedashboard.com/blogs/peer-evaluation/michaelsen>

<https://www.blog.intedashboard.com/blogs/peer-evaluation/finks>

## **Discuss with your colleagues: 10-15 minutes**



- **Do you use any scoring system in your practice and what are your experiences?**
- **Would you recommend scoring? Why/why not?**
- **What are the considerations if one had to adopt peer evaluation process?**

# Key take home messages



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# References



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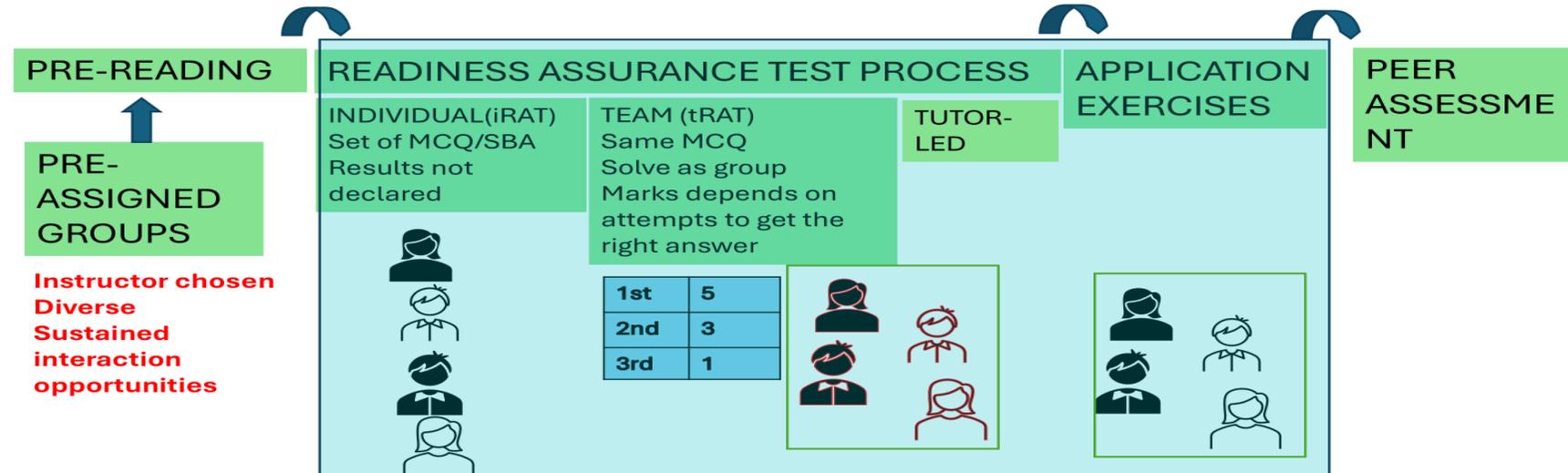
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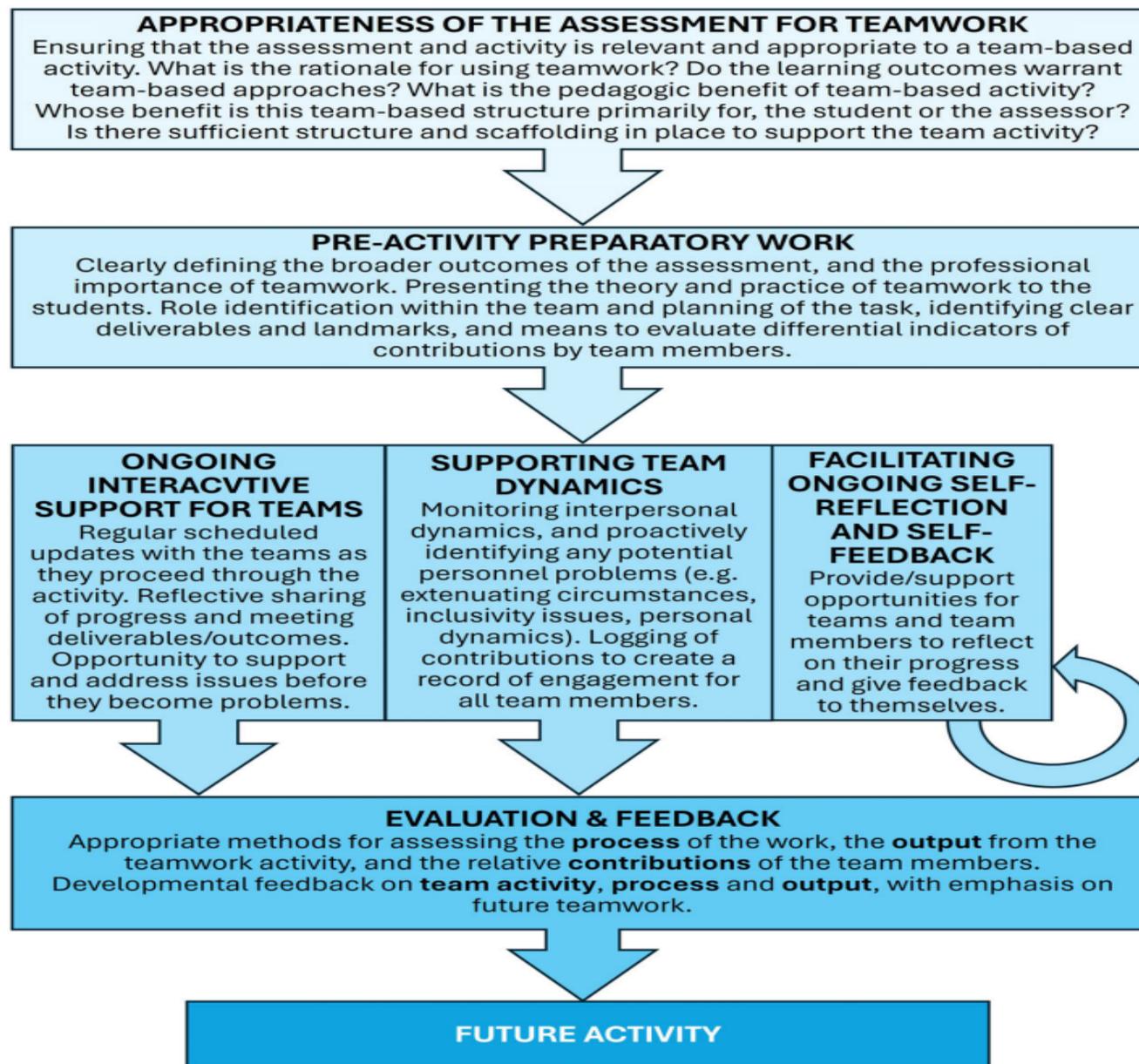
# What do I need?

- Padlet for gathering ideas
- Flipcharts and marker
- Some relevant slides- as next
- List of references on the padlet

# Underpinning Educational goals and rationale



- Promote teamwork amongst students
- Promote self-regulated learning
- Scaffold learning- address misconceptions before higher order learning tasks
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(Francis *et al.*, 2024)