

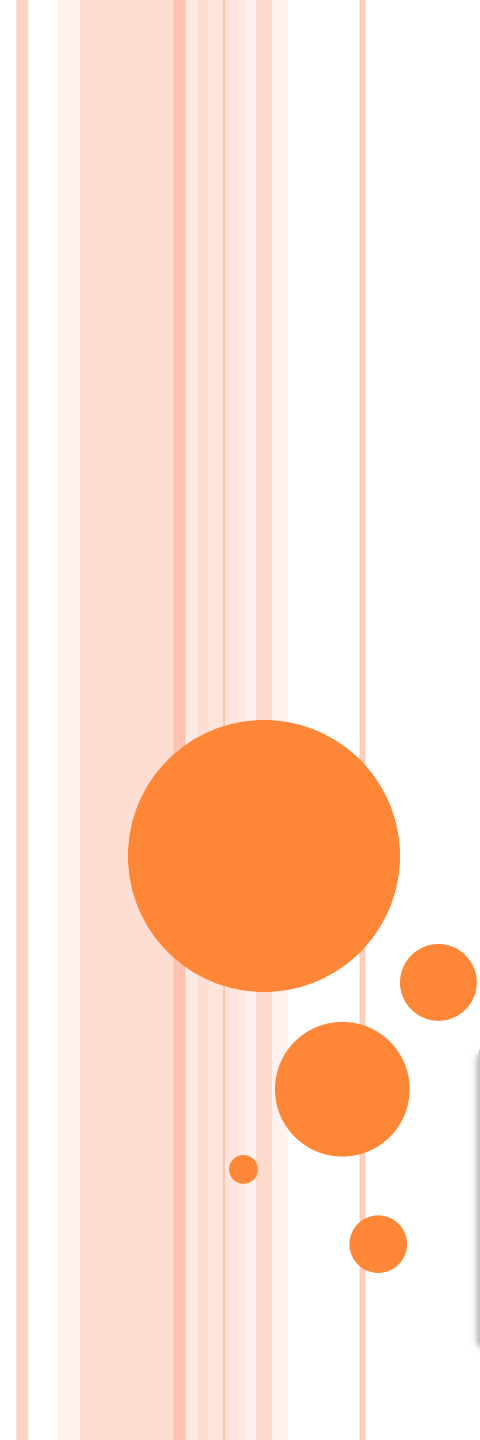


CONCURRENT SESSION

30 October 2011

Amphitheater

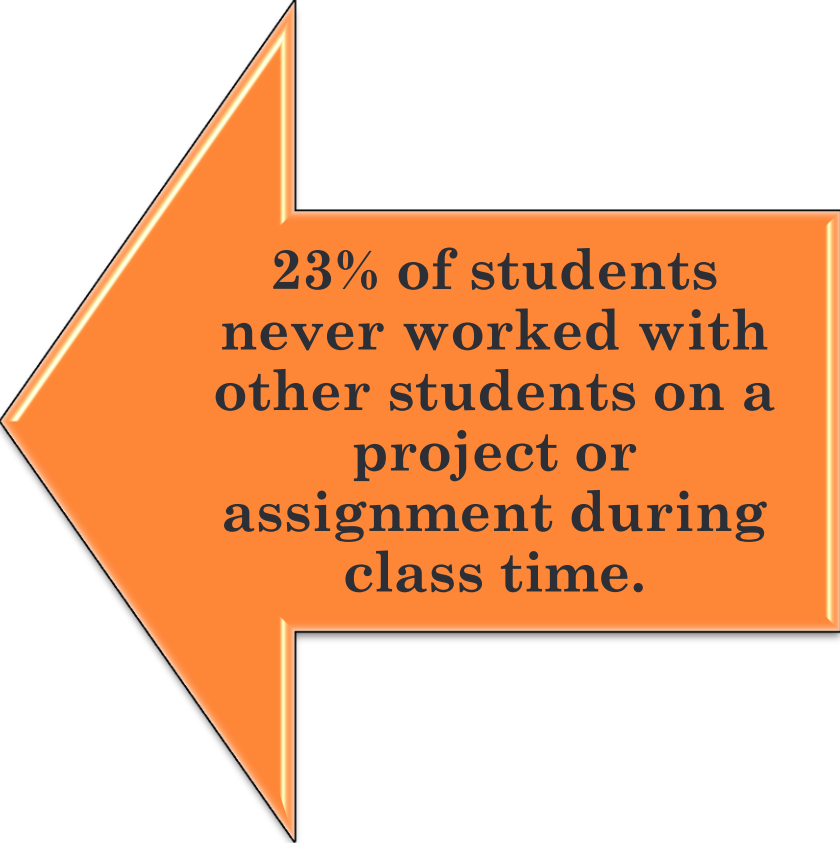
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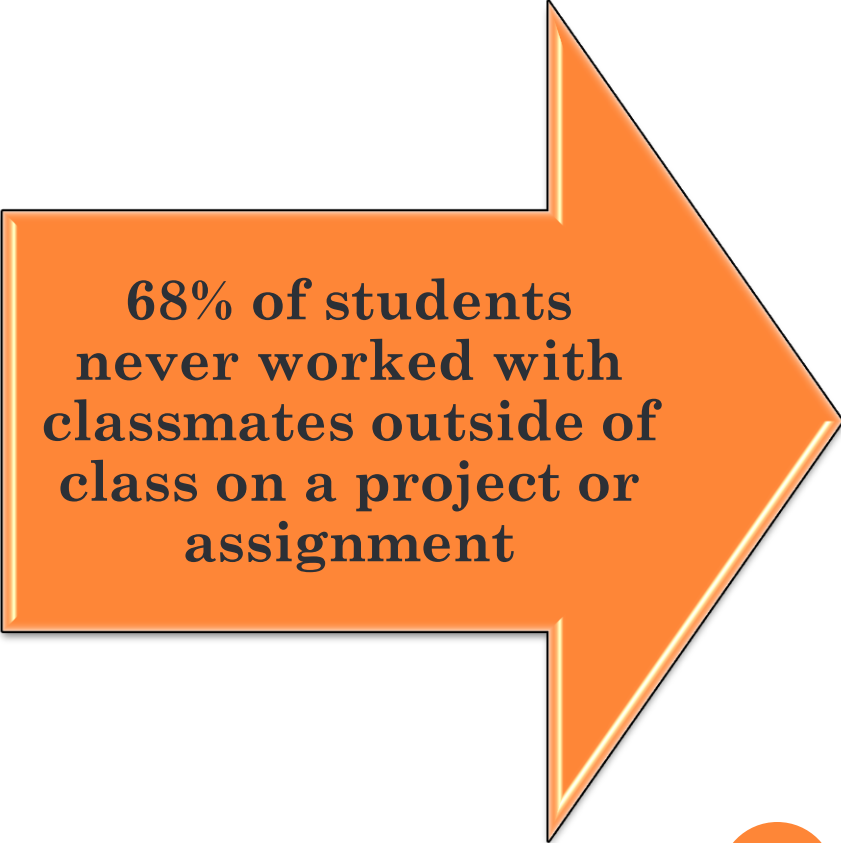
**STUDENT ENGAGEMENT THROUGH
TEAM-BASED LEARNING:
INTEGRATING TEAM ASSIGNMENTS
INTO THE CURRICULUM**

**Dr. Amy L. Harding
Northern Virginia Community College
2011 VCCS Annual Conference
30 September 2011**

INTRODUCTION



**23% of students
never worked with
other students on a
project or
assignment during
class time.**



**68% of students
never worked with
classmates outside of
class on a project or
assignment**



INTRODUCTION

1

Many faculty teaching in the Community College environment have little experience creating and using team assignments

2

Faculty spend $\frac{2}{5}$ th of class time lecturing

3

Faculty spend only $\frac{1}{6}$ th of the time on small group work



WHY ARE WE HERE?

