

# TBL Application Activity Reporting Facilitation - Some Ideas

**Loretta Whitehorne**  
Registered Nurses Professional Development Center

**Larry Michaelsen**  
Central Missouri University

**Jim Sibley**  
University of British Columbia

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## Selling TBL to students

Orient your students to TBL, by explaining the educational rationales for TBL, and relating TBL to workplace/life-long learning

I think in Team Based Learning, there's more of a sales job upfront.

Laura Madson  
Associate Professor - Psychology  
New Mexico State

The majority of students in my experience come into class, with a history of being burned by group work. Many students are resistant to TBL. I approach this challenge by first surfacing student concerns. We develop a two column chart of pros and cons. Students always come up with a great list - slackers on my team, I did all the work and nobody else worked, we couldn't find time when everyone could meet outside of class, there were people that were too aggressive, and there were people that were too passive. Once their concerns and the benefits of team work are surfaced, I make sure to address the concerns and talk about how TBL is different; how TBL is designed to maximize the benefits and minimize the cons.

After the first couple of activities, at the end of the class, I try to save five minutes to help students realize how much they have learned and to sort of translate what they just did into what a lecture could have looked like. So that they can see that all of the information that could have been in that lecture is what came up in their conversations.

## Selling TBL to yourself

Get yourself in the right mindset to enjoy the surprises and challenges in a learner-centered classroom

Figuring out how to pitch the course and then managing the pushback, the resistance, and knowing in advance that the resistance is coming and there's nothing wrong with it—it takes you two or three rounds to get the point where you say, yeah, that's okay.

I try to help faculty get into a playful experimental mood. Most university professors are horrified by surprises. You have to get them to the point where that's no longer an issue, that surprises are good. So when students don't want to do something and push back because they say you're not teaching us, you say—flip that—that's a compliment. You've got them where you want them. You've started to provoke what I call productive frustration. We want our students to be pushed into a point of productive frustration. That's when learning begins. Sometimes, it's an uncomfortable moment for you the teacher as well as for the student s. But, learn to enjoy—learn to understand that you have provoked that intentionally. Accept the responsibility of having provoked it and enjoy that because that's your job as a teacher.

Faculty need to be willing to take the risks. The lecture environment is so well controlled. We can time it to the minute of the order things are going to happen. In TBL classroom, it's a much more dynamic environment and you never know which way things are going to go, but that's not a bad thing.

80 percent of my students like me when they walk in. They're probably going to like me when they leave. They are taking the course because they have to, they're going to try to make a good grade, and they will most likely walk away satisfied with my TBL course. And then, I've got 10 percent who just dislike me, but they would have disliked me no matter what. And then, I've got another 10 percent that really, really like me and they would feel that way no matter what.

Overall, my course evaluations have improved; the comments are the only interesting difference. The comments referring to a TBL course are often more intense than I remember when I lectured. In a course of 30 students, I will get at least 15 intensely positive comments (i.e., "The best college class I have ever had, TBL experience was awesome, more classes should be taught this way."). I will also receive 1-2 intensely negative comments (i.e., "I did not learn anything," "I had to teach myself, I wish the teacher would have actually taught"). When I lectured, I don't remember particularly intense negative comments. I do feel like I get at least two or three scathing comments per semester that were completely related to team-based learning, but that is okay.

Discovery	Gather and Explore Ideas	<b>Honor</b> Respecting and actively listening to each person's contribution.	<b>Mark</b> Directing attention to someone else's contribution.	<b>Paraphrase</b> Concise restatement of previous comment.	<b>Summarize</b> Restating the aggregated ideas of previous speakers.	<b>Devil's Advocate</b> Examining alternate choices when uniform consensus exists.
	Extend and Develop Ideas	<b>Unpack</b> Explaining in detail how a team arrived at a decision.	<b>Build</b> Adding to statement of previous speaker.	<b>Elaborate</b> Adding supporting and non-supporting facts and rationales.	<b>Link/Combine</b> Put ideas together. Articulating links between ideas incorporating multiple sources into a single idea.	<b>Respond to Questions with Questions</b> Redirecting student questions away from instructor.
	Examination	Compare and Validate Ideas	<b>Defend/Challenge</b> Defending your reasoning and challenging the reasoning of others. <b>Compare/Contrast</b> Examining rationales to articulate similarities and differences.	<b>Assumptions</b> Uncovering what is believed to be true without proof? <b>Complications</b> Uncovering difficulties with rationales or ideas.	<b>Clarify</b> Explaining in greater clarity or detail. <b>Simplify</b> Explaining by eliminating extraneous detail.	<b>Support/Verify</b> Gathering, organizing and considering of supporting evidence, including considerations of evidence quality.
Commitment	Integration Consolidation Take - Aways	<b>Emergent Consensus</b> Convergence on decisions and supporting rationales.	<b>Generate Specific Examples</b> Creating examples that apply concepts and incorporate personal experience.	<b>Create General Rules</b> Drawing out the general principles and developing tentative 'rules of thumb'.	<b>Making Predictions</b> Considering what might happen as a result of particular idea in particular scenario.	<b>Articulate limits of applicability</b> Considering to what degree does context affect the applicability of the idea?

