Team-Based Learning (TBL): A Faculty’s Perspective Over Multiple Semesters

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evidence evaluating faculty perception of TBL compared to traditional lectures is limited. Previous qualitative research determined faculty using TBL found:

1) Increased incorporation of integrated learning and interaction with students compared to traditional lectures
2) Increased lecture preparation time compared to traditional lecture
3) Increased redundancy and overlap of content compared to traditional lecture
4) Higher demand for instructors to facilitate and be present for assessments and TBL activities per semester compared to traditional lecture

No data exists quantifying faculty/instructor perceived workload, enjoyment of teaching, and acceptance of TBL over multiple semesters.

At St. Louis College of Pharmacy, TBL was first implemented in PP 5160 Disease State Management I: Clinical Epilepsy and has since been implemented in PP2120 Introduction to Pharmaceutical Care: Nonprescription Products and Drug Information.

TBL was implemented at StLCOP using principles taught by Mohanian and colleagues. These centered around formation and maintenance of diverse groups, provision of individual and team assessments, incorporation of assignments which promote team development and learning, and frequent and timely feedback. A general TBL session for an specific topic area progresses as follows:

- Define the topic
- Group formation
- Individual preparation
- Team activity
- Team discussion
- Team assessment
- Team application
- Individual examination

Objective

- To determine faculty perception of workload and student involvement after implementing team-based learning (TBL) in a required self-care course
- To compare previous experience with traditional lecture to TBL over multiple semesters

Background

- Evidence evaluating faculty perception of TBL compared to traditional lectures is limited. Previous qualitative research determined faculty using TBL found:
  1. Increased incorporation of integrated learning and interaction with students compared to traditional lectures
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  7. Team application
  8. Individual examination

Methods

- In 2013, an eleven-question Likert response survey tool was created to identify a faculty’s perspective on student accountability and faculty satisfaction with the use of TBL.
- Content validity was confirmed by an expert in survey methodology.
- All non-resident faculty in PP2120 were emailed this survey tool via Survey Monkey®.
- The initial survey tool was emailed for the Fall Semester 2012 and the following three semesters.
- Personal identifiers and IP addresses were not collected to ensure anonymity.
- Basic statistics were used to assess differences over the years due to a limited sample size.

Results

- Understanding faculty perception of TBL is crucial.
- Study results are consistent with previous research showing an increase in student participation following TBL implementation.
- Faculty reported increased workload over their initial two semesters using TBL, but it appears workload increases to a lesser extent in subsequent semesters.
- Perhaps because faculty are more familiar with the TBL approach.
- Faculty are able to update their materials rather than create them.
- Limitations of this study include:
  1. Small sample size
  2. Limited external validity
  3. Different faculty members were surveyed across multiple semesters as more and different faculty taught TBL within the course.
  4. An attempt to control for this variable, data was presented in aggregate based on number of semesters taught.
  5. Further research quantifying the change in faculty workload and student involvement may be of use to other institutions.

Discussion

- This is the first study to measure the impact of TBL implementation in a self-care course taught by multiple faculty members over multiple semesters.
- These results can help aid in future implementation of TBL in pharmacy school curricula.
- This study provides insight into faculty member’s perception of TBL.
- TBL implementation can lead to reduced faculty workload, with increased student participation.

Baseline Characteristics

- Faculty Participating in TBL for this course – (n): 10
- Faculty Completing Survey – (n): 10
- Semester 1: 10
- Semester 2: 7
- Semester 3: 6
- Semester 4: 5
- Previous Participation in TBL in this Course – (n):
  - Completed first semesters: 10
  - Completed 2 or more semesters: 0
- Years employed at as Faculty: 4
- Utilized TBL prior to this course:
  - Yes: 2
  - No: 8
- Taught in this Course prior to this semester – (n):
  - Yes: 6
  - No: 4

Implications

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References


The authors have no conflicts of interest to report.