



# Team-Based Learning

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# About Us

Together we have 60 plus years of Nursing  
experience in the hospital setting.



# Our Promise

Team-based Learning will engage students

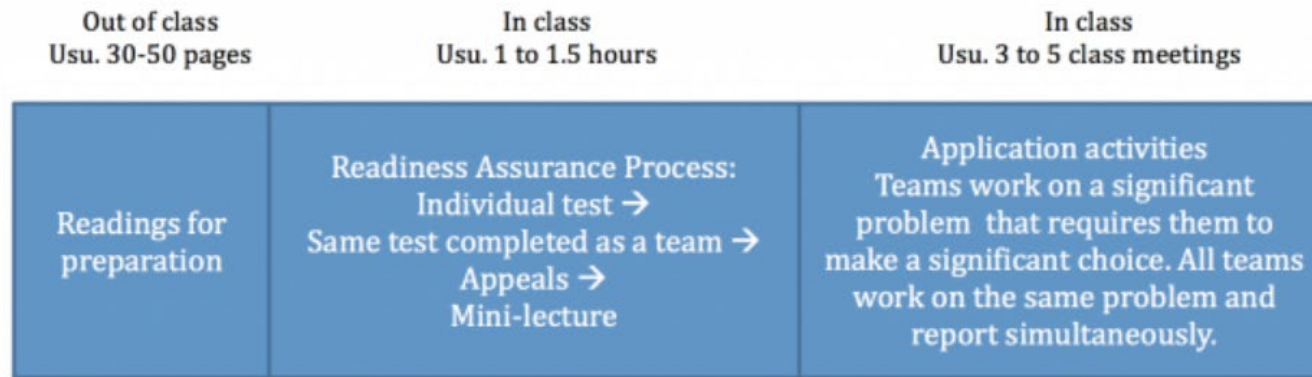
Team-based Learning research supports positive outcomes and feedback from students

- Active Learning
- Application of knowledge
- Multiple course application



# Why - Theoretical Basis

- Patricia Hrynchak and Helen Batty provide an excellent analysis of the theoretical basis of team based learning (2012). They argue that team-based learning incorporates the main elements of constructivist learning, in which the “focus is on the mental representation of information by the learner” (Svinicki 2004, p. 242; Kaufman 2003):
  1. The teacher is a guide to facilitate learning.
  2. Learners should encounter inconsistencies between preconceptions and new experiences to provide a basis for development of new understandings.
  3. A focus on relevant problems accompanied by group interaction promotes learning.
  4. Learning requires reflection.



Structure of a team-based learning module

# What is Team-based Learning (TBL)

- Students are organized strategically into diverse teams of 5-7 students that work together throughout the class.
- In the first class of the module, students participate in a “Readiness Assurance Process,” or RAP. Specifically, **students complete a test individually** (the “visual Readiness Assurance Test,” or iRAT)
- **and then complete the test with their group members** (the “group Readiness Assurance Test,” or gRAT). Both the individual scores and the group scores contribute to the students’ grades. The tests are typically multiple choice, and students often complete the group test using a “scratch-off” sheet and score themselves, reducing grading time *and* promoting student discussion of correct answers.
- After the students complete the group test, the instructor encourages teams **to appeal questions** that they got incorrect. The appeals process encourages students to review the material, evaluate their understanding, and defend the choice they made.
- To conclude the **Readiness Assurance Process**, the instructor gives a **mini-lecture** that focuses on concepts with which students struggled the most.