## Importance of Planning

Plan what you can carefully, so the surprises are more easily handled. Being well organized sends the important message to students that you have put a lot of thought into the activities.

TBL is so preparation driven for both student and teacher. The instructor needs to be better prepared than is some other teaching methods.

I try to make sure that we're clear about what the objectives are, that there's a clear summary at the end, and I point out what my observations were.

We do it really low stakes at the beginning, and then we ramp it up as time goes on.

I think that my level of preparation is good for everyone because I get some positive comments on it in my evaluations at the end of the semester - "I liked the way that we knew what was going to happen in the class" "I liked the way that the teacher was prepared" "I liked the way the class was organized".

## Clear Tasking

Clearly understanding your goals for the activity helps you convey a clear message to your students.

It is important to have your goals about what you want the students to be able to do and what are your goals for them? Have them really clear in your mind.

The more I do it, the more explicit the instructions are that I give about the actual thing they're supposed to do. There are a lot of instructions that are printed as part of the activity.

## Importance of Closure

You miss an important opportunity to deepen student learning if you don't properly close activities. Help students reflect on all they have learned.

It's important at the end of the activity to bring it all back together, for closure or summation, and really taking all the things that have been learned and expressed by the students and kind of repackaging it. Reminding students of the things that they've gone through, what they've expressed.

I try to emphasize the really important stuff. I verbally do more integration with where does this fit in the big picture.

## Giving up control and making students responsible for their own learning

Empower your students to direct and facilitate their own learning.

It's important to get out of the students' way. When I teach other people about Team-Based Learning or even just teaching in general, one mantra that I end up repeating is make the students do it.

The toughest part is just not jumping in there, really turning the floor over to the students. The teams are the ones that really have to go digging and take the responsibility of learning.

I try not to jump in. At the end, if they need some clarification, of course, I'm going to jump in. ... But, I more typically play a little bit of a devil's advocate and do my best to have them explain why rather than me explaining.

I try to make it so the students are the ones that are doing most of the work and I am just there to organize, create the assignments and keep things moving forward. I'm not doing the work for them. They're doing the work.

## My role as facilitator

Becoming facilitator, coach, guide, and mentor

We often describe ourselves as facilitators a little bit more—almost like judges in a law hearing. We'll make a decision based on the information that's presented to us, but we're not the ones that are going to pose the questions.

It's not so much the answer to the application exercise that matters, it's the thinking behind it, and talking more about why they made that decision.

I do like to ask a few questions, but I generally like to put it back on them. Most often they have the knowledge, but they're so used to having someone else put in the pieces for them. Sometimes I'm the devil's advocate, or ask them another question just to get them to talk more.

If you're facilitating a classroom discussion, it's usually amongst individuals. There's a whole lot of nonparticipation. In TBL discussion involves whole class and whole teams.

Reminding students of the things that they've gone through, what they've expressed. The other side of it as well is kind of the encouragement that comes, you know, letting them know how much they've done. I think it is important just to kind of mirror that back to them to let them know what we observed as facilitators so that—the behaviors

## Actively Listen

Being attentive sends the important message to students that what they are saying and doing is important

I am prepared to sit back and let them work when I've already done my work outside of the classroom. I'm not doing much talking. I don't answer a lot of questions. I just walk around and listen to them.

I'll actually sit down next to a team and just watch. To see how they're processing the question. Are they heading in the direction you would hope, and then monitor other teams and see if they're processing and thinking about the question in the way you intended? To get more tuned with students strengths and difficulties.

You have to stay engaged even though you're just the facilitator. I make sure I'm circulating and answering questions if they arise. I learned that early on.

When they're doing the gRAT and Application Exercises, really any time they are discussing things in their teams, I try to be really an involved presence. Not talking, but really being there. I have had some colleagues leave the room, and I don't think that that works too well.

## Recognizing a good activity

Enjoy activities when they work well and to learn what you can from activities that don't.

The activity basically runs itself. The students understand the activity, so they're doing what they're supposed to do. They are so engaged in their conversation with each other and the task that, literally, they don't know where I am; they don't care where I am. And my favorite days—this doesn't happen often, but my favorite days are when I have to tell them to leave.

Lots of noise - good on task noise. You can hear the conversations are all about the activity. There's professionalism in the way the students interact with one another.

Watching students' body language, they really lean forward and everyone is contributing. It gets better as time goes by, as they work more in teams. Just energy! You know, you can taste it.