

Team-Based Learning



Team Based Learning

Ruth E. Levine, Patricia D. Hudes



Team Based Learning:

How-to Guide for Team-Based Learning Ruth E. Levine, Patricia D. Hudes, 2021-03-29 This volume provides step by step instruction in creating a Team Based Learning TBL module or course In clear and concise language the authors describe the content and purpose of each component of a TBL instructional unit Using the principle of backward design they then outline the process for creating a TBL learning activity Practical issues of implementation are reviewed including team formation orientation incentive structures appeals and peer evaluation The factors that might facilitate or sabotage success are provided as well with discussion of the importance of buy in and organization getting the right room the challenge of moving from lecturer to facilitator and the dangers of over testing or providing an inadequate incentive structure In the final chapter the authors provide resources and tips for developing the knowledge and skills to launch a TBL course or curriculum

Team-Based Learning Larry K. Michaelsen, Arletta Bauman Knight, L. Dee Fink, 2023-07-03 This book describes team based learning TBL an unusually powerful and versatile teaching strategy that enables teachers to take small group learning to a whole new level of effectiveness It is the only pedagogical use of small groups that is based on a recognition of the critical difference between groups and teams and intentionally employs specific procedures to transform newly formed groups into high performance learning teams This book is a complete guide to implementing TBL in a way that will promote the deep learning all teachers strive for This is a teaching strategy that promotes critical thinking collaboration mastery of discipline knowledge and the ability to apply it Part I covers the basics beginning with an analysis of the relative merits and limitations of small groups and teams It then sets out the processes with much practical advice for transforming small groups into cohesive teams for creating effective assignments and thinking through the implications of team based learning In Part II teachers from disciplines as varied as accounting biology business ecology chemistry health education and law describe their use of team based learning They also demonstrate how this teaching strategy can be applied equally effectively in environments such as large classes mixed traditional and on line classes and with highly diverse student populations Part III offers a synopsis of the major lessons to be learned from the experiences of the teachers who have used TBL as described in Part II For teachers contemplating the use of TBL this section provides answers to key questions e g whether to use team based learning what it takes to make it work effectively and what benefits one can expect from it for the teacher as well as for the learners The appendices answer frequently asked questions include useful forms and exercises and offer advice on peer evaluations and grading A related Web site that allows readers to continue the conversation view video material access indexed descriptions of applications in various disciplines and post questions further enriches the book The editors claim that team based instruction can transform the quality of student learning is fully supported by the empirical evidence and examples they present An important book for all teachers in higher education Team-based Learning Larry K. Michaelsen, Michael Sweet, Dean X. Parmelee, 2008 Team Based Learning TBL is a unique form of small group learning

designed in and for the college classroom TBL's special combination of incentives and corrective feedback quickly transforms groups into high performance learning teams with no time taken from the coverage of course content In this issue the authors describe the practical elements of TBL how it can look in the classroom and what they have learned as it has grown into an interdisciplinary and international practice Chapters discuss The Essential Elements of Team Based Learning The Social Foundation of Team Based Learning Students Accountable to Students Knowledge is No Longer Enough Enhancing Profession Education with Team Based Learning Teaching Skills for Facilitating Team Based Learning Peer Assessment and Evaluation in Team Based Learning Technological Alternatives to Paper Based Components of Team Based Learning Team Based Learning in Asynchronous Online Settings Importantly TBL is not about teaching but about learning Several articles in this volume illustrate this emphasis by using TBL students own words to reinforce key ideas This is the 116th volume of the Jossey Bass quarterly report series New Directions for Teaching and Learning which offers a comprehensive range of ideas and techniques for improving college teaching based on the experience of seasoned instructors and the latest findings of educational and psychological researchers

