

60-Second SoTL

Episode 28 – What outcomes are associated with team-based learning?

(Piano Music)

0:03

Jessie L. Moore:

What transferable skills do team-based learning projects help students develop? That's the focus of this week's 60-second SoTL from Elon University's Center for Engaged Learning. This episode is the third in an 8-part series hosted by Elon University Masters of Higher Education students who are exploring collaborative assignments and projects as a high-impact practice. Listen for future episodes in their series wherever you subscribe to 60-Second SoTL.

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(Piano Music)

0:30

Haley Turczynski:

I'm Haley Turczynski.

In "Team-Based Learning in Professional Writing Courses for Accounting Graduates: Positive Impacts on Student Engagement, Accountability and Satisfaction" published in Accounting Education, SoTL scholar Judith Ainsworth studied if Team-Based Learning, or TBL, increased transferrable skills like critical thinking, flexibility, and teamwork through student engagement, accountability, and satisfaction.

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The TBL framework consists of permanent team formation, the Readiness Assurance Process, team application activities, and peer assessment and feedback. In this study, 40 accounting students took one of two sections of a postgraduate accounting class on professional writing taught by the same professor. On the first day of class, all students were placed into teams of 5 students that they would stay in for the whole class. The students then did an ungraded practice of the Readiness Assurance Process which consists of five steps: completing assigned reading, completing a short multiple choice individual Readiness Assurance Test, taking the same Readiness Assurance Test as a team, submitting appeals on incorrect answers, and a short lecture on anything the students need extra help with.

1:42

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After the Readiness Assurance Process is completed, the class completes an application activity. The application activity should be in the 4S structure: all teams must have the same significant problem and must make a specific choice that they report simultaneously. Halfway through the course and on the last day of the course, students give feedback on each member of their group that is used to determine a multiplier for the team assignments. This way, if a student does not pull their weight, they will get a lower grade than the rest of the team. Students also completed the Team-Based Learning Student Assessment Instrument at the end of the course.

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The data show that the TBL framework leads to flexibility, active listening, and team collaboration. Over 90% of students felt accountable to themselves and their team, and 95% of students were satisfied with the TBL structure. Students also shared that the TBL framework helped them gain confidence in decision-making and holding leadership positions, which will serve them well in the workplace. To learn more, see the full citation in our show notes.

2:47

(Piano Music)

Jessie L. Moore:

Join us next week for another snapshot of recent scholarship of teaching and learning on **60-second SoTL from Elon University's Center for Engaged Learning**. Learn more about the Center at www.CenterForEngagedLearning.org.

3:03

(Piano Music)