

The background is a light blue gradient with several realistic water droplets of various sizes scattered across it. The droplets have highlights and shadows, giving them a three-dimensional appearance.

COLLABORATIVE LEARNING AND TEAM BASED LEARNING (TBL) WORKSHOP

MINTS – SCHOOL OF EDUCATION AND SOCIAL POLICY

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TODAY'S AGENDA

- CHECK IN ON COLLABORATIVE LEARNING PRACTICES IN K-12 CLASSROOMS
- SHORT OVERVIEW OF TEAM BASED LEARNING (TBL)
- BENEFITS OF USING TBL IN YOUR CLASSES
- READINESS ASSURANCE (RAT) ACTIVITY
- DISCUSSION
- ALTERNATE USE OF MULTIPLE CHOICE QUIZ



WHAT IS COLLABORATIVE LEARNING?

- WHAT DOES THIS MEAN TO YOU AS AN EDUCATOR? (SHORT BRAINSTORM SESSION)
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COLLABORATIVE LEARNING (CONT'D)

- BRIEF DEFINITION: ANY EDUCATIONAL APPROACH TO TEACHING AND **LEARNING** THAT INVOLVES GROUPS OF STUDENTS WORKING TOGETHER TO SOLVE A PROBLEM, COMPLETE A TASK, OR CREATE A PRODUCT
- PROMOTES ACTIVE PARTICIPATION AND ENGAGEMENT WITH CLASS MATERIALS
- ACTIVITIES VARY WIDELY, BUT MOST CENTER ON STUDENTS' EXPLORATION OR APPLICATION OF THE COURSE MATERIAL
- EDUCATORS MOVE FROM BEING TRANSMITTERS OF KNOWLEDGE TO DESIGNERS OF INTELLECTUAL EXPERIENCES FOR STUDENTS

OVERVIEW OF TEAM BASED LEARNING

- STRATEGICALLY ORGANIZED PERMANENT GROUPS USED FOR IN CLASS LEARNING ACTIVITIES
- STUDENTS COME “READY” FOR CLASS BY COMPLETING SPECIFIC READINGS OR “FLIPPED CLASSROOM” ACTIVITIES
- AFTER INITIAL READINESS ASSURANCE TEST (RAT), STUDENTS SPEND THE MAJORITY OF CLASS TIME PRACTICING AND APPLYING COURSE CONCEPTS.
- PROMOTES HIGHER LEVEL LEARNING (BLOOMS TAXONOMY): APPLY, ANALYZE, EVALUATE AND CREATE (RATHER THAN SIMPLY REMEMBERING AND UNDERSTANDING)

ESSENTIAL ELEMENTS OF TBL

- GROUPS MUST BE PROPERLY FORMED AND MANAGED.
- STUDENTS MUST BE ACCOUNTABLE FOR THE QUALITY OF THEIR INDIVIDUAL AND GROUP WORK.
- STUDENTS MUST RECEIVE FREQUENT AND TIMELY FEEDBACK.
- GROUP ASSIGNMENTS MUST PROMOTE BOTH LEARNING AND TEAM DEVELOPMENT.

GETTING STARTED

READINESS ASSURANCE PROCESS

1. COMPLETE THE TBL101 QUIZ INDIVIDUALLY (5 MINUTES)
2. WORK WITH YOUR GROUP USING THE IF-AT (SCRATCH OFF CARD) AND COMPLETE THE SAME QUIZ. (10-15 MINUTES)
3. DEBRIEF (10 MINUTES)

KEY POINTS FROM TBL101 QUIZ

- GROUP WORK THAT “WORKS”
- INSTRUCTOR PLAYS ROLE IN TEAM DEVELOPMENT DURING CLASS
- STRATEGICALLY FORMED TEAMS
- STIMULATION OF LARGER GROUP DISCUSSION DUE TO SIMULTANEOUSLY REPORTING
- GRADING PROCESS REWARDS BOTH INDIVIDUALS AND TEAMS
- PEER FEEDBACK

INTRODUCTION TO THE FOUR S'S

- TBL ACTIVITIES SHOULD CONTAIN THE FOLLOWING:
 - 1 – THE ACTIVITY SHOULD ADDRESS A **SIGNIFICANT** PROBLEM
 - 2 – ALL STUDENT TEAMS SHOULD BE WORKING ON THE **SAME** PROBLEM
 - 3 – ALL STUDENT TEAMS SHOULD MAKE A **SPECIFIC** CHOICE (GIVEN X, STUDENTS MUST DECIDE Y)
 - 4 – ALL STUDENT TEAMS SHOULD **SIMULTANEOUSLY** REPORT FINDINGS

BENEFITS OF TBL

- STUDENTS SHOW UP READY FOR CLASS
- STUDENTS HOLD EACH OTHER ACCOUNTABLE
- OFTEN THE BEST PERSON TO “TEACH” NEW CONCEPTS IS THE PERSON WHO LEARNED IT RECENTLY
- WE “CHANGE UP” OUR TEACHING TO KEEP IT FRESH FOR OURSELVES, TOO

TEACHING CIRCLE GROUP RESPONSES

- FROM OUR SPRING 2016 WRAP UPS, WE ASKED:
WHAT IS THE BIGGEST BENEFIT TO OUR STUDENTS IN USING TEAM BASED LEARNING?
- ANSWERS INCLUDED:
 - “THEY TAKE MORE INITIATIVE AND RESPONSIBILITY”
 - “AMPLIFY EACH OTHER’S GIFTS/SKILLS”
 - “ACTIVE LEARNING”, “ENGAGEMENT”, “LEARNING FROM EACH OTHER”
 - “EXPERIENCE ON TEAMS BEFORE THEY GO TO WORK”
 - “ACCOUNTABILITY TO PEERS”
 - “CHANGE IN CREATIVITY”

STUDENT RESPONSES

- “LEARNED A LOT FROM THE TEAM BASED LEARNING AND ENJOYED IT.”
- “MOST ENGAGING CLASS I’VE TAKEN AT MERRIMACK.”
- “I LIKE HOW THE CLASS INVOLVES A LOT OF GROUP ACTIVITIES AND NOT THE EVERYDAY LECTURES I RECEIVE IN OTHER CLASSES.”
- “I AM REALLY MOTIVATED IN THIS COURSE.”
- “I LOVE THE TEAM BASED LEARNING ACTIVITIES, THEY REALLY HELP ME UNDERSTAND THE CHAPTER.”

REMAINDER OF SESSION

- ALTERNATE USE OF MULTIPLE CHOICE QUESTIONS (HANDOUT IN FOLDER)
- AGE SPECIFIC ACTIVITIES BREAKOUT GROUPS
- DISCUSSION AND QUESTIONS