Team-Based Learning (TBL) and the Flipped Classroom

Matt Valle

CATL Workshop, 10 March 2015
Powerpoint Warning

I could have e-mailed you my PowerPoint deck, and you could have read it in five minutes.

But I prefer making you sit here for an hour while I read each bullet point in slow motion.

Point

Number

One...

Yank this as hard as you can.
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

<table>
<thead>
<tr>
<th>Pre-Class Preparation</th>
<th>RAT Process</th>
<th>Application of Course Concepts</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Knowledge Comprehension Some Application</td>
<td>Application Analysis Synthesis Critical Reasoning</td>
</tr>
</tbody>
</table>

1. Individual Study
2. Individual RAT
3. Written Group Appeals
4. Group RAT
5. Instructor Feedback
6. Application-Oriented Activities
### TENTATIVE COURSE OUTLINE AND SCHEDULE

<table>
<thead>
<tr>
<th>DATE</th>
<th>EVENT</th>
<th>ASSIGNMENT</th>
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</thead>
<tbody>
<tr>
<td>August 26</td>
<td>Introduction</td>
<td></td>
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<tr>
<td>August 28</td>
<td>Team introductions / “Management”</td>
<td>Ch. 1</td>
</tr>
<tr>
<td>September 2</td>
<td>Team expectations/contracting</td>
<td>Ch. 2</td>
</tr>
<tr>
<td>September 4</td>
<td>Global Dimensions of Mgt.</td>
<td>Ch. 5</td>
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<tr>
<td>**September 9 ***</td>
<td>RAT # 1 – Managing Well</td>
<td>Ch. 7, 16, 11</td>
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<tr>
<td>September 11</td>
<td>Information &amp; Decision Making</td>
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<tr>
<td>September 16</td>
<td>Teams and Teamwork</td>
<td>Ch. 16</td>
</tr>
<tr>
<td>September 18</td>
<td>Culture and Change</td>
<td>Ch. 11</td>
</tr>
<tr>
<td>**September 23 ***</td>
<td>RAT # 2 - Plan</td>
<td>Ch. 4, 8, 9</td>
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<tr>
<td>September 25</td>
<td>Environmental Scanning</td>
<td>Ch. 4 Step # 1 Due</td>
</tr>
<tr>
<td>September 30</td>
<td>Planning</td>
<td>Ch. 8</td>
</tr>
<tr>
<td>October 2</td>
<td>Strategic Management</td>
<td>Ch. 9</td>
</tr>
<tr>
<td>**October 7 ***</td>
<td>RAT # 3 - Organize</td>
<td>Ch. 10, 12, 19</td>
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<tr>
<td>October 9</td>
<td>Operations/Services Mgt.</td>
<td>Ch. 19</td>
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<tr>
<td>October 16</td>
<td>Organizing</td>
<td>Ch. 10</td>
</tr>
<tr>
<td>October 21</td>
<td>Organizing</td>
<td>Ch. 10 Step # 2 Due</td>
</tr>
<tr>
<td>October 23</td>
<td>Human Resource Management</td>
<td>Ch. 12</td>
</tr>
<tr>
<td>**October 28 ***</td>
<td>RAT # 4 - Lead</td>
<td>Ch. 13, 15, 17</td>
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<tr>
<td>October 30</td>
<td>Organizational Communication</td>
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<td>October 4</td>
<td>Motivation</td>
<td>Ch. 15</td>
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<tr>
<td>October 6</td>
<td>Leading</td>
<td>Ch. 13 Step # 3 Due</td>
</tr>
<tr>
<td>October 11</td>
<td>Leading</td>
<td>Ch. 13 Step # 3 Due</td>
</tr>
<tr>
<td>**October 13 ***</td>
<td>RAT # 5 - Control</td>
<td>Ch. 18, 3, 14, 6</td>
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<td>October 18</td>
<td>Controlling/ Ind. Performance</td>
<td>Ch. 18, 14</td>
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<td>October 20</td>
<td>Entrepreneurship</td>
<td>Ch. 6, 3</td>
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<td>October 25</td>
<td>Control</td>
<td></td>
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<tr>
<td>October 2</td>
<td>ORAL PRESENTATIONS</td>
<td>Step # 4 Written Analysis Due Peer Evals Due</td>
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<tr>
<td>December 9, Tuesday</td>
<td>ORAL PRESENTATIONS</td>
<td>1:00 p.m. – 4:00 p.m.</td>
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The 4 Components of TBL

• Team formation
• Accountability
• Assignment quality
• Timely feedback
Team Formation

- Teacher-created
- Balanced
- Diverse (KSA’s)
- Permanent

Potential Group Effectiveness + Process Gains - Process Losses = Actual Group Effectiveness
Accountability
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 = Actual Group Effectiveness
Resources

http://www.teambasedlearning.org/
Questions?