

# YALE SCHOOL OF MEDICINE

## Teaching and Learning Center

### **Team Based Learning Practical Tips**

#### **TEAM BASED LEARNING (TBL)**

Team-based learning is a structured form of small group learning among students that fosters active participation and their responsibility for learning. It goes beyond covering content and focuses on ensuring that students have the opportunity to practice using course concepts to solve problems.

#### **Step 1: Learning Outcomes**

The main focus is the application of knowledge. One should think first about the skills, intellectual or physical, that the learners should learn by the end of the session. Defining the learning outcomes of the session will help guide the development of the other elements of the session.

#### **Step 2: Develop the Pre-Session Content**

The pre-session content should be sufficient to give the learners a base of knowledge to answer the IRAT (individual readiness assurance test) questions. It's critical, to avoid overloading the students with outside class work, and it's critical that they complete the pre-session assignments before coming to class. A reasonable time for reading the pre session material, is half of the length of the in-class session. For example, if your class session is an hour, the pre session reading should be no more than 25- 30 minutes.

Formats for pre session reading- Instructional video, power point presentation, a journal article, your summarized notes on a chapter or article or text book chapter

#### **Step 3: Write the Individual Readiness Assessment Questions**

The purpose of these questions is to assess whether a learner sufficiently understands the pre-session content and is ready to answer the individual readiness questions. The questions should directly address the content in the pre-session assignment. Students will first take the quiz as individuals and then as a team (closed book). The format is multiple choice questions. Teams select their answer on a scratch off card and the facilitator leads a discussion of these questions to ensure that students and teams understand the content addressed by each question.

#### **Step 4: Write the Group Readiness Assessment Questions**

These questions require the students to apply the content they have learned to solve real-world problems. In addition, the questions should be relevant to the session's educational goals. The students will work in teams to answer the questions, so the questions should be sufficiently complex to engage all the team members. The questions are usually multiple choice and open book.

a. Clinical cases can make good application questions because they present a real-world problem, are relevant to our learners and are often sufficiently complex to provide an appropriate level of challenge to the teams.

b. Research problems can also be used to develop application questions, because they ask learners to interpret data and judge whether experimental results support hypotheses and models.

The team needs to come to a consensus answer on the application questions and one member of the team shows their commitment to an answer by holding up a card that displays their choice. All teams hold up the cards simultaneously. The facilitator facilitates a discussion of the question and the choices after all teams have committed to an answer. Teams are given the opportunity to explain their rationale for selecting a particular response and why their selection is the best choice.