

### Background

#### WHAT IS TEAM-BASED LEARNING?

Team-Based Learning (TBL) is a method of instruction aimed at responding to the explosion of class sizes over time, coupled with limited teaching resources.

TBL is based in social constructivist theory<sup>1</sup>

It is used in various courses of the MD Program

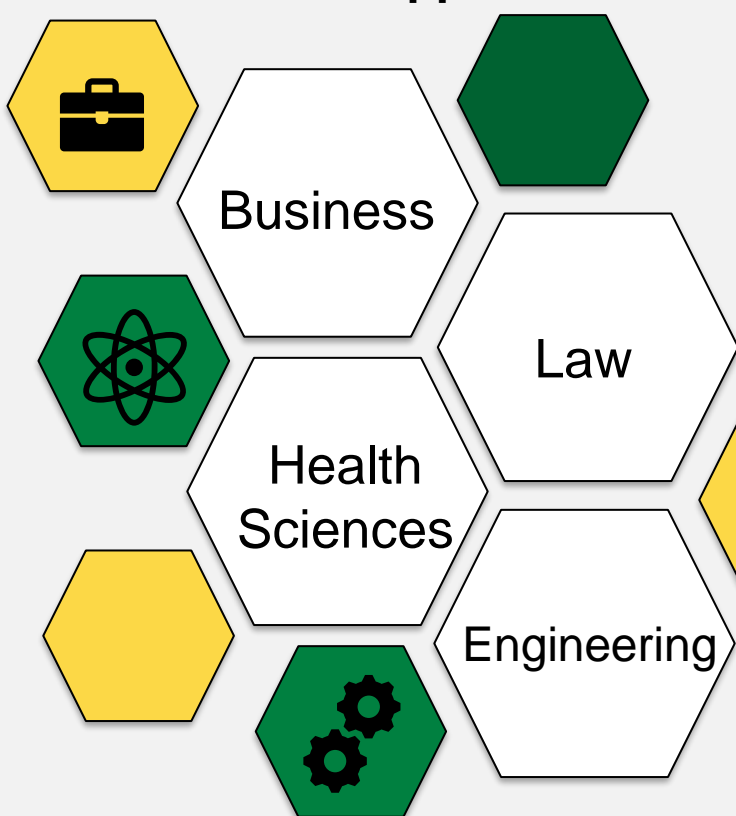
TBL involves individual study + individual and group assessments + application cases<sup>1</sup>

A major student concern about TBL was the extensive amount of preparatory time required, resulting in decreased student engagement and concerns of student wellness.

### Current State

TBL has gained popularity across medical schools internationally over the past decade.

TBL also has applications in:

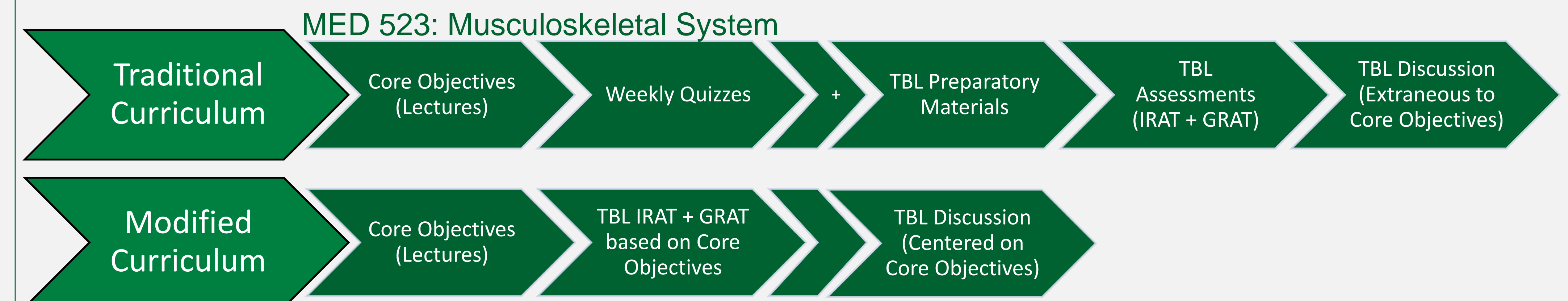


- Numerous educators have demonstrated improved academic performance with TBL, along with positive student perception of this learning format.<sup>2,3</sup>
- TBL has been praised for its design, which encourages students to develop fundamental curricular competencies as well as communication and collaborative skills.
- Reducing the amount of curricular content has been shown to improve student wellness without sacrificing student outcomes.<sup>4</sup>
- All these precedents were strongly considered in the TBL update that was implemented in the MD Program Musculoskeletal course.