Getting Started With Team-Based Learning Jim Sibley, Pete Ostafichuk, 2023-07-03 This book is written for anyone who has been inspired by the idea of Team Based Learning TBL through his or her reading a workshop or a colleague's enthusiasm and then asks the inevitable question how do I start Written by five authors who use TBL in their teaching and who are internationally recognized as mentors and trainers of faculty making the switch to TBL the book also presents the tips and insights of 46 faculty members from around the world who have adopted this teaching method TBL is a uniquely powerful form of small group learning It harnesses the power of teams and social learning with accountability structures and instructional sequences This book provides the guidance from first principles to examples of practice together with concrete advice suggestions and tips to help you succeed in the TBL classroom This book will help you understand what TBL is and why it is so powerful You will find what you need to plan build implement and use TBL effectively This book will appeal to both the novice and the expert TBL teacher

Team-based Learning in the Social Sciences and Humanities Michael Sweet, Larry K. Michaelsen, 2012 Team Based Learning TBL is a unique powerful and proven form of small group learning that is being increasingly adopted in higher education to achieve high levels of student engagement critical thinking and retention TBL has been used successfully in both small and large classes in computer supported and online classes in nearly every discipline and in countries around the world This book introduces the practical elements of TBL and how to apply them in the social sciences and humanities paying particular attention to the specification of learning goals which can be a unique challenge in our fields The core of the book consists of examples of how TBL has been incorporated into the cultures of disciplines as varied as economics education literature politics psychology and theatre At a time of increasing course sizes and emphasis on learning outcomes TBL offers the means to meet such demands while helping students learn course content in deeper and more accessible ways than they have in the

past *Team-Based Learning for Health Professions Education* Larry K. Michaelsen, Dean X. Parmelee, Ruth E. Levine, Kathryn K. McMahon, 2023-07-03 Education in the health professions is placing greater emphasis on active learning learning that requires applying knowledge to authentic problems and that teaches students to engage in the kind of collaboration that is expected in today's clinical practice Team Based Learning TBL is a strategy that accomplishes these goals It transforms passive lecture based coursework into an environment that promotes more self directed learning and teamwork and makes the classroom come alive This book is an introduction to TBL for health profession educators It outlines the theory structure and process of TBL explains how TBL promotes problem solving and critical thinking skills aligns with the goals of science and health courses improves knowledge retention and application and develops students as professional practitioners The book provides readers with models and guidance on everything they need to know about team formation and maintenance peer feedback and evaluation processes and facilitation and includes a directory of tools and resources The book includes chapters in which instructors describe how they apply TBL in their courses The examples range across undergraduate science courses basic and clinical sciences courses in medical sports medicine and nursing education residencies and graduate nursing programs The book concludes with a review and critique of the current scholarship on TBL in the health professions and charts the needs for future research

Team-Based Learning Larry K. Michaelsen, Arletta Bauman Knight, L. Dee Fink, 2002-12-30 Team learning is an especially powerful way of using small groups Different authors have used different terms when writing about small groups learning groups collaborative learning cooperative learning and team learning Despite the varying terminology all refer to the same idea putting individual students in a class into small groups for the purpose of promoting more active and more effective learning By creating a course structure that involves small groups in the initial acquisition of course content in learning how to apply that content and in the assessment of student learning the procedures of team learning offer teachers an extremely powerful tool for creating several kinds of higher level learning The key to using this tool successfully lies in understanding a few key principles of team dynamics and then learning how to apply those principles to specific subject matter and in a variety of teaching situations This book explains those principles and shows how team learning transforms the structure of the course transforms small groups into teams and transforms the quality of student learning

How-to Guide for Team-Based Learning Ruth E. Levine, Patricia D. Hudes, 2021-03-30 This volume provides step by step instruction in creating a Team Based Learning TBL module or course In clear and concise language the authors describe the content and purpose of each component of a TBL instructional unit Using the principle of backward design they then outline the process for creating a TBL learning activity Practical issues of implementation are reviewed including team formation orientation incentive structures appeals and peer evaluation The factors that might facilitate or sabotage success are provided as well with discussion of the importance of buy in and organization getting the right room the challenge of moving from lecturer to facilitator and the dangers of over testing or

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