

Group Learning Techniques

Summary from the 2015 Teaching
Professor Conference

Bei Yu

Information Sources

- Workshop “Introduction to Team-based Learning” by Jim Sibley from Center for instructional support, UBC
- Session: “cultivating cohesion: priming student work groups for success” by Professor David R. Neumann from School of Communication, RIT

<http://learntbl.ca/>

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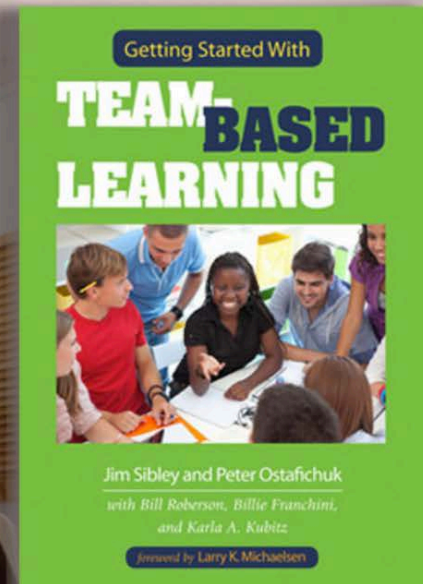
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TBL

- Powerful form of small group learning.
- Coherent framework for building a flipped course experience.
 - Students prepare before class and then spend most of class time solving problems together.
- Like a courtroom jury...

http://learntbl.org/wp-content/uploads/2014/06/TBL-handout_February_2014_lettersize.pdf

TBL steps

- Readiness Assurance
 - Pre-class prep (readings, videos, slides,...)
 - Individual readiness assurance test (iRAT)
 - Team readiness assurance test (tRAT)
 - Appeals
 - Mini-lecture

iRAT and tRAT

10 questions

Readiness Assurance Test based on Introduction to TBL handout













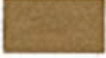






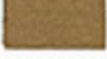
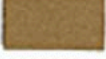
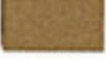
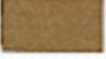


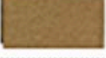

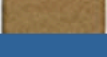

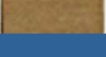
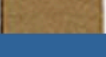
- 1. Which statement most accurately describes the two most important things TBL lets you achieve?**
- A. Students learn how work in teams and solve significant problems
 - B. Students learn how to work efficiently both individually and in teams
 - C. Students learn about team dynamics and what it takes to be part of a winning team
 - D. Students come to class prepared and learn how to solve problems

Scratch cards for iRAT and tRAT

IMMEDIATE FEEDBACK ASSESSMENT TECHNIQUE (IF AT®)

Name _____ Test # _____
Subject _____ Total _____

SCRATCH OFF COVERING TO EXPOSE ANSWER

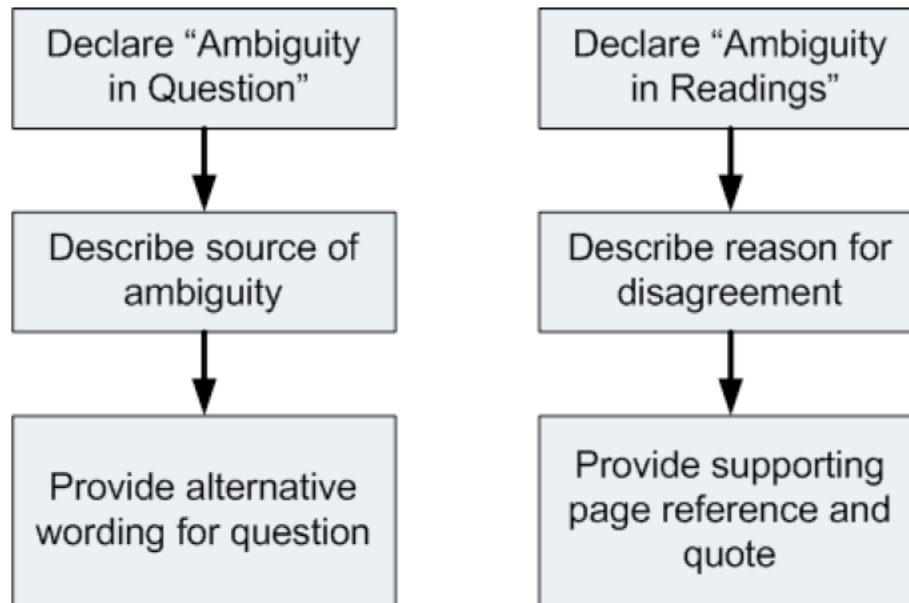
	A	B	C	D	Score
1.				<input checked="" type="checkbox"/> ★	_____
2.					_____
3.					_____
4.					_____
5.					_____
6.					_____
7.					_____
8.					_____

Appeal form

Readiness Assessment Test:

Guidelines for preparing successful appeals:

Appeals are granted when they demonstrate that you understood the concept(s) but there was ambiguity in the question or ambiguity in the reading material that caused you to miss the question.



Mini-lecture

- Focus on concepts that are still problematic for the students.

In Class Activities

- Design relevant activities to show students how to apply the newly-learned knowledge

Activity 4:

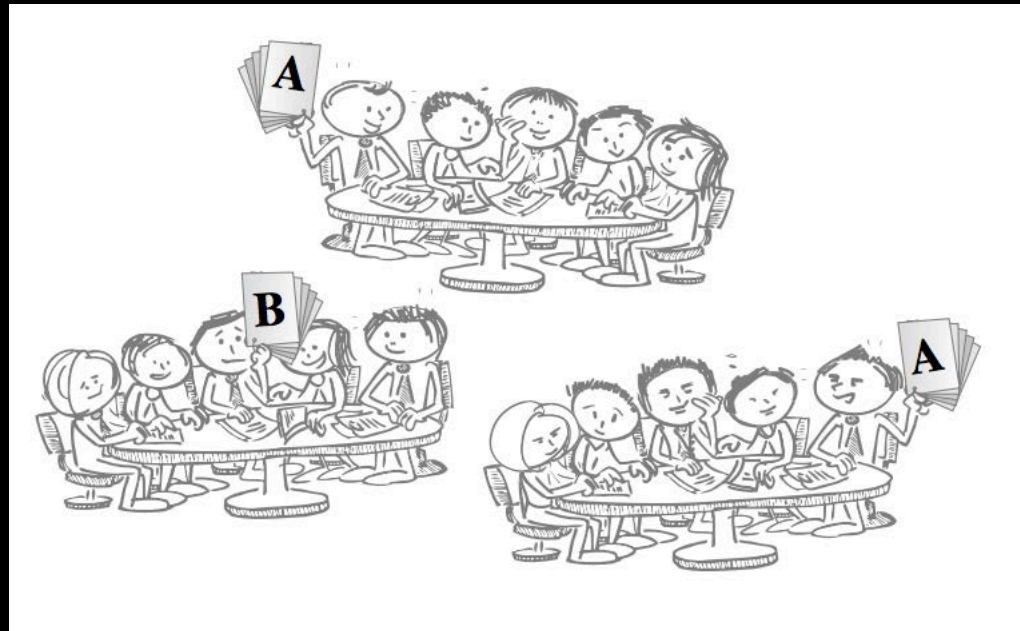
Example from a Nursing course

A patient with a Brain Stem Stroke has collapsed a lung from intractable hiccups and feed-tube aspirates. He was admitted to intensive care to deal with the subsequent pneumonia. A few weeks later he is moved to a regular ward and the PRN order (PRN means “as needed”) for Baclofen has expired (Baclofen, Gabapentin family of drugs - off label use to control intractable hiccups). The patient has begun to hiccup again and is growing increasingly distressed that nothing is being done. The Doctor has made it very clear that he is not to be called. The patient’s wife has repeatedly come to the nurse’s station demanding action. It is a Friday night of a long weekend and the doctor on call is not returning the nurses’ calls. It appears to be a doctor oversight that the PRN order was not renewed. The wife persistently demands action and the desk nurse begins to cry. The head nurse intervenes.

The head nurse should:

- A. Try to calm down patient and wife and continue to call the doctor
- B. Wait till you talk to doctor, then give patient the pill, chart it
- C. Give the patient the pill and note it in the chart
- D. Mark a pill as spoiled and leave it with the patient

Simultaneous Report



Which group performs the best?

- Purposefully assigned by teacher
 - E.g. to discuss the pros and cons of team-based learning, teacher can assign students with different opinions into same groups
- Randomly assigned by teacher
- Self-organized by students

Instructions:

Please rate the following statements using a scale of:
1 = strongly disagree to 10 = strongly agree.

Statements	Points
If you use class time for group work, you will not be able to cover as much content as you would with lectures.	
If a substantial part of a course grade is based on group work, better students will end up doing most of the work.	
If a substantial part of a course grade is based on group work, less motivated or less capable students will be able to "free-ride" their way through the course.	
If you use class time for group assignments, students will waste time "socializing" when they should be working.	
Most learning groups will be ineffective unless you teach students how to work in groups.	
Total Points	

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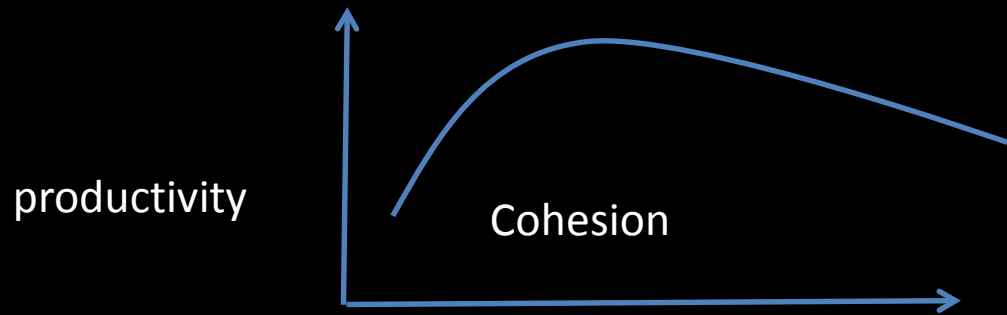
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Why self-organized teams underperform?

- Relationship between cohesion and productivity



Why self-organized teams underperform?

- Feel bad to challenge lackluster team members
- Spend more time on social than work
- Avoid outstanding work
- Become like-minded, lack of new ideas

After forming the teams, how to “prime” students on group work?

Read each statement and circle A for agree or D for disagree

- | | | | |
|---|---|----|--|
| A | D | 1 | The most important goal for a group in this class is to complete the stated task. |
| A | D | 2 | Groups are most productive when a leader steps forward to run meetings, allocate tasks, and reward group members. |
| A | D | 3 | We should have a high degree of tolerance for group members who are late to out-of-class meetings or do not attend due to other obligations. |
| A | D | 4 | Creating friendships and completing the task are equally important. |
| A | D | 5 | Criticizing other group members should be avoided. |
| A | D | 6 | Avoiding smaller conflicts is the best method to reduce conflict escalation. |
| A | D | 7 | All of group members should have identical goals and reasons for being involved. |
| A | D | 8 | Majority rule will be the best method of group decision-making. |
| A | D | 9 | If one group member is not pulling his or her weight, the other group members should confront that person together. |
| A | D | 10 | Everyone in the group should receive the same grade for group projects. |