



# Teaching methods for teaching Infectious Diseases

## FACTSHEET ON TBL

### Teaching Method

#### Team Based Learning (TBL)

##### *Steps in Team Based Learning*

1. **Prior Learning** – through guided reading, lectures, videos, PBL
2. **Purposively formed, 'permanent' teams**
3. **Readiness assurance process**
  - Individual Readiness Assurance Test - iRAT
  - Team Readiness Assurance Test – tRAT
  - Appeals / Burning Questions / Clarifications
4. **Application activities**
  - Significant problem
  - Specific answer (at least focused)
  - Same problem
  - Simultaneous reporting back
5. **Peer evaluation** – At intervals e.g. mid and end of term

### Learning objectives

Many types of learning objectives can be met with this teaching method though the focus is on knowledge and cognitive skills such as synthesis, analysis and evaluation. To decide when to use TBL it is useful to think about the more general purpose of the teaching and learning session.

*TBL is particularly useful when the purpose of the session is to encourage:*

- Private study/revision of prior learning
- Application of knowledge and particularly prior learning
- Consolidation of accruing knowledge – and its application
- Integration of several strands of learning over time – and their application
- Revision – and application



## Pros and cons

*What are the advantages and disadvantages of this teaching method?*

### **Advantages**

- Permits the expert to use (most of) their face to face time in high quality interactive teaching / facilitation
- Students feel really engaged in active learning
- Encourages and supports authentic problem solving
- Requires/encourages students to keep private learning on track
- Collaborative team-based, incorporates the known social/affective benefits to learning
- Inter-team based, incorporates gaming and competitive aspects to learning
- Students do better in exams.

### **Disadvantages**

- Relies on learners' completing the preparation
- Relies on group work
  - may be noisy, difficult to control
  - students may not be on task
  - inter-personal issues in groups
  - doesn't suit all learners
- Takes significant preparation time
- Students complain if they do not get model answers
- Students contest marks (if used)
- May be threatening to teachers who could be asked anything
- Takes a long time to cover content
- Hard work for teachers and learners