

NH-ME LEND P R O G R A M



Improving Effective Interdisciplinary Team Work Using Team-Based Learning within the NH-ME LEND Curriculum: Evaluation from Year 2

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Core Elements of Team Based Learning "A special form of collaborative learning using a special sequence of individual work, group work, and immediate feedback to create a motivational framework in which students increasingly hold each other accountable for coming to class prepared and contributing to the discussion." - Michael Sweet (n.d.) **Accountability: Readiness Assurance Process** Review of Goals & Preparation (Readings, Lecture Case-based Applications Expectations Capture, Website Reviews) (Significant Problem, Form Permanent Readiness Assurance Test* Specific Decision) Teams (5-7 members) (Individual & Team) Integrative Assignment*

Mini Lecture re Core Concepts

Peer Evaluation*

Michaelsen, LK, Knight, AB, & Fink, LD (2004). *Team-based learning: Transformative use of small groups in college teaching*. Sterling, VS: Stylus Publishing.

Frequent & Timely Feedback

Background

* Contributes to

Final Grading

NH-ME LEND adopted *Team-Based Learning* beginning in fall 2014 to:

Getting

Started

- Use a consistent instructional methodology and coordinate instruction across content modules among all faculty
- Actively engage a diverse group of learners
- Strengthen trainees' mastery of content, critical thinking skills, and interdisciplinary team work
- Maximize face-to-face time and the use of technology



In-Class Team

Application Activities

UNH and UMaine LEND trainees and faculty engage Team-Based Learning in weekly seminars via video conferencing using Zoom technology

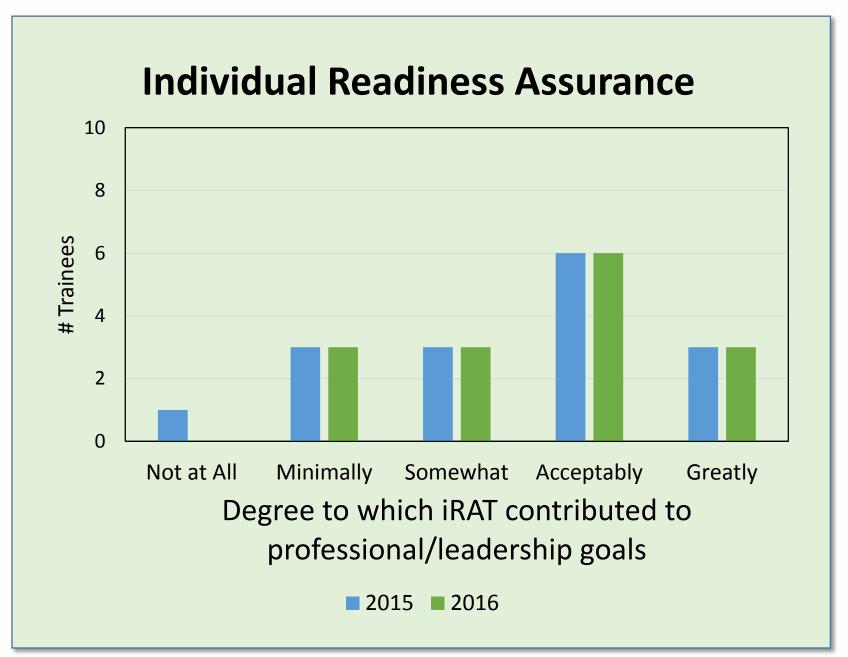
Improvements Based on Year 1 Evaluation

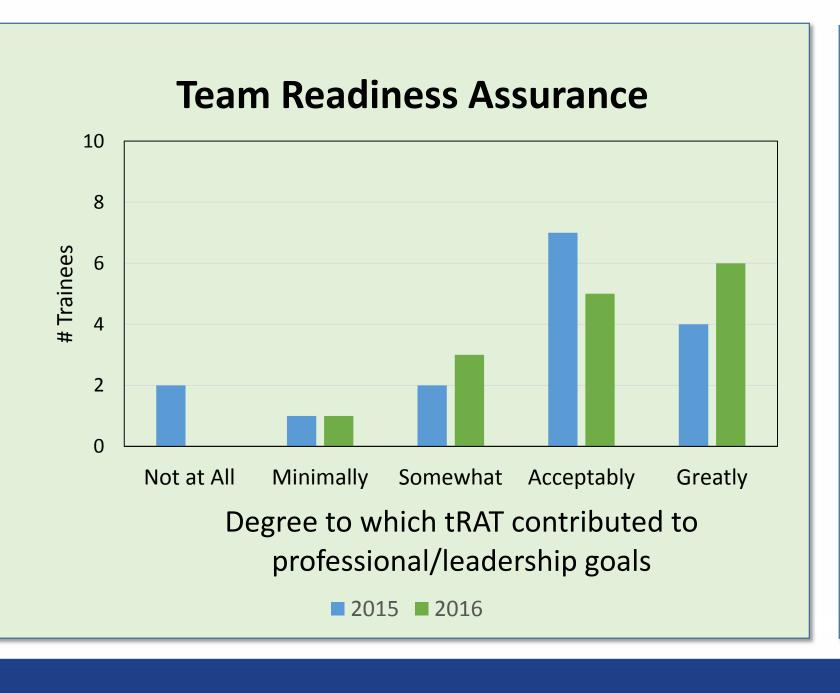
- Expanded strategies to engage a large faculty in TBL methodology
- Defined clear learning outcomes for each content module
- Identified "table of contents" readings and developed reading guides based on the learning outcomes to balance quality vs.
 quantity of preparation materials
- Developed faculty skills in writing readiness assurance test questions using Bloom's Taxonomy to improve the assessment process and to ensure focus on content discussions
- Developed faculty comfort and skill to focus on key concepts during "mini-lectures" to support case application activities
- Added instruction on providing peer feedback

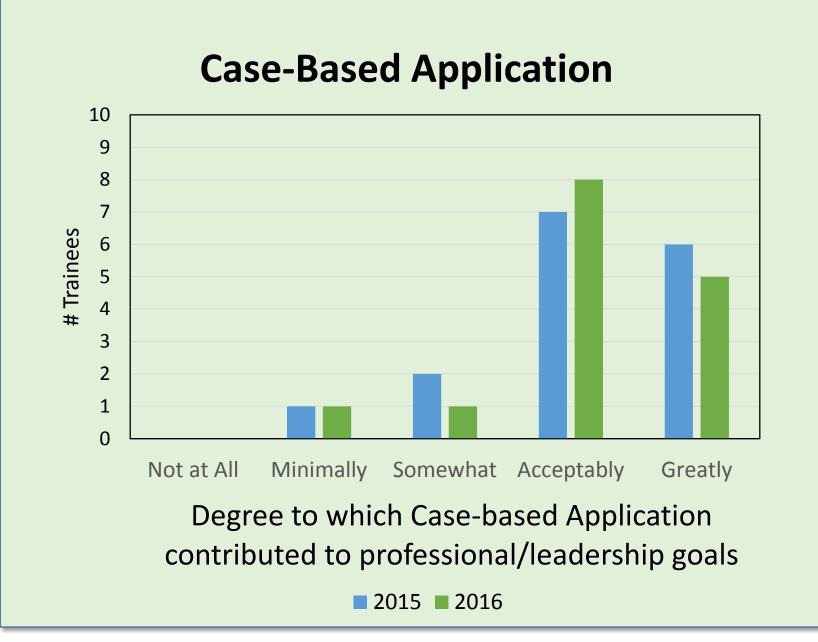


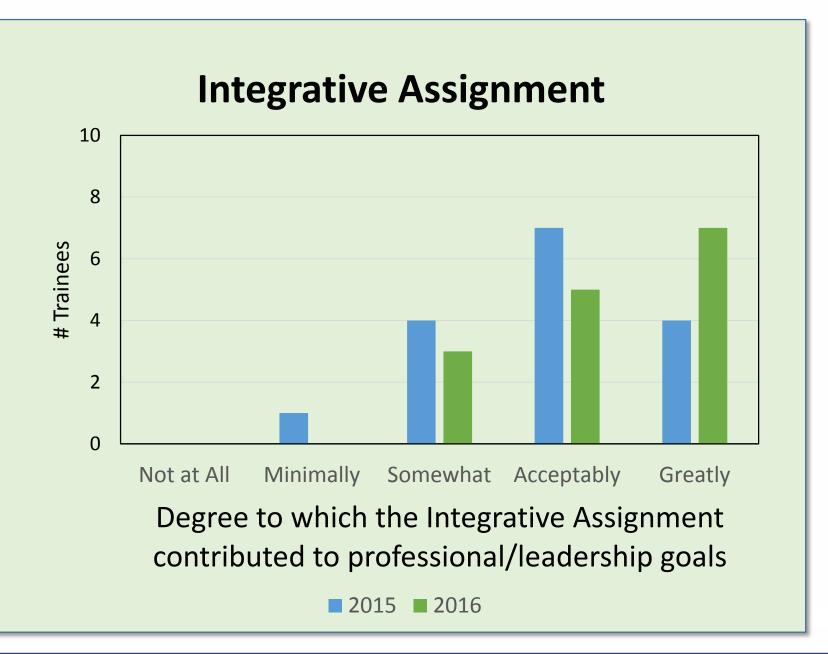
LEND trainees share their discussions based on case-based application activities

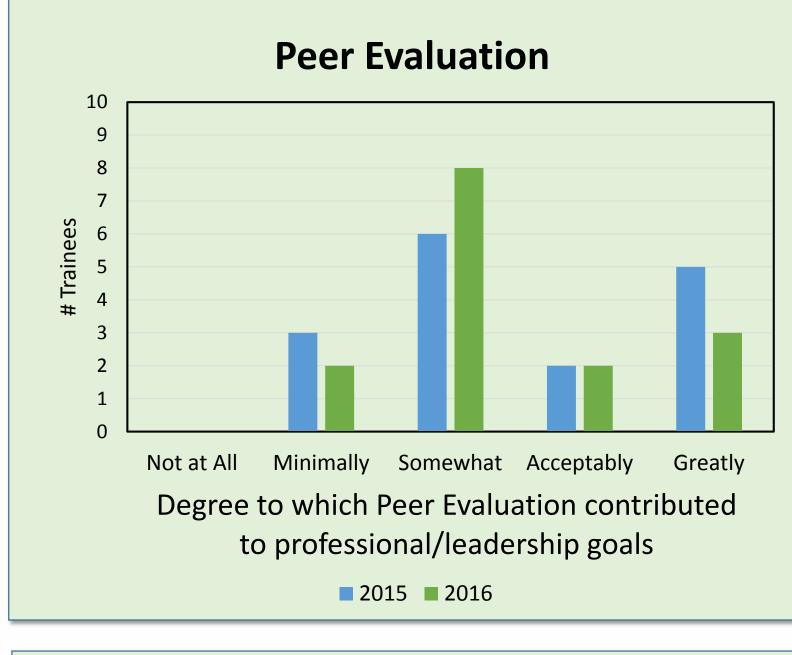
Comparison of Trainees' Program Evaluation from Year 1 (2015) and Year 2 (2016)











Questions for Future Improvement

- How can we integrate higher level critical thinking into Readiness Assurance tests?
- How can we engage trainees in providing meaningful peer feedback?
- How can we engage the trainees in complex and challenging case application activities to integrate content and foster leadership skills?







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