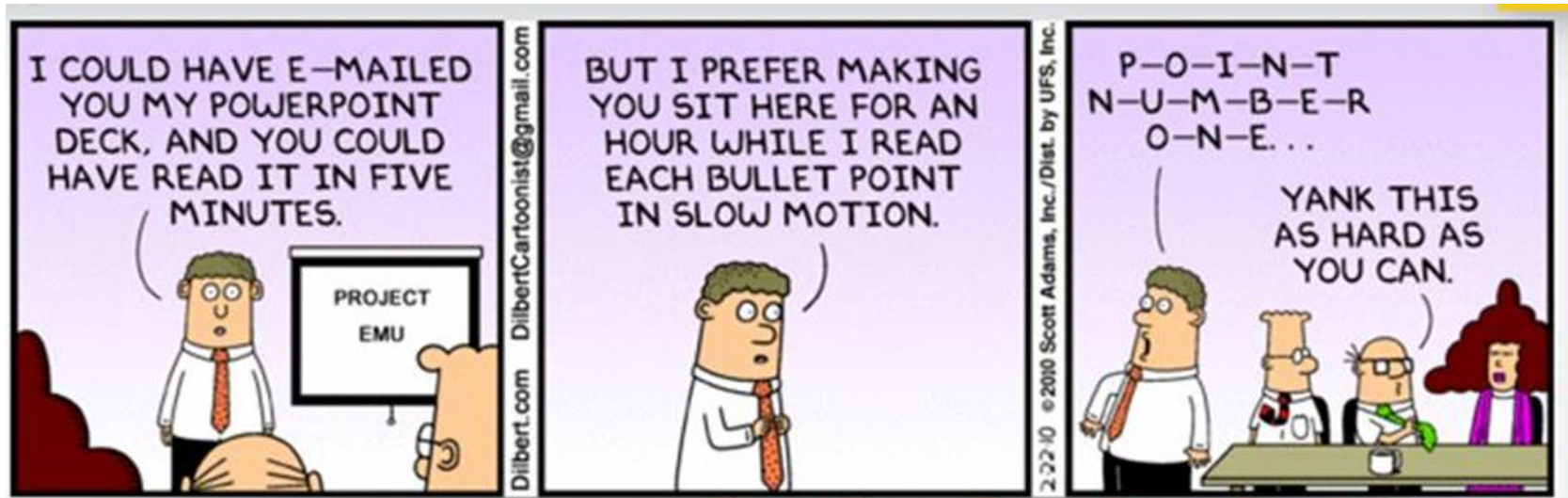


Team-Based Learning (TBL) and the Flipped Classroom

Matt Valle

CATL Workshop, 10 March 2015

Powerpoint Warning



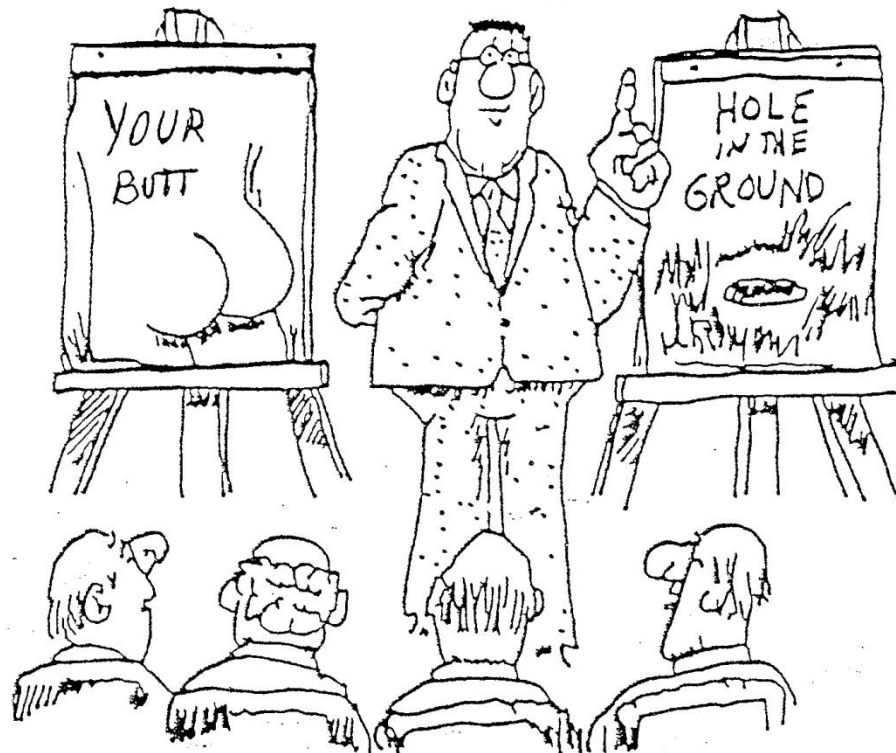
A Team Exercise



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?

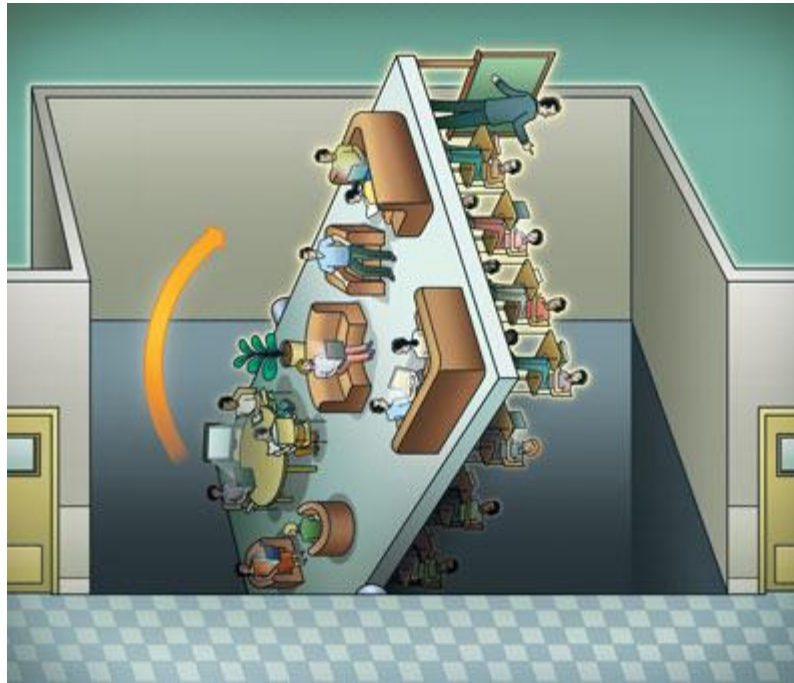
1. Acquiring information (facts, principles, concepts)
2. Learning how to use information and knowledge in new situations

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?

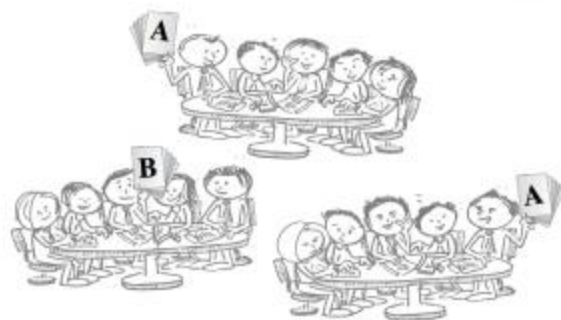
OK, so how does *flipping* work? 🤖



Can you show me a model?

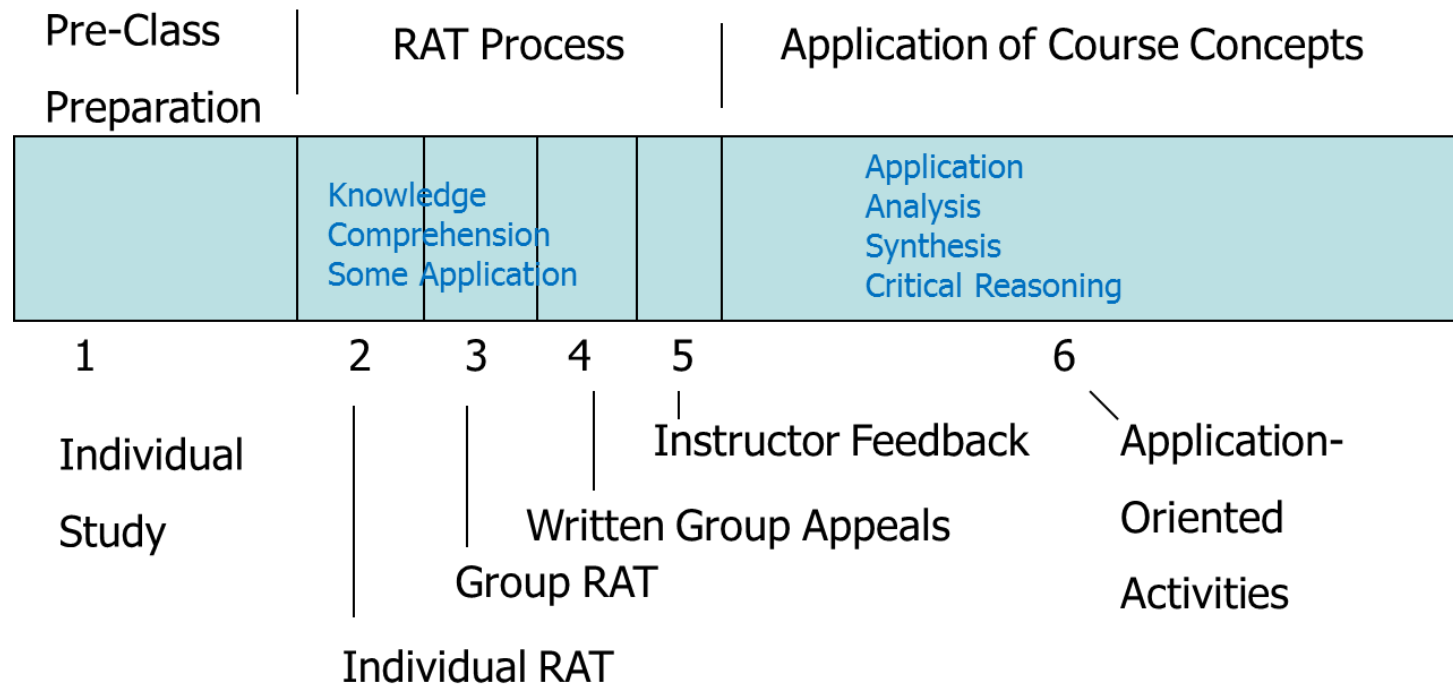
Flipping the Classroom using Team-Based Learning (TBL)?

A special form of collaborative learning using a specific sequence 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
August 26	Introduction	
August 28	Team introductions / "Management"	Ch. 1
September 2	Team expectations/contracting	Ch. 2
September 4	Global Dimensions of Mgt.	Ch. 5
September 9 ***	RAT # 1 – Managing Well	Ch. 7, 16, 11
September 11	Information & Decision Making	Ch. 7
September 16	Teams and Teamwork	Ch. 16
September 18	Culture and Change	Ch. 11
September 23 ***	RAT # 2 - Plan	Ch. 4, 8, 9
September 25	Environmental Scanning	Ch. 4 Step # 1 Due
September 30	Planning	Ch. 8
October 2	Strategic Management	Ch. 9
October 7 ***	RAT # 3 - Organize	Ch. 10, 12, 19
October 9	Operations/Services Mgt	Ch. 19
October 16	Organizing	Ch. 10
October 21	Organizing	Ch. 10 Step # 2 Due
October 23	Human Resource Management	Ch. 12
October 28 ***	RAT # 4 - Lead	Ch. 13, 15, 17
October 30	Organizational Communication	Ch. 17
November 4	Motivation	Ch. 15
November 6	Leading	Ch. 13
November 11	Leading	Ch. 13 Step # 3 Due
November 13 ***	RAT # 5 - Control	Ch. 18, 3, 14, 6
November 18	Controlling/ Ind. Performance	Ch. 18, 14
November 20	Entrepreneurship	Ch. 6, 3
November 25	Control	
December 2	ORAL PRESENTATIONS	Step # 4 Written Analysis Due Peer Evals Due
December 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
- Diverse (KSA's)
- Balanced
- Permanent

Potential
Group
Effectiveness

+

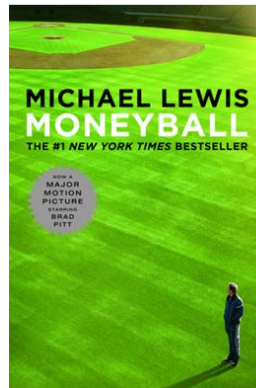
Process
Gains

-

Process
Losses

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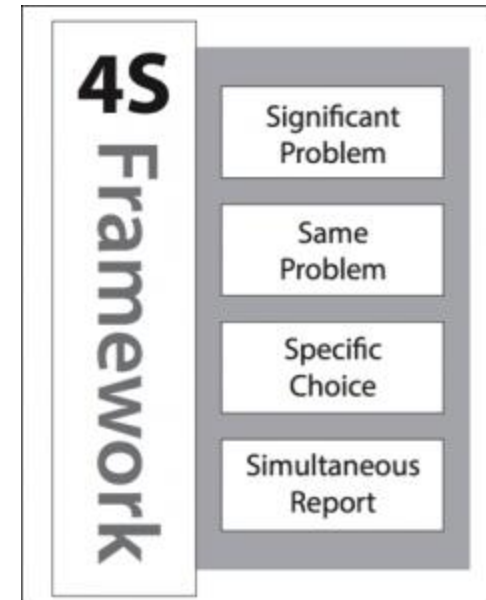
Actual Group
Effectiveness



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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??

Potential
Group
Effectiveness

+

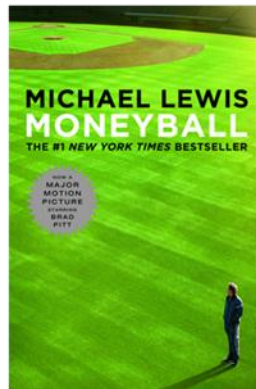
Process
Gains

-

Process
Losses

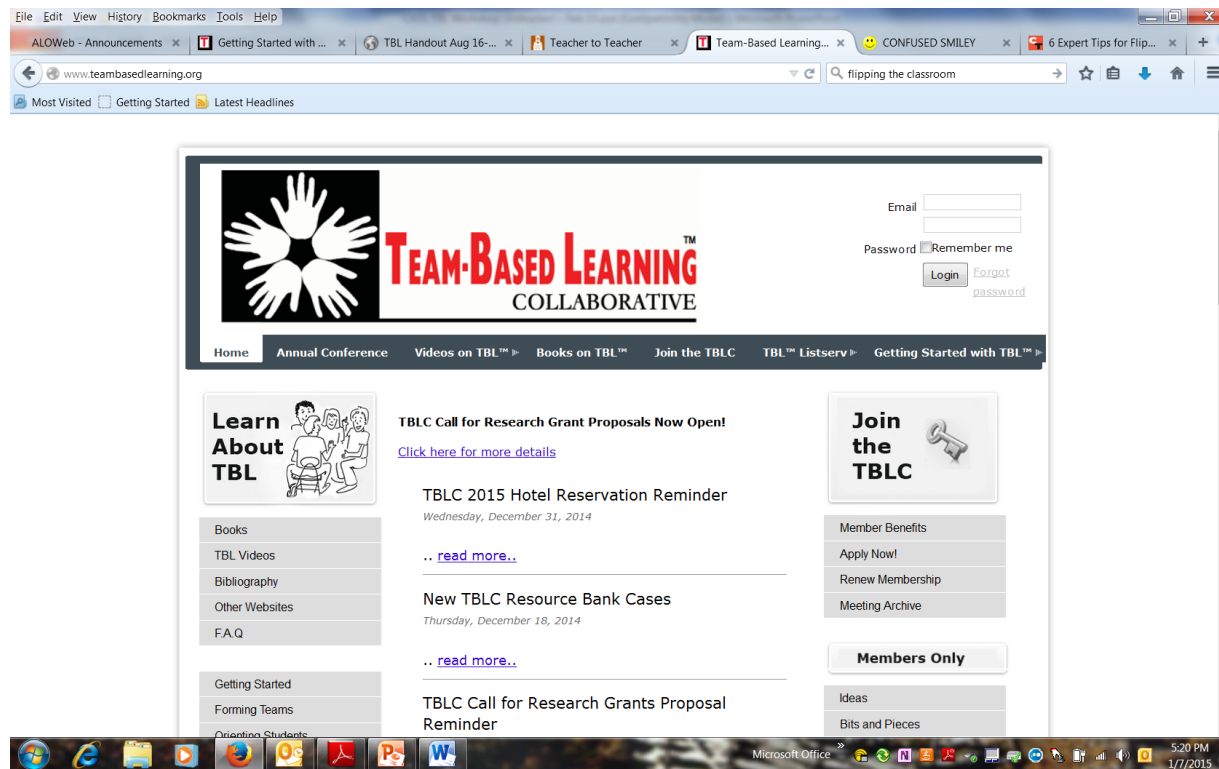
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Actual Group
Effectiveness



Resources

<http://www.teambasedlearning.org/>



Questions?