**Learn ways to
integrate
team-based
learning into
the
curriculum**

**Demonstrate
possibilities
for improved
grades and
increased
student
accountability**

**Learn the
nuances
behind
forming
successful
teams**

**Learn how to
create team-
based
learning
modules**





BREATHE



READINESS ASSURANCE PROCESS (RAP)

- **What percent of students never worked with classmates outside of class on a project or assignment?**
 - a) 68%
 - b) 23%
 - c) 40%
 - d) 12%

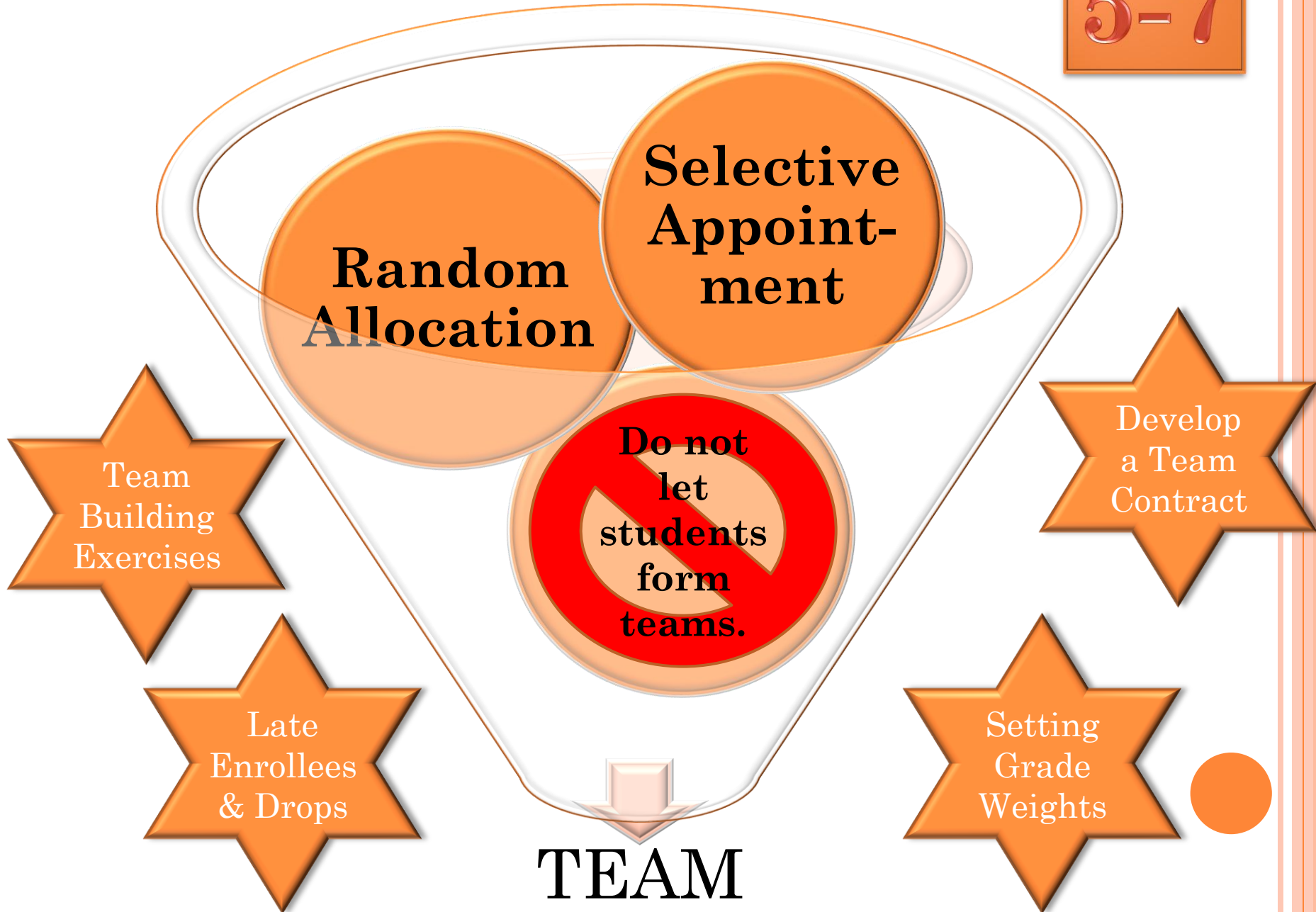
- **Faculty spend how much class time lecturing?**
 - a) 2/5th
 - b) 1/6th
 - c) 3/4th
 - d) 5/8th

- **During today's session you will:**
 - A. Learn the nuances behind forming successful teams
 - B. Learn ways to integrate team-based learning into the curriculum
 - C. Demonstrate possibilities for improved grades and increased student accountability
 - D. Learn how to create team-based learning modules

