TEAM BASED LEARNING

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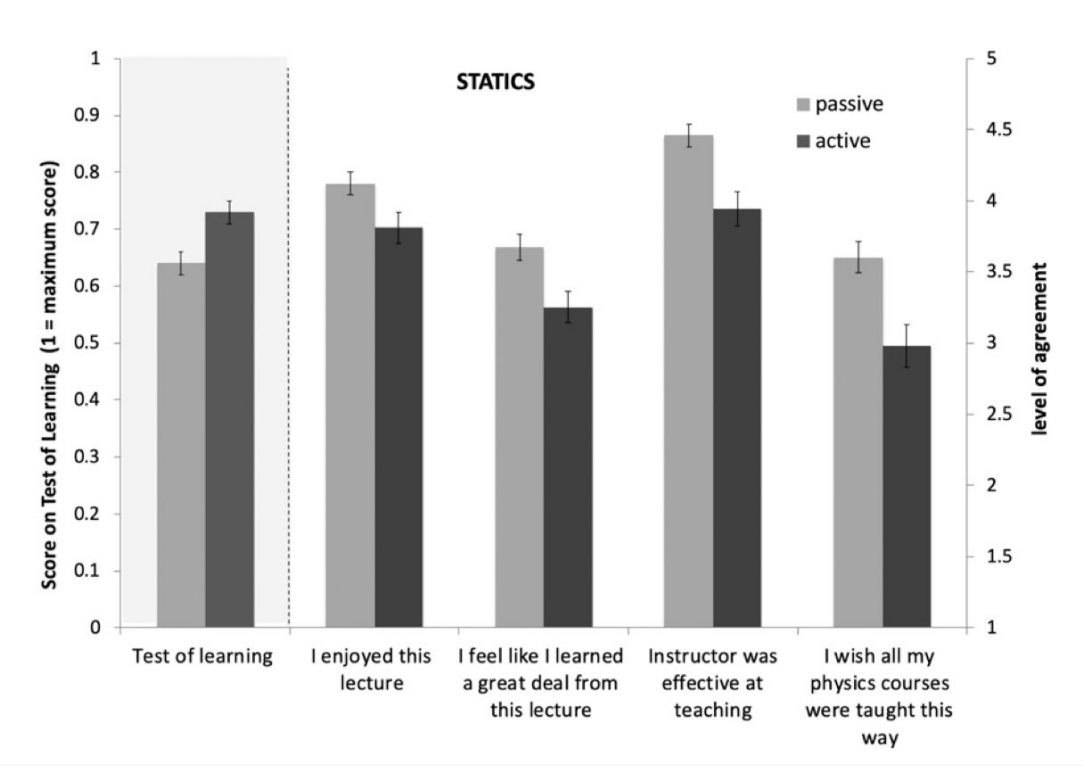
OBJECTIVES

- Recall the basic tenets of active learning
- Apply discussed literature to the classroom
- Evaluate active learning theories

