

Team Based Learning (TBL)

Objective

- Develop & improve student's self-learning skills.
- Improve students' understanding of course materials through discussion & problem solving.
- Develop and improve students' interpersonal and team interaction skills.
- Prepare students to be life-long learners.

Description of Activity

- Before any TBL lab, students must study assigned materials.
 - Lab begins with the readiness assurance process (RAP), consists of a short test (5-15 MCQ quiz) on the key ideas from the given reading materials.
 - RAP is delivered at 2 levels:
 - Individual level: iRAT. Students answer the quiz individually and then turn the paper to the TA.
 - Team level: tRAT), each team is given the same quiz again, and they answer it as a team. Turn the answer sheet to TA
 - Feedback is given to the teams instantly
 - Student's Appeal: this is an "**Open book phase**": student refer to their assigned reading material and appeal any questions missed on the group test. That is, students are allowed to restudy the assigned reading material and produce compelling evidence to convince the teacher to the answer they missed.
- 3- Open Discussion by instructor to clarify areas of misconception that become apparent during the team test and the appeals.
- 4- At the end of each TBL lab, each student is required to fill a peer evaluation (assessment) for each member of the team (use Peer FeedBack form)

Assessment of Activity

Criteria	Marks
Individual Test	12
Group Test	12
Appeal (as group)	Your group grade will be adjusted if your appeal was accepted
Peer evaluation	100%
Total Grade	Individual Test + (Group test * peer evaluation) + Appeal = 24 Marks

TEAM-BASED LEARNING - PEER FEEDBACK

Team Name: _____

Your name (evaluator): _____

TBL activity your are evaluating:

PART ONE: quantitative assessment: use the following scale to evaluate your colleague contribution to the team

4: ALWAYS, 3: OFTEN, 2: SOMETIMES, 1: NEVER

DOMAINS	ST NAME -----	ST NAME -----	ST NAME -----	ST NAME -----
COOPERATIVE LEARNING SKILLS:				
Arrives on time and remains with team during activities				
Demonstrates a good balance of active listening & participation				
Asks useful or probing questions				
Shares information and personal understanding				

SELF-DIRECTED LEARNING:				
Is well prepared for team activities				
Shows appropriate depth of knowledge				
Identifies limits of personal knowledge				
Is clear when explaining things to others				

INTERPERSONAL SKILLS:				
Gives useful feedback to others				
Accepts useful feedback from others				
Is able to listen and understand what others are saying				
Shows respect for the opinions and feelings of others				

How much score you will give this student (out of 100)				
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PART TWO: qualitative assessment (for each item, write *at least one* sentence, but *not more than three* sentences)

1) What is the single most valuable contribution this person makes to your team?

2) What is the single most important way this person could alter their behavior to more effectively help your team?