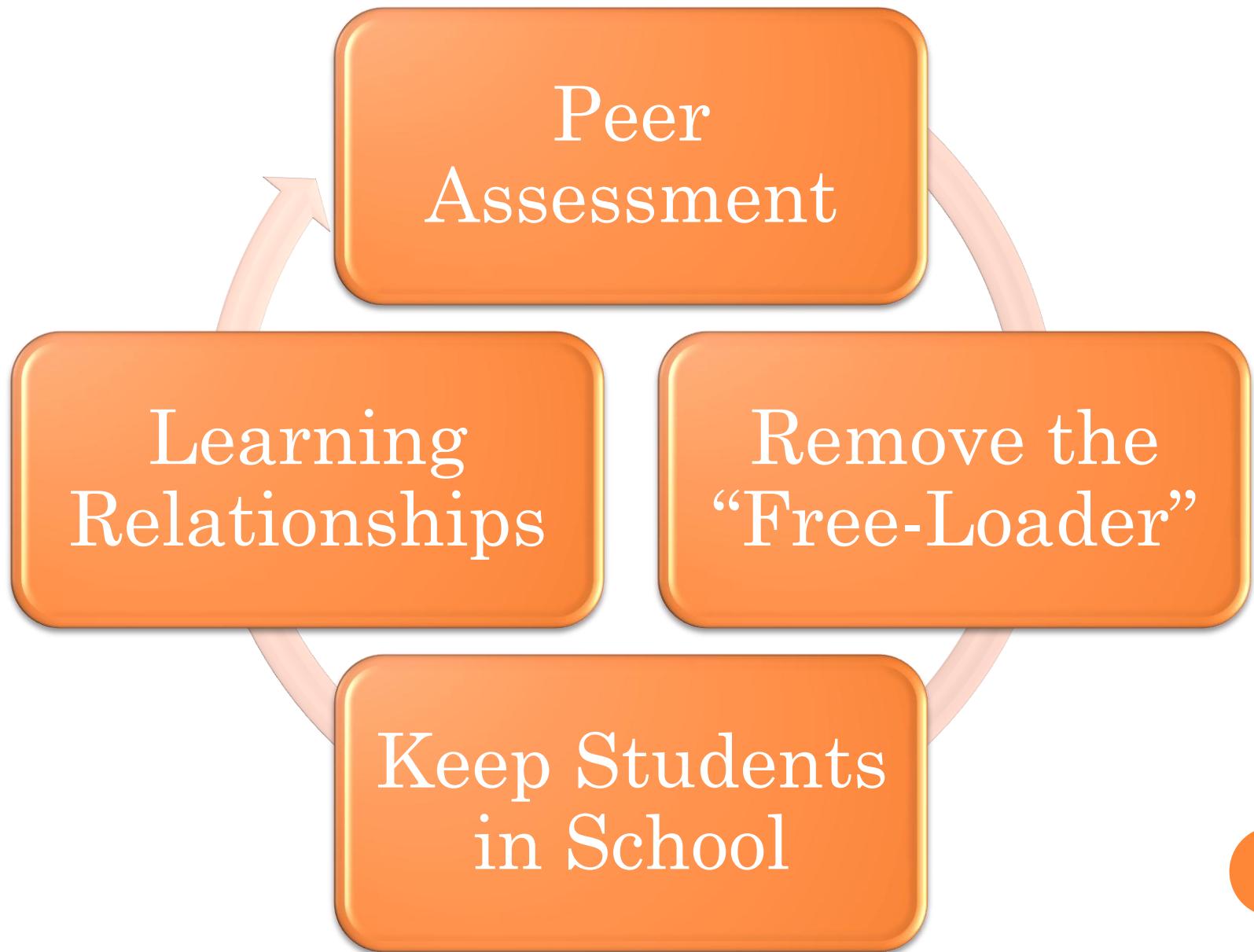


FORMING SUCCESSFUL TEAMS

5-7



IMPROVED GRADES AND STUDENT ACCOUNTABILITY



INTEGRATING TEAM-BASED LEARNING IN THE CURRICULUM

Assignments must promote both learning and team development

To maximize learning impact use the 4 S's

- Significant
- Same Problem
- Specific Choice
- Simultaneous Reporting

TBL

Team Base Learning is NOT the same as group learning

Competition among groups is a good thing

CREATE TEAM-BASED LEARNING MODULES



Do the work
as a team



Separate the
task and work
individually



The key is to focus on
what students will DO

NOT on what students
will KNOW

Examples

NOT SO GOOD

- Group Writing Assignments
- Group Presentations

REMEMBER THE 4 S's

- Significant
- Same Problem
- Specific Choice
- Simultaneous Reporting

GOOD

- Accounting: Case study requiring two groups to negotiate a nontaxable exchange
- Biology: Case study requiring teams to develop a new policy to protect evolution on the Galapagos islands
- Chemistry: Integrating previously covered course material with difficult material in the current learning guide
- Writing: Read passages and determine appropriately used passive and active voice

