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**Conference or Workshop Item**

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

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**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.** 1<sup>st</sup> 6 weeks – didactic. 2<sup>nd</sup> 6 weeks – TBL workshops

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

**Measure:**

Attendance  
contribution  
participation  
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

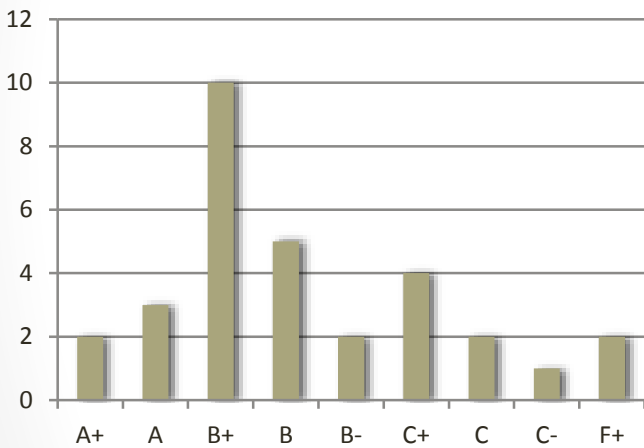
- The RAP consists of a short test, taken first as individuals and then the same test is taken again as a team
- Team must come to a consensus on answers
- Students receive immediate feedback on the team test
- Teams can appeal against incorrect answers – evidence supported arguments only.

# The Four Essential Elements of TBL

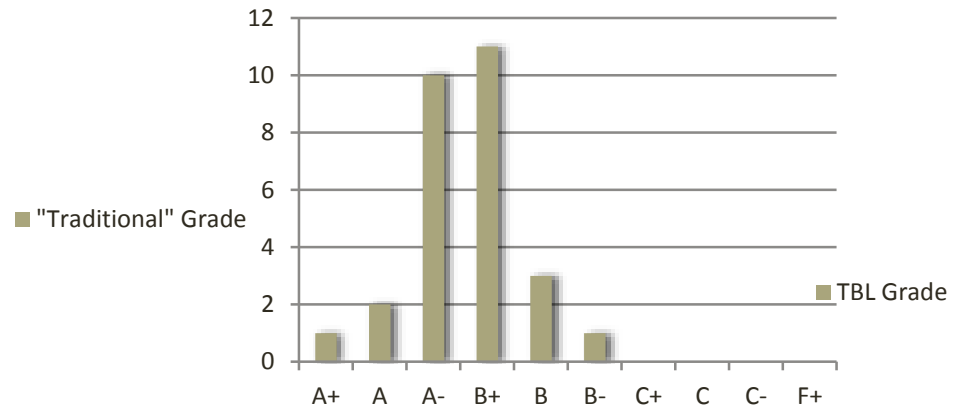
- **Teams** – Teams must be properly formed and managed
- **Accountability** – Students must be accountable for the quality of their individual and group work
- **Feedback** – Students must receive frequent and timely feedback
- **Assignment design** – Assignments must promote both learning and team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

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