# Preparation of TBL in the Classroom

Orientation to TBL guidelines are presented on the day of syllabus review or the next course day

# Class orientation to TBL Welcome!

Please sit in your TBL groups

|         |   |
|---------|---|
| Pick up | Please pick up your TBL folder                                |
| Choose  | Choose folder with your group number.                         |
| Sit in  | Sit in your teams   |
| Secure  | Secure your valuables, phones and computers in front of room. |

# Open Team Folder Contents



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Scratch off card

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Team scoring sheet for the semester

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Team list

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Questions

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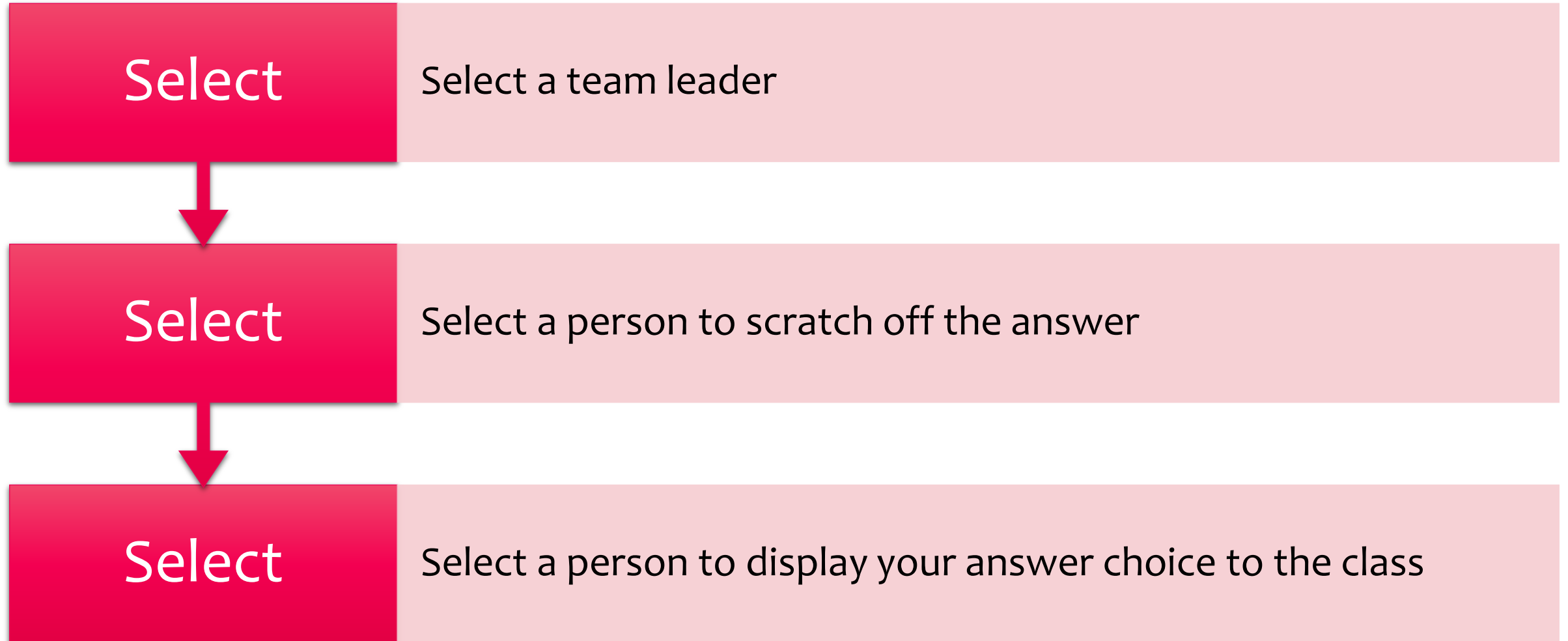
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Laminated A, B, C, D cards

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## TBL TEAM Development



# Immediate Feedback Assessment Technique (IFAT) card

**IMMEDIATE FEEDBACK ASSESSMENT TECHNIQUE (IF AT®)**

Name \_\_\_\_\_ Test # \_\_\_\_\_

Subject \_\_\_\_\_ Total \_\_\_\_\_

**SCRATCH OFF COVERING TO EXPOSE ANSWER**

|     | <b>A</b> | <b>B</b> | <b>C</b> | <b>D</b> | <b>Score</b> |
|-----|----------|----------|----------|----------|--------------|
| 1.  |          |          |          |          | _____        |
| 2.  |          |          |          |          | _____        |
| 3.  |          |          |          |          | _____        |
| 4.  |          |          |          |          | _____        |
| 5.  |          |          |          |          | _____        |
| 6.  |          |          |          |          | _____        |
| 7.  |          |          |          |          | _____        |
| 8.  |          |          |          |          | _____        |
| 9.  |          |          |          |          | _____        |
| 10. |          |          |          |          | _____        |
| 11. |          |          |          |          | _____        |
| 12. |          |          |          |          | _____        |
| 13. |          |          |          |          | _____        |