Team dynamics are crucial

Help students help themselves

Utilize the 4 S's

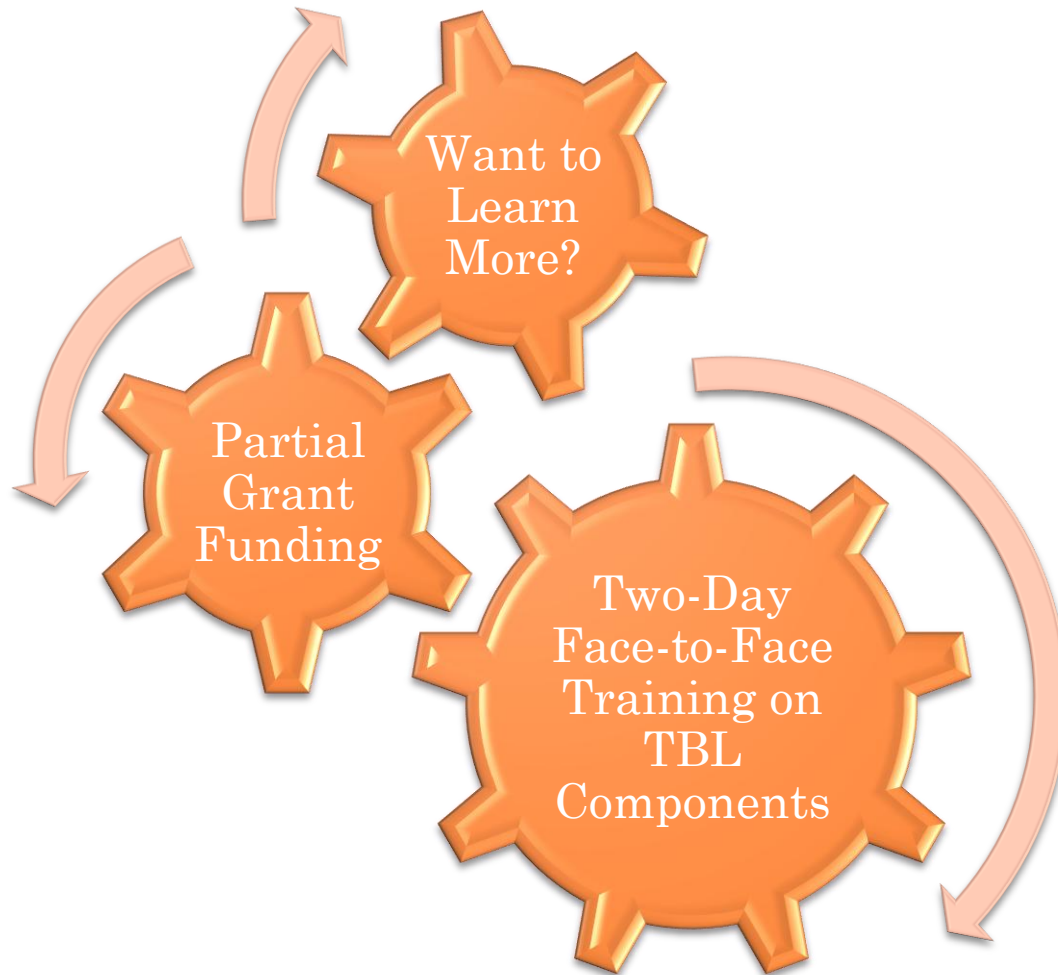
Do versus Know

SUMMARY

Forming Successful Teams
Improved Grades and Student Accountability
Team-Based Learning in the Curriculum
Create Team-Based Learning Modules



TRAINING OPPORTUNITY



CONCLUSION AND QUESTIONS



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