Teaching TBL Online

EconTEAching Session 8
Phil Ruder, Pacific University, Oregon USA
ruder@pacificu.edu
Team-Based Learning Sequence
(Repeated for each major instructional unit, 5-7 per course)

**Preparation**
(pre-class)

**Readiness Assurance**
45-75 minutes of class time

**Application of Course Concepts**
1-4 hours of class time

- Individual Study
- Team Test
- Individual Test
- Clarifying Lecture
- Written Appeals (from teams)
- Application Activities

[learntbl.ca](http://learntbl.ca) for general information
[Starting Point: Economics TBL module](http://Starting-Point-Economics-TBL-module) for TBL in economics info
Making teams
Individual and team quizzes (iRAT/tRAT)
Class activities (AEs)
Peer evaluation
Assessment
Making teams
Making teams

Instructor makes teams!

Minimize probability of voting blocs

Maximize diversity

Online teams are smaller (3-4 each rather than traditional 5-7)

Two approaches:
  (1) detailed survey and instructor work between classes
  (2) “quick sort”

Online: detailed survey method does not change

Online: quick sort is not as fun but can be done via a short Google form survey and a spreadsheet sort. (I add tablet question to major and first name.)

Synchronous: Explain or show spreadsheet sort in class.

Asynchronous: Make a video to explain rationale of detailed survey or to show spreadsheet sort.
Individual and team quizzes

Synchronous:

- Short iRAT time limit to limit cheating.
- Run iRAT and tRAT during class time (move explanations to screencasts).
- Instead of IF-AT, use adaptive mode in LMS or even Google forms for tRAT.

Asynchronous:

- Abandon iRAT?
- Few-question tRAT -- low-level AEs.
- Timing is tricky.
- Two-stage deadlines across several days.
- Teams order their choices.
- Public reveal at deadline.
Hardest element of TBL to move to asynchronous online.

Timing: Need a round of initial posts by all team members and then subsequent round of posts to come to consensus.

LMS setting to require initial post before seeing discussion?

Brian O’Dwyer at InteDashboard has automated TBL online in a useful way. There is a student fee involved, however.
Class Activities

Traditional set-body-close format. Individual prep (reading/podcasts/video), data analysis often precedes team work.

Synchronous:
  Very similar flow.
  Zoom breakout rooms for team discussions
  Jamboard for collaboration
  Google forms for reports

Asynchronous:
  Set and close happen by screencast (and/or text?)
  Timing issues for team work similar to tRAT.
  Reporters post to class-wide summary and discussion forum.
  Short AEs in bunches rather than sequential
Body consists of (1) team discussion to make complex choice and (2) facilitated discussion among team reporters
Peer evaluation

Easier online

Include more frequent peer evals!

Koles method form
Summative Assessments

Intro classes
- Pull each question randomly from pool of several
- Scramble questions and answer choices
- Time-consuming to prepare and to grade

Advanced classes
- Consider alternative assessment instruments
- Papers, projects, infographics
Two useful references