“Using a Team Based Learning Approach in a Concept Based Course for Undergraduate Nursing Students”
40th Annual PNEG Conference
Kansas City, Missouri
October 17-20, 2013
By
David L Martin, RN. MN., Associate Clinical Professor and Director of the RN-BSN Program
University of Kansas School of Nursing
&
Chito Belchez, MSN, RN-BC
Clinical Assistant Professor
University of Kansas School of Nursing
Why are we here?

When we are finished you will be able to:

- State a definition of Team-Based Learning
- Discuss how we thought through implementation of this strategy
- Describe how Team-Based Learning enhances the theory of Communities of Inquiry
Definition

- Team-Based Learning: an instructional strategy that uses learning teams in small group work to accomplish course objectives.
Theoretical Framework

- Team Based Learning for Health Professions Education

- Swan’s Relationship between Interactions and learning in online environments
  - (Adapted from Rourke, et. al.’s (2001) Community of Inquiry Model)
Applied Team Based Learning

Four Major Principles:

- Groups must be properly formed and managed
- Students must be accountable for the quality of their individual and group work
- Students must have frequent and timely feedback
- Team assignments must promote both learning and team development.
<table>
<thead>
<tr>
<th>Comparison</th>
<th>Flipped Classroom</th>
<th>Team Based Learning</th>
</tr>
</thead>
<tbody>
<tr>
<td>Group Formation</td>
<td>▪ Student determined but may not be present</td>
<td>▪ Instructor determined</td>
</tr>
<tr>
<td>Assignments</td>
<td>▪ Student interacts with content, limited expectation of use of team to enhance learning</td>
<td>▪ Students interacts with content to develop team responses</td>
</tr>
<tr>
<td>Accountability</td>
<td>▪ Student for learning</td>
<td>▪ Student for learning</td>
</tr>
<tr>
<td>Feedback</td>
<td>▪ Through Instructor</td>
<td>▪ Instructor &amp; Peers</td>
</tr>
</tbody>
</table>
Discuss the decision making process used to implement this strategy

1. Group formation
   - Micro System course (Fall 2012) 20 teams established by faculty around clinical groups, team size – 4-6
   - Macro System course (Spring 2013) 15 teams established by faculty using random number table process team size - 6-7.
Learning context to which this idea was applied

**Structure:**

- Nursing Class of 104 (93)
- N4
- 4 credit hours
- Required Class

- Microsystem & Macro System Courses
Classroom Structure

Battenfeld Auditorium
Fall 2012

Varnes Conference Room
Spring 2013
Community of Inquiry Model

Community of Inquiry Model Expanded

**Student Interaction with Peers**
- Student discuss individual assignments with peers.
- Encourage students to share clinical experiences & beliefs.
- Required students to participate and engage in face to face discussion.

**Interaction with Content**
- Quality of work
  - Independent work outside class following objectives and required materials
  - Completion of individual assignment and activities related to topic.
  - Brings assignment to class prepared for discussion with team

**Learning Experience**
- Presentation of information
- Stimulate motivate learning
- Counsel, support, facilitate, evaluate learning
- Organized application of knowledge, skills and attitude
- Dialogue with students and teams
- Faculty review posting and provide rapid feedback and evaluation

**Interaction with Instructors**
- Faculty review posting and provide rapid feedback and evaluation
Quality of work
- Independent work outside class following objectives and required materials
- Completion of individual assignment and activities related to topic.
- Brings assignment to class prepared for discussion with team

- Required students to participate and engage in face to face discussion.

Student Interaction with Team

Interaction with Content

Learning Experience

Student Interaction with Peers

Interaction with Instructors

- Presentation of information
- Stimulate motivate learning
- Counsel, support, facilitate, evaluate learning
- Organized application of knowledge, skills and attitude
- Dialogue with students and teams
- Faculty review posting and provide rapid feedback and evaluation

- Student discuss individual assignments with peers.
- Encourage students to share clinical experiences & beliefs

- Student discuss individual assignments with peers.
- Encourage students to share clinical experiences & beliefs
- Required students to participate and engage in face to face discussion.

- Student discuss individual assignments with peers.
- Encourage students to share clinical experiences & beliefs
- Required students to participate and engage in face to face discussion.

- Team summarizes discussion and post response online
- Team review other teams posting
- Team provide comments/feedback to two other teams posting.

- Student Interaction with Team
  - Quality of work
  - Independent work outside class following objectives and required materials
  - Completion of individual assignment and activities related to topic
  - Brings assignment to class prepared for discussion with team

- Student Interaction with Peers
  - Presentation of information
  - Stimulate motivate learning
  - Counsel, support, facilitate, evaluate learning
  - Organized application of knowledge, skills and attitude
  - Dialogue with students and teams
  - Faculty review posting and provide rapid feedback and evaluation

- Interaction with Instructors

- Interaction with Content

- Learning Experience

- Team Interaction with Teams

- Student Interaction with Teams
• Required students to participate and engage in face to face discussion.

- Student discuss individual assignments with peers.
- Encourage students to share clinical experiences & beliefs
- Required students to participate and engage in face to face discussion.

- Team summarizes discussion and post response online
- Team review other teams posting
- Team provide comments/feedback to two other teams posting.

- Blackboard LMS
- eBooks
- ARES Course Reserves
- Online Surveys & Questionnaire
- Discussion Board

• Quality of work
• Independent work outside class following objectives and required materials
• Completion of individual assignment and activities related to topic.
• Brings assignment to class prepared for discussion with team

- Presentation of information
- Stimulate motivate learning
- Counsel, support, facilitate, evaluate learning
- Organized application of knowledge, skills and attitude
- Dialogue with students and teams
- Faculty review posting and provide rapid feedback and
Review the student learning outcomes observed

- Required students to participate and engage in face to face discussion.

- Student discuss individual assignments with peers.
- Required students to participate and engage in face to face discussion.

- Team summarizes discussion and post response online
- Team review other teams posting
- Team provide comments/feedback to two other teams posting.

- Subject Matter Experts brings validity
- Connects topic to current relevant practice
- Presentation of information

- Blackboard LMS
- eBooks
- ARES Course Reserves
- Online Surveys & Questionnaire
- Discussion Board

- Quality of work
- Independent work outside class following objectives and required materials
- Completion of individual assignment and activities related to topic.
- Brings assignment to class prepared for discussion with team

- Application of observations of knowledge and attitudes from clinical sites
- Encourage students to share clinical experiences & beliefs
- Variety of sites reinforces applicability of course content materials
- Use of sites assessment to develop strategies for involvement and improvement

References
