

Building Virtual Teams: Team-Based Learning Pedagogy on a Distance Education Platform

Brenda L. Janotha, DNP-DCC, ANP-BC
Columbia University



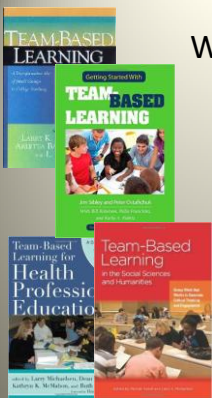
Objectives

At the conclusion of this presentation the participants will be able to:

- Recognize the essentials of TBL design
- Summarize a process for adapting distance education courses using TBL pedagogy
- Discuss virtual team building strategies

What is TBL?

- Learner-centered approach
- Active learning strategy
- Collaborative pedagogy
- Based on 4 principles
- Requires students to self-regulate learning
- www.teambasedlearning.org



WHY TEAM-BASED LEARNING (TBL)?



- Are we engaging graduate students?
- Are we promoting active learning?
- Are we providing opportunities for collaboration?



Curriculum delivery must be used to engage students as active learners and facilitate collaboration/teams

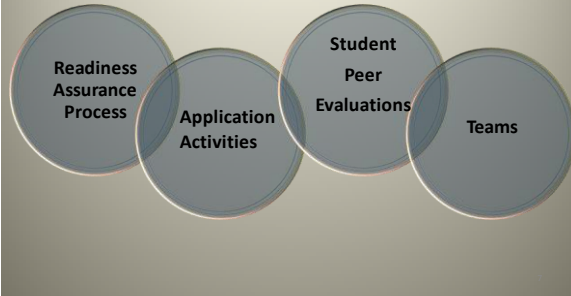


Why is it important to promote active learning using TBL?

- Active engagement of students in the learning process corresponds with **higher motivation, deeper processing, and greater content retention**
- TBL augments **critical thinking, contributes to collaboration, and fosters professional development**



FOUR Principles of TBL



Readiness Assurance Process

Readiness Assurance Process

| | | |
|-------------------------------------------------|------------------------------------------------------------------------|--------------------|
| Preparation (pre-lesson) Individual Study | Readiness Assurance Individual TEST Team TEST Written APPEALS | Clarifying Lecture |
|-------------------------------------------------|------------------------------------------------------------------------|--------------------|



Application Activities

- Team application activities require the team to effectively interact and collaborate
- The team application activities should be designed to assess student teams' mastery of subject matter

Peer Evaluations



- A variety of methods
 - Students are provided a set number of points to distribute as they feel is fair amongst their team members
 - Standardized evaluation forms are developed and used for evaluating peers
 - Students are graded on their submissions of formative peer evaluations, rubric provided, must include areas for improvement
- Anonymous process

TEAMS

- Teams are purposely formed and managed by the instructor



Team-building Strategies for TBL

- Evaluating student accountability
- Peer-evaluation process
- Providing constructive feedback
- Encouraging competition between teams

Team-building/ Collaboration with TBL

- Team development is essential to the success of TBL
- Strategies to encourage collaboration:
 - Evaluating student accountability
 - Peer-evaluation process
 - Providing constructive feedback
 - Encouraging competition between teams evaluating student accountability by having students conduct **peer assessments**

Virtual Teams

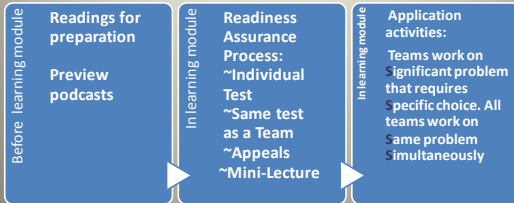
- Team members are geographically unrestricted
- Opportunities for:
 - increased collaboration, communication, and ultimately student learning



Distance Education (DE)

- Students require flexibility with schedules
- Most students have multiple time commitments- work, families, schedules
- Maintain asynchronous distance education structure

Structure of TBL for Distance Education



Traditional Distance Education

- **INDIVIDUAL Student Responsibilities:**
 - Preparation
 - Tests/ Assessments
 - Assignments
- **TEAM Responsibilities:**
 - NONE



TBL Distance Education

- **INDIVIDUAL student Responsibilities:**
 - Preparation
 - Readiness assurance: Individual Tests
 - Peer evaluations
- **TEAM Responsibilities:**
 - Serve as a Team Leader
 - Readiness assurance: Team Tests
 - Participate in appeals process
 - Collaborate on assignments/ application activities

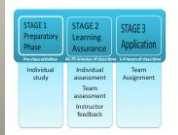


Adapting Curriculum for TBL Distance Education

- Expert panel
- Backward design
- Essentials of TBL design
- Asynchronous timeline



Team-based Learning
Flipped Classroom
Backward Design



| Sunday | Monday | Tuesday | Wednesday | Thursday | Friday | Saturday |
|--------|--------|---------|-----------|---------------------------------------------------------|--------|--------------------------------------------------|
| | | | | Last day for submitting Individual Readiness Assessment | | |
| | | | | Last day for submitting Team Readiness Assessment | | Last day for submitting Written Appeals |
| | | | | | | Application Activity DUE LAST DAY of Module 1 |
| | | | | Last day for submitting Individual Readiness Assessment | | |
| | | | | Last day for submitting Team Readiness Assessment | | Last day for submitting Written Appeals |
| | | | | | | Application Activity DUE LAST DAY of Module 2 |

Virtual Teams

- Team members are geographically unrestricted



Virtual Teams Framework

- Members
- Team Leaders
- Communication
- Trust
- Rewards
- Technology



Virtual Team Building Strategies

- Evaluating student accountability
- Peer-evaluation process
- Providing constructive feedback
- Encouraging competition between teams

- Context
- Technology



Virtual Teams Challenges

- Time
- Trust



Key Points

- Encourages collaboration
- Requires active participation
- Increases accountability
- Improves student outcomes/ performance

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