Augmenting Team-Based Learning with Process Education

William Ofstad & Wendy Duncan

WORKSHOP

Abstract:	Team-Based Learning (TBL) is becoming extremely popular in higher education, particularly in the health sciences. Focused on helping students developing knowledge at higher levels in the Bloom's Taxonomy, it is a marked improvement on traditional lecture-based courses. Team-Based Learning is founded on the "flipped classroom" concepts and is augmented through the strategic use of evaluations. For example, the "individual readiness assessment test, "iRAT", is used to motivate students to complete preparatory reading, and the team evaluation – done at the end of the semester – is used to motivate students to collaborate productively. However TBL has two critical drawbacks. The first is that it inculcates an evaluation culture that is inimical to self-growth. The second is significant lost opportunity – for example the omission of team roles simplifies things in the planning stages, but makes it much more difficult for facilitators to intervene in anything but content and content application. We will use TBL as a context for workshops participants to enrich a learning environment with Process Education.
Learning Outcome:	1. Identify key principles and elements of team-based learning and Process Education. 2. Analyze team-based learning methodology from a Process Education framework. 3. Synthesize potential improvements to teamwork, readiness, applications, assessment, and facilitation strategies.
Required Pre-Workshop Readiness:	*Anticipate 1 hour to complete* 1. Pre-Workshop Readiness Activity Assignment (available on the following page) 2. The Essential Elements of TBL (19 pages; available on the secure site: www.processeducation.org/peconf/2016/secure) 3. FGB 3.1.1 Overview of Quality Learning Environments (available on page 101)
Facilitation Plan:	*The session will be taught using TBL methodology* 1. Pre-class Readiness: Take home guided reading and assignment. Expected pre-class preparation. 2. Team Formation: Diversify into teams based on participant characteristics [distance from conference and gender] (5 minutes) 3. Readiness Assurance [based on readiness assignment above]: IRAT (5 minutes), TRAT (5 minutes), discussion (10 minutes) 4. Application questions [mapped to learning outcomes above] (35 minutes) 5. Discussion of applications (20 minutes) 6. Wrap-up (10 minutes)
Attendee Take-Aways:	1. One page TBL Overview handout provided at the workshop. 2. One page discussion summary emailed to attendees following the conference.
Resources:	Facilitators will bring: o Copies of workshop readiness tests and applications o IFAT scratcher cards o A-E response cards

Augmenting Team-Based Learning with Process Education

Pre-Workshop Readiness Activity

Session: Saturday, June 25th, 8:30am - 10:00am Facilitators: William Ofstad, Wendy Duncan

Why

Team-based learning (TBL) is becoming extremely popular in higher education, particularly in the health sciences. TBL serves as infrastructure for educators interested in delivering a flipped classroom with individual pre-class preparation and team engagement of classroom applications. This workshop will explore challenges and opportunities that exist within TBL through a Process Education lens.

Workshop Outcomes

1. Identify key principles and elements of team-based learning and Process Education.
2. Analyze team-based learning methodology from a Process Education framework.
3. Synthesize potential improvements to teamwork, readiness, applications, assessment, and facilitation strategies.

Readiness Objectives

1. Compare and contrast TBL and Process Education as introduced in the readiness readings.
2. Propose two possible adaptations to TBL methodology rooted in Process Education theory that may improve student learning.

Performance Criteria

1. Readiness reading completed before the workshop.
2. Critical thinking questions answered before the workshop.
3. Adaptations proposed, written out, and brought to workshop for discussion.

Pre-Workshop Readiness Reading (*Anticipate 1 hour to complete*)

1. Michaelsen - The Essential Elements of TBL (PDF, 19 pages; available on the secure site: www.processeducation.org/peconf/2016/secure)
2. Smith and Apple - Overview of Quality Learning Environments (PDF, 4 pages; available on page 101)

Plan

1. Before the workshop, review the readiness readings and answer the critical thinking questions on the following page.
2. Before the workshop, propose two possible adaptations to TBL methodology rooted in Process Education theory that may improve student learning.
3. In the workshop, participate in team and classroom discussions; document your learning.

Critical Thinking Questions

1. What are differences in team formation and management comparing TBL and Process Education?

2. List the five components of the TBL RAP. For each, consider what would happen to learning if it was removed.

3. Which elements of TBL are assessment focused? Which are evaluation focused? Would faculty and students generally agree on your two lists?

4. Defend the TBL 4S's of application design from a Process Education perspective.

5. Which of the Principles for Establishing a Quality Learning Environment is TBL not addressing at all?