

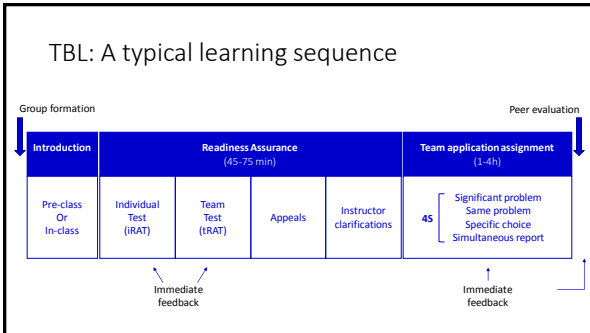
**Team-based learning:
A blessing or a curse?**

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**Team-based learning (TBL):
Meeting today's higher education challenges?**

- Employability skills
- Large student numbers
- Feedback
- Marking load
- Student's learning experience

← ? **How to make it work**



TBL: Group formation

Goal: SELF-MANAGED TEAMS

- 5-7 members
- Permanent
- Resource efficient
- Interaction efficient

TBL: The key to success

4 ESSENTIALS:

- Permanent teams
- Qualitative assignments
- Immediate feedback
- Accountability and parallel grading system

TBL: Dangers

Student perceptions

- «How much have I actually learned?»
 - ← TBL orientation
- «Is my grade affected by my worst performing team member?»
 - ← Show RAT scores:
Cumulative tRAT score > cumulative iRAT score of the highest scoring member

TBL: Effective?

- In 99.9% of 1200 teams: (Michaelsen et al., 2014)
Cumulative tRAT score > cumulative IRAT score of the highest scoring member
- Improvement of knowledge assessment (Koles et al., 2010)
 - 5.5% on average
 - 7.9% for students within the lowest performance quartile
- Particularly effective for student learning of difficult concepts (Zgheib et al., 2010)
- Better performance on National Board exams (Levine et al., 2004)
- Systematic review (Haidet et al., 2014): TBL increases
 - knowledge acquisition
 - participation and engagement
 - team performance
 - transfer of knowledge and skills
 - improved workplace performance



TBL: How to start?

- www.teambasedlearning.org
- Michaelsen, L.K., Knight, A.B., Fink, L.D. (2004). *Team-Based Learning: A Transformative Use of Small Groups in College Teaching*. Sterling, VA: Stylus.