# Instructions to begin TBL



Describe scratch off card.

Scratch off the agreed upon answer, if a “star” appears – you have selected the correct answer.

**HOWEVER, if there is not a “star” choose another answer, and so on until you find the “star”**

- indicating the best answer.
- 2. After the team has completed the questions, then the professor will show each question on the PowerPoint and
- each team will show their hold up their first answer choice (A,B,C,or D). **You must display your first answer**
- and **be ready to explain the team chose it as their first answer.**
- 3. At the end, the team leader will tally up the score for the scratch off using the guide on the

**Scoring form, then turn the all contents of the folder to the professor.**

- Appeal forms will be provided by the professor.

# SCORING AND POSTING YOUR GRADES

1. Score each response on your Group Quiz with the following criteria:
  - a. Correct answer first try: 10 points
  - b. Correct answer second try: 6 points
  - c. Correct answer third try: 4 points
  - d. Correct answer fourth try: 2 point
  - e. Total your score and place at end of scratch off sheet



# Participation Grade

My Name: \_\_\_\_\_ Team Name: \_\_\_\_\_

Use the following criteria to evaluate and rate the degree to which each of your TBL team members, including you, fulfilled their responsibilities in completing the TBL assignments.



| Criteria                                 | None | Minimal | Fair | Good | Very Good | Excellent |
|--|------|---------|------|------|-----------|-----------|
| Routinely punctual                       | 0    | 1       | 2    | 3    | 4         | 5         |
| Uses team time effectively               | 0    | 1       | 2    | 3    | 4         | 5         |
| Actively participated in team discussion | 0    | 1       | 2    | 3    | 4         | 5         |
| Came to TBL activity prepared            | 0    | 1       | 2    | 3    | 4         | 5         |
| Responsible and dependable               | 0    | 1       | 2    | 3    | 4         | 5         |
| Respectful of others                     | 0    | 1       | 2    | 3    | 4         | 5         |
| Empathic toward team members             | 0    | 1       | 2    | 3    | 4         | 5         |
| Committed to excellence                  | 0    | 1       | 2    | 3    | 4         | 5         |
| Tolerant of others' perspectives         | 0    | 1       | 2    | 3    | 4         | 5         |
| Sensitive to other team members' needs   | 0    | 1       | 2    | 3    | 4         | 5         |
| Column Totals                            |      |         |      |      |           |           |
| Average of all columns =                 |      |         |      |      |           |           |

Write the names of all your team members and their **total score** using the criteria above.

| Name of Team Member | Average Score | Comments |
|---------------------|---------------|----------|
|                     |               |          |

## Team-Based Learning (TBL) Peer Rating

My Name: \_\_\_\_\_ Team Name: \_\_\_\_\_

Use the following criteria to evaluate and rate the degree to which each of your TBL team members, including you, fulfilled their responsibilities in completing the TBL assignments.

# Peer Evaluation Methods

At the end of the semester, it is necessary for all members of this class to assess the contributions that each member of the group made to the work of the group. This contribution should presumably reflect your judgment of such things as: Preparation – Were they prepared when they came to class?

1. Contribution – Did they contribute productively to group discussion and work?
2. Respect for- others' ideas and thoughts
3. Team Player - encourage others to contribute their ideas?
4. Flexibility – Were they flexible when disagreements occurred?

## Percentage Method or Team Score



# Student Feedback of TBL

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# Thank You

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