### The Take-Away

*Team-Based Learning is a useful pedagogical tool built on low-stakes assessments and opportunities for discussion, application, and consolidation of knowledge, with benefits for student wellness and improved learning.*

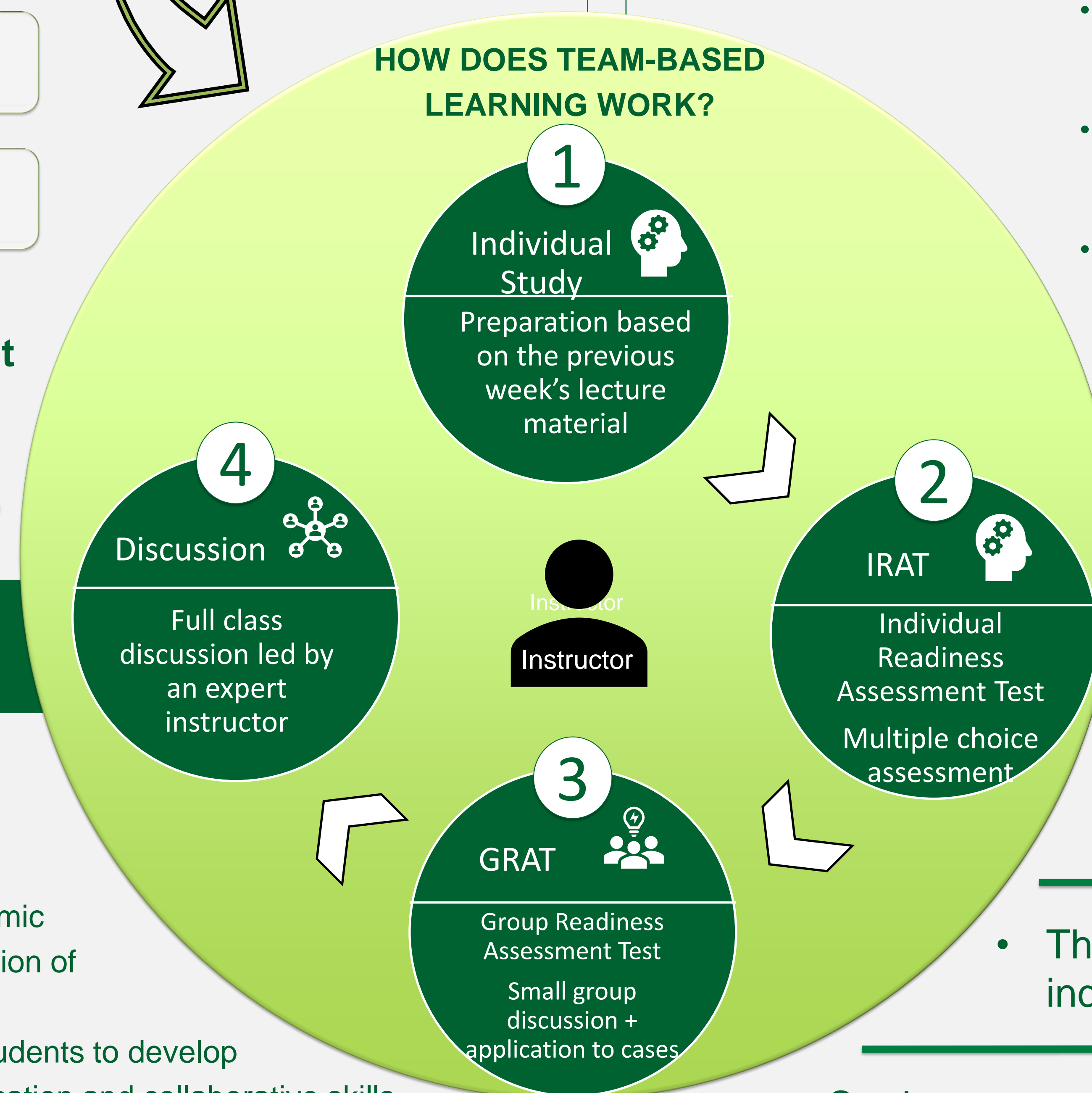
### Innovation



- During the **2019-2020 academic year**, weekly quizzes were consolidated into the TBL session, **reducing the number of weekly assessments**. Preparatory readings were eliminated and TBL discussion was centered solely around the core course objectives.
- By incorporating lecture content into TBL, students were given the opportunity to **apply curricular material to clinical scenarios** under the guidance of an expert instructor. This allