Team-Based Learning (TBL) and the Flipped Classroom

Matt Valle

CATL Workshop, 10 March 2015

Powerpoint Warning



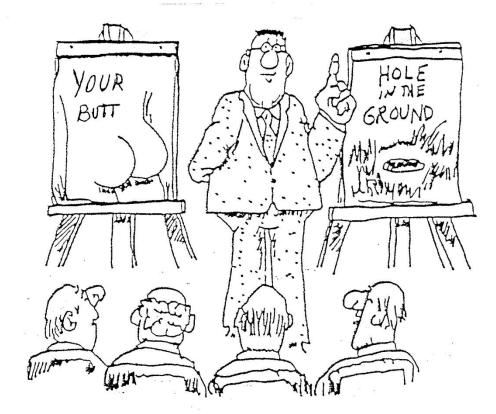
A Team Exercise



Instructions

- 1. I will pass out answer sheets, FACE DOWN
- 2. Listen to the story
- 3. When I tell you to (and only when I tell you to), turn your sheet over and answer the 10 questions NO TALKING !!!
- 4. Turn the sheets FACE DOWN again when you are done
- 5. When everyone in your team is done with their individual answers, gather together and quietly discuss and answer the same 10 questions as a team (do not change your individual answers) *someone* take charge and record the team answers
- 6. Keep your team conversations quiet remember, you are in competition with the other teams

Old School...My School?



Lecture-Discussion

Lecture-Discussion

Benefits

- It is useful for covering lots of information in a short period of time
- It is inexpensive
- It is conducive to use with groups of various sizes
- It can be modified according to the audience, subject, or allotted time
- It is often preferred by some participants interested primarily in demonstrable facts
- It is familiar and has clearly defined roles for the instructor and participants

Limitations

- It is passive and limits participants to listening and note-taking
- It is less effective for long term retention than methods where participants are more actively involved
- It does not provide opportunities for participants to apply higher levels of learning (e.g., analysis, synthesis, critical reasoning)
- Student disincentives to prepare for class, buy textbook, read the textbook, speak up in class

Think about it this way...

What do you want your students to get out of your class...decide which of the following is most important to you:

- 1. Acquiring information (facts, principles, concepts)
- 2. Learning how to use information and knowledge in new situations

Clearly, both are important...

Better question: Given limited time, which of the following do you think you can trust your students to do outside of class, and which do you think can be best achieved in class by students and the instructor?

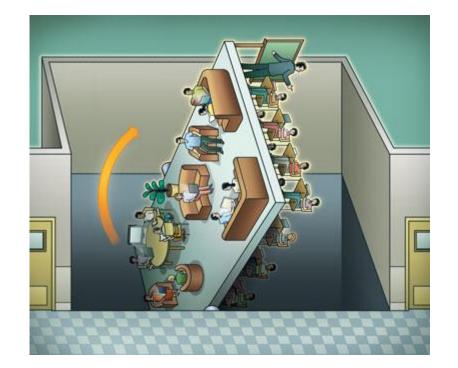
- 1. Acquiring information (facts, principles, concepts)
- 2. Learning how to use information and knowledge in new situations

Flipping

 Using the flipped method, teachers expose their students to content outside the classroom, so in-class time can be used for more *engaging exercises* and activities (e.g., learning how to use information).

Engaging Exercises?

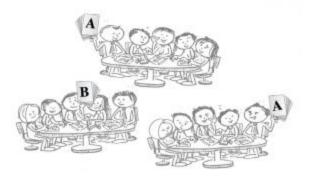
OK, so how does flipping work?--



Can you show me a model?

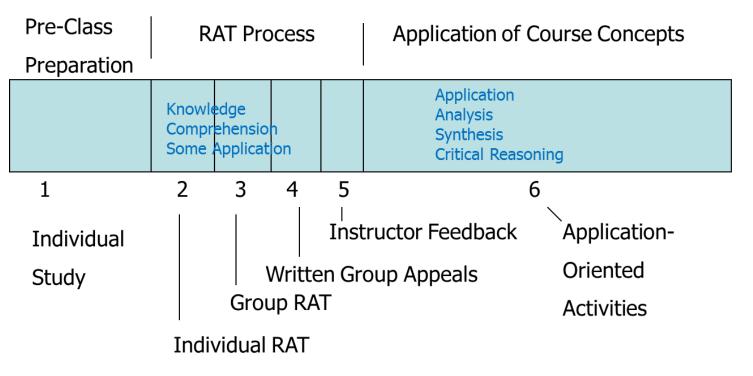
Flipping the Classroom using Team-Based Learning (TBL)?

A special form of collaborative learning using a <u>specific sequence</u> of individual work, group work and immediate feedback to create a motivational framework in which students increasingly hold each other accountable for coming to class prepared and contributing to discussion.



A Sequence

The Instructional Activity Sequence



An Example (5 IAS Blocks)

TENTATIVE COURSE OUTLINE AND SCHEDULE

DATE	EVENT	ASSIGNMENT
gust 26	Introduction	
gust 28	Team introductions / "Management"	Ch. 1
otember 2	Team expectations/contracting	Ch. 2
otember 4	Global Dimensions of Mgt.	Ch. 5
otember 9 ***	RAT # 1 – Managing Well	Ch. 7, 16, 11
tember 11	Information & Decision Making	Ch. 7
tember 16	Teams and Teamwork	Ch. 16
tember 18	Culture and Change	Ch. 11
otember 23 ***	RAT # 2 - Plan	Ch. 4, 8, 9
tember 25	Environmental Scanning	Ch. 4 Step # 1 Due
tember 30	Planning	Ch. 8
ober 2	Strategic Management	Ch. 9
tober 7 ***	RAT # 3 - Organize	Ch. 10, 12, 19
ober 9	Operations/Services Mgt	Ch. 19
ober 16	Organizing	Ch. 10
ober 21	Organizing	Ch. 10 Step # 2 Due
ober 23	Human Resource Management	Ch. 12
tober 28 ***	RAT # 4 - Lead	Ch. 13, 15, 17
ober 30	Organizational Communication	Ch. 17
vember 4	Motivation	Ch. 15
vember 6	Leading	Ch. 13
vember 11	Leading	Ch. 13 Step # 3 Due
vember 13 ***	RAT # 5 - Control	Ch. 18, 3, 14, 6
vember 18	Controlling/ Ind. Performance	Ch. 18, 14
vember 20	Entrepreneurship	Ch. 6, 3
vember 25	Control	
cember 2	ORAL PRESENTATIONS	Step # 4 Written Analysis Due
		Peer Evals Due
cember 9, Tuesday	ORAL PRESENTATIONS	1:00 p.m. – 4:00 p.m.

The 4 Components of TBL

- Team formation
- Accountability
- Assignment quality
- Timely feedback

Team Formation

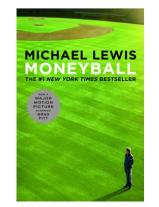
- Teacher-created
- Balanced

- Diverse (KSA's)
- Permanent





Process Losses Actual Group Effectiveness



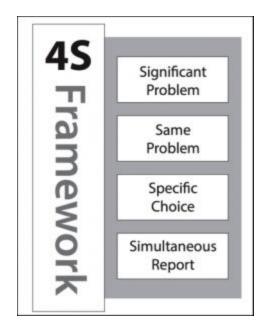


Accountability

🔀 🚽 • • • • 🍃 🗋 🤮 🗟 🕫 👘 MBA Team Performance and Attendance sheet.xls (Compati	bility Mode] - Microsot	ft Excel			_ 0	X							
File Home Insert Page Layout Formulas Data Review View Crystal Ball	MGT 323	FA 14	T TH	2:20-4:00									
	Name	4	Indiv.	Group	Written	Case	Ex.75	F x .25	Add	Gr. Tests	Peer		
Cut Arial - 10 - A A = = = Wrap Text General	rame	Numbers	Test	Test		Present.	WR*.75	PR*.25	G + H	+ Case		Total GRA	DF
		4717	74	92	0430	I TOSOIL	0	0	0	55.2		49.80	
Paste		6568	92	92			ő	ŏ	ő	55.2		55.20	
v ∛ Format Painter D I D D D D D D D D D D		1432	73	92			0	0	0	55.2		49.50	
Clipboard & Font & Alignment & Number		O695	72	92			0	0	0	55.2		49.20	
		O699	81	92			0	0	0	55.2		51.90	
C6 • <i>f</i> _x		1105	70	92			0	0	0	55.2		48.60	
A C D E F G H I J K L M N O P Q		3268	77	92			0	0	0	55.2		50.70	
		3333	79	92			0	0	0	55.2		51.30	
1 TEAM # <u>5</u>		1192	79	92			0	0	0	55.2		51.30	
2 TEAM PERFORMANCE		4607	67	92			0	0	0	55.2		47.70	
3 AND ATTENDANCE RECORD		O993	86	92			0	0	0	55.2		53.40	
4 Four digit Readiness Assessment Text Totals 5 NAME (Lass, Fixe) Dinumber 1 2 3 4 Total		4161	74	<u>97</u> 97			0	0	0	58.2 58.2		51.30	
		9994	76	97			0	0	0			51.90	
6 Blox_loe score score/total score/total		2478 0158	73	97			0	0	0	58.2 58.2		51.00 54.00	
7 Johnson, Jane comitotal constitutal constitutal		8110	98	97			0	0	0	58.2		58.50	
		0909	83	97			0	0	0	58.2		54.00	
8 Monday, Tuesday core score/hotal score/hotal		2034	73	87			ő	ő	ő	52.2		48.00	
3 President, Ima score scoreboal scoreboal		0702	72	87			0	Ő	0	52.2		47.70	
		1313	58	87			ō	0	0	52.2		43.50	
10 Stockdale Jeff score scorehotal scorehotal		2331	79	87			0	0	0	52.2		49.80	
11 Washington, George cost constituti constituti constituti		7095	76	87			0	0	0	52.2		48.90	
		2141	65	91			0	0	0	54.6		46.80	
2 score score/total score/total		O000	81	91			0	0	0	54.6		51.60	
3 GROUP RAT score scorebotal scorebotal		5190	80	91			0	0	0	54.6		51.30	
14 Include four digit code Notic "some" is the some on each 15 only if you consent to having individual RAT, "tool" is the		1015	66	91			0	0	0	54.6		47.10	
15 your test scores parted by anwatere score for all to RAT's 17 this dentitier frames will not back tests.		1216	92	91			0	0	0	54.6		54.90	
11 tras. Joint Anni (valame y litt Tak 18 be included in the posting)		0693 2472	70	89 89			0	0	0	53.4 53.4		47.70 48.90	
20 ABSENCES		2655	84	89			0	0	0	53.4		48.90 51.90	
21 Date Name Reason for the absence		1834	69	89			0	0	0	53.4		47.40	
23		1595	60	89			0	0	0	53.4		44.70	
N		1898	67	89			0	0	0	53.4		46.80	
		1070	• ·				, i i i i i i i i i i i i i i i i i i i	Ť	, i i i i i i i i i i i i i i i i i i i				
28	Test Cases Area		75.85	91.45	CHECI	K ALL	SCORE	S FOR	ACCUE	PACY	Mean =	50.10	
30	Test Score Ave	iage		3.13	Children		~					50.19	
31	Std Dev	Individuals	8.71		l een deleted fro	om this	and also at				Std Dev.=	3.11	
					een aeletea iro ence this distr		eausneet.						
35		Otherwise,	their score	swould Influ	ence cms distr	roution.							
K () M Sheet1 / Sheet2 / Sheet3		40.87	40.87	42.42	43.98	45.53	47.08	48.64	50.19	51.74	53.30		
Ready		F	D	C-	C	C+	B-	B	B+	A-	A		
🗛 🧢 📄 🖸 🚱 😳 🏊 🗰 📉 Microsoft			ALL STU	JDENTS HA	AVE CONSE	ENTED T	O POSTI	NG THES	E SCORE	ES IN THIS	FORMAT		

Assignment Quality

 In-class activities should be substantive learning experiences that require students to solve significant problems related to the course material



Timely Feedback

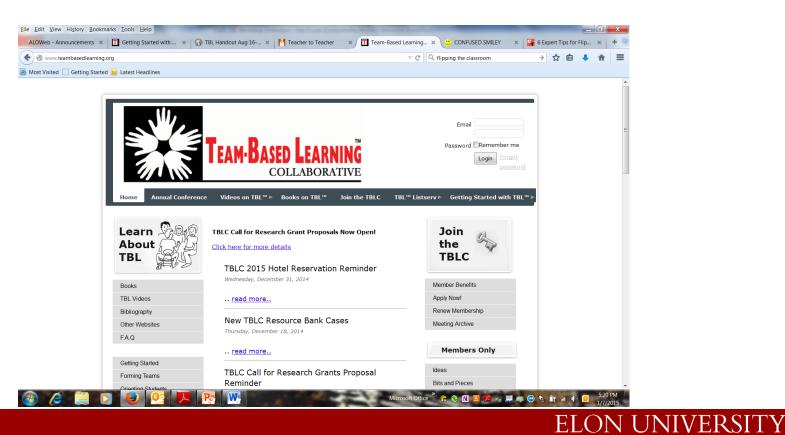
- Timely feedback encourages...
 - Student individual preparation.
 - Student contributions to the team.
- Frequent feedback is provided:
 - Individual performance (individual RAT score)
 - Team performance (team RAT score)
 - Contribution to the team (peer evaluation score)

Does It Work??



Resources

http://www.teambasedlearning.org/



Questions?

