Conference or Workshop Item

Title: Team based learning: improving results, engagement and experience for international students

Creators: Blackmore-Wright, J. and Beeson, H.


Version: Presented version

http://nectar.northampton.ac.uk/8677/
Team-Based Learning (TBL): Improving results, engagement and experience for international students.

James Blackmore-Wright & Helena Beeson
Why consider TBL here?
The weight of expectation

436,585
Students

Critical
Chinese
Market – 20%

Visas

Competition
Background

Doing more with less

• More students
  • Can we do more with less resources?

• More Stress
  • We must give the students more to keep them engaged

• More Equals “Better”
  • More acting, less thinking

• More Surveys
  • Getting the wrong data at the wrong time

• Result....?
  • Getting a traditional delivery in an international setting
The evidence

- Accelerated aging (Kerr et al, 1991)
- Brain Cell Death (Sapoisky, 1992)
- Impaired memory and learning (Kerr et al, 1991)
- Decreased bone density (Manaloagos, 1979)
- Impaired immune function (Hiemke, 1994)
- Increased blood sugar (DeFeo, 1989)
- Increased fat accumulation around waist and hips (Martin, 1992)
The Net Result...More of the same

But how do we know what is being taught is being learned?

Does increasing teaching decrease engagement?

Would changing learning improve engagement, performance and retention?

What differentiates the experience from the country of origin?
Pilot Research Stage

Introduce TBL to the lead module, compare results with traditional delivery

12 Week Module. 1st 6 weeks – didactic. 2nd 6 weeks – TBL workshops

2 Equally weighted assessments. Taught material & textbooks vs. TBL & decision making methodologies

Measure:
- Attendance
- Contribution
- Satisfaction
- Performance
- Retention
TBL Summary

The pilot contained the key principles of TBL.

• The key principle of TBL is to move beyond covering content and ensure students can practice solving problems with concepts from the course.
• Provides students with conceptual and procedural knowledge
• Students are organised into permanent groups
• Content organised into 4 major units
• Prior to any in class content taking place (workshop), students must study assigned material as each unit begins with a Readiness Assurance Process (RAP)
RAP

The purpose of the Readiness Assurance Process

• The RAP consists of a short test, taken first as individuals and then the same test is taken again as a team
• Team must come to a consensus on answers
• Students receive immediate feedback on the team test
• Teams can appeal against incorrect answers – evidence supported arguments only.
The Four Essential Elements of TBL

- **Teams** – Teams must be properly formed and managed
- **Accountability** – Students must be accountable for the quality of their individual and group work
- **Feedback** – Students must receive frequent and timely feedback
- **Assignment design** – Assignments must promote both leaning and team development
Performance Comparison

"Traditional" Grade

TBL Grade
Summary

• The “Middle” saw a noticeable performance increase
• Top performers unaffected, although satisfaction levels 10 points higher
• Attendance increased by 15%
• Engagement increased by 30% (Based on participation in tasks, preparation and session contribution).
• Tracking 0 withdrawals at this point
For More Information

James Blackmore-Wright
The University of Northampton

www.northampton.ac.uk

James.blackmore-wright@northampton.ac.uk