TIME

MEASURING LEARNING



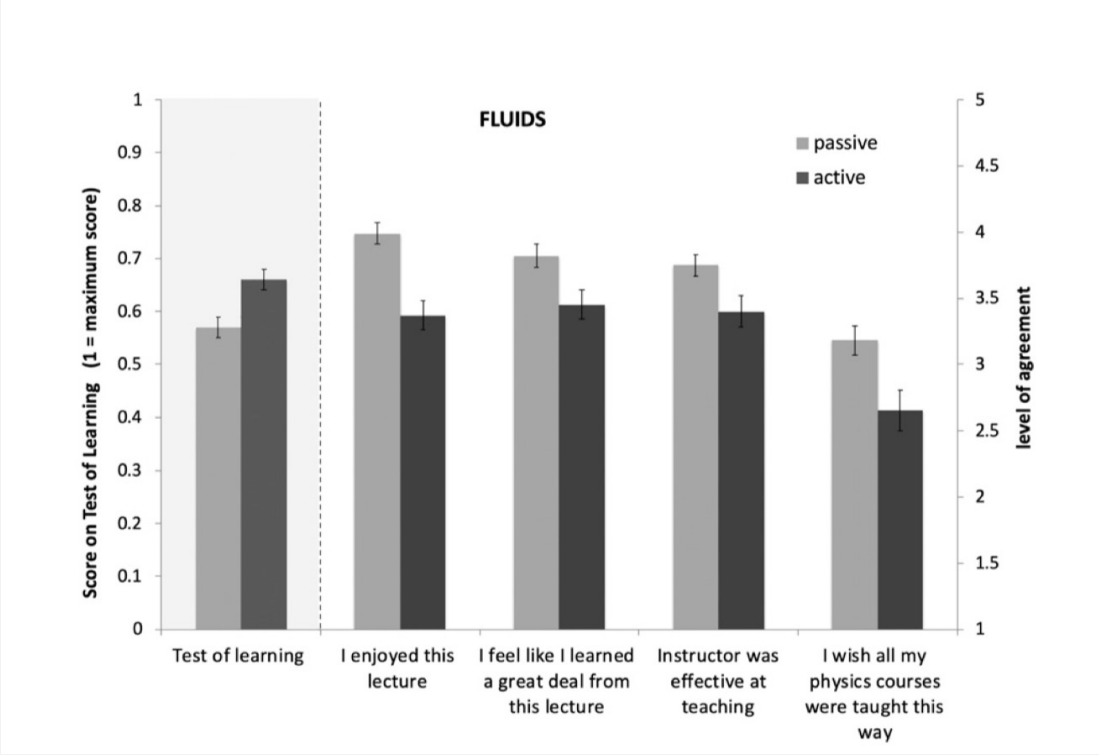


Figure 1. *Figure 2*. Measuring actual learning versus feeling of learning in response to being actively engaged in the classroom

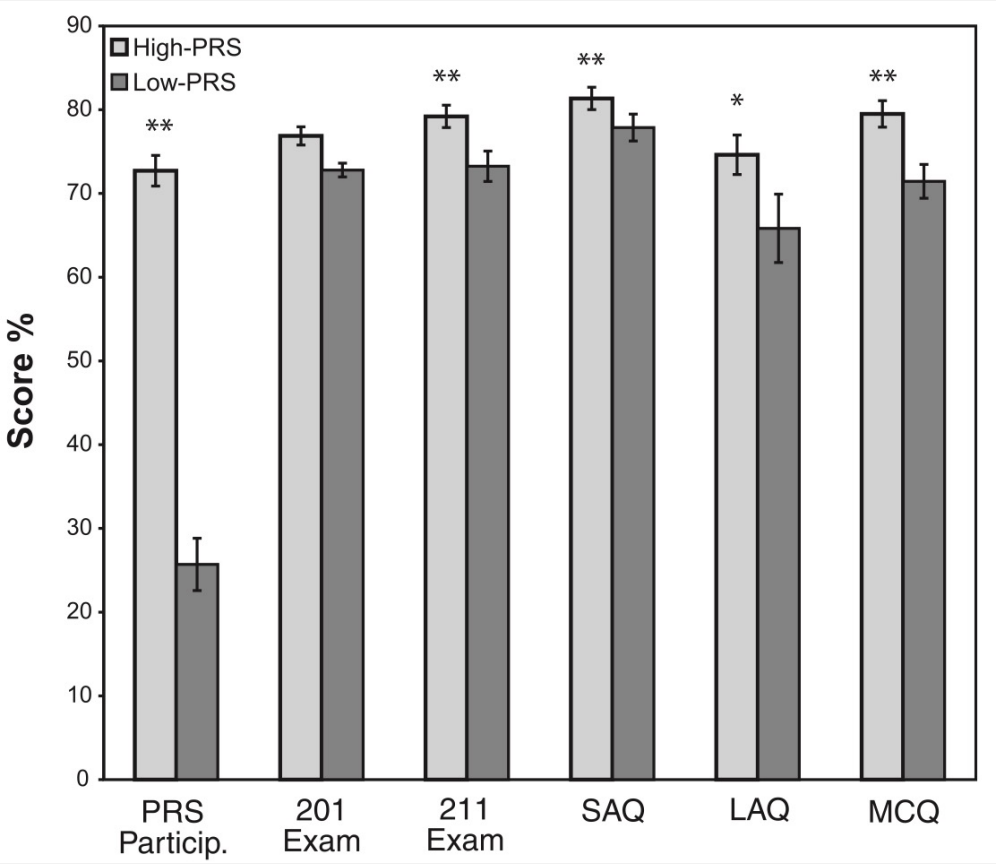
EXAM PERFORMANCE

Exam performance			
	Traditional (%), $n = 95$	Team-based learning (%), $n = 102$	p Value
Exam 1 mean score	82.1%	87.3%	<0.001
Exam 2 mean score	80.9%	87.8%	<0.001
Final exam mean score	80.6%	86.7%	<0.001

Table 3. Impact of team-based learning on perceived and actual retention of over-the-counter pharmacotherapy

TECHNOLOGY

TECHNOLOGY



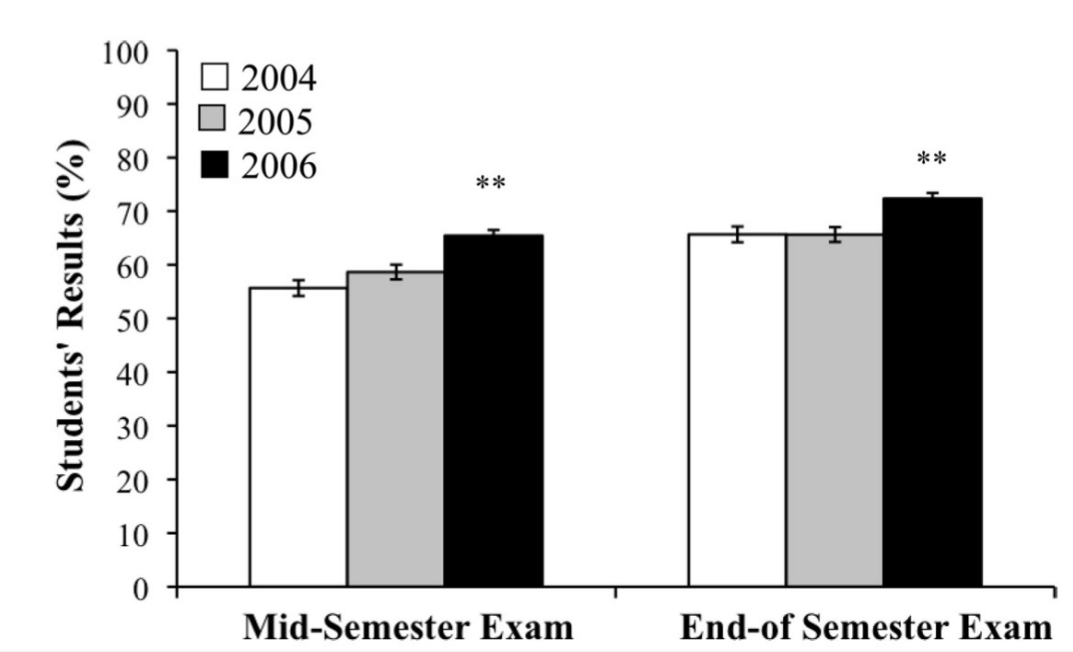


Figure 5. Figure 6. Promoting student-centered active learning in lectures with a personal response system.

TECHNOLOGY

- Keeps students engaged and in charge of their own learning
- Learning software
  - Competitive games that keeps score
  - Immediate self-assessment

PEER ASSESSMENT

BENEFITS

- Learn through other's feedback
  - Constructive criticism
- Clarify roles in the team
- Reflective comparison
  - Evaluating their work vs. their peers

MY THOUGHTS

MY THOUGHTS

- Emphasize learning and why TBL is used in the class
  - Measure learning
  - Explain the purpose
- More than just case-based learning

MY THOUGHTS

- Formative peer assessments
  - More peer assessments given throughout the semester
  - Additional feedback to learn from various thoughts
  - A greater understanding of problems
  - Motivation

MY THOUGHTS

- Break up monotonous lecture with brief techniques
  - Retrieval practice
  - Think-pair-share
  - Pausing

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