

Team-Based Learning - – Bio1020/180 students

I complete three Team-Based Learning activities per semester. I refer to them as 'Student Directed Activities' in my course syllabus. These activities are explained as follows:

Student Directed Activities

- Student Directed Activities take place 3X during the semester – the specific dates are listed in this document and in the course schedule.
- Each activity involves 3 components: (1) self-directed learning in the form of videos and readings posted to Moodle - this component will be completed BEFORE the date of each Student Directed Activity; (2) an individual assessment based on content covered in the self-directed component – this takes place during class time on the specific date; (3) a group assessment based on the same content- this takes place during the same class time as component #2.
- Your grade for each Student Directed Activity will be based equally on the individual and the group assessment.
- Those individuals who are unable to attend on the date a Student Directed Activity takes place will be required to complete an alternate assessment.

Additional components of the SDAs that I have also used are:

- **Appeals:** teams have the opportunity to do a written appeal of a question they felt was poorly written, the answer was mistakenly coded, or their answer choice is better.
- **Peer Assessment:** a peer review may be completed after each module. I have done this a variety of ways. First, I have incorporated the peer review grade into the overall TBL grade. Second, I have deducted points if students fail to complete the peer review. Third, students have not lost any points by failing to complete the peer review. I prefer option 2 with the caveat that the review provided be complete and descriptive.

Below is a more in-depth description of each component of the TBL structure, revised from <https://www.teambasedlearning.org/>

Overview

TBL is an evidence based collaborative strategy designed around units of instruction, known as "modules," that are taught in a three-step cycle: preparation, in-class readiness assurance testing, and in-class group assessment. A class typically includes one module.

Preparation before class

Students must complete preparatory materials before a class or the start of the module. Materials may be text, visual or other, and set at a level that is appropriate to the students and the course.

Individual, In-class Readiness Assurance Testing

Individual Readiness Assurance Test (iRAT): Students complete an individual readiness assurance test (IRAT), consisting of 5 to 20 multiple choice questions. After submitting their individual answers, and they take the same test, the group RAT (gRAT), with their team. As a team they use scratch cards (IF-AT cards), hoping to find a star that indicates a correct answer. All members of each team share the same gRAT score, and both iRAT and gRAT scores count toward the students' grades.

Instructor Feedback

The instructor may review material from the RAT that students still feel are problematic. This test approach that counts for assessment is important, as it gives students a real incentive to learn materials beforehand, attend classes, and contribute to team discussions. The readiness assurance process holds students accountable for coming to class prepared and working together as a team.

Peer Review

Peer review in Team-based learning (TBL) exists for three key reasons: to promote reflection on individual behaviours; provide opportunities to develop professional skills; and prevent 'free riders' who fail to contribute effectively to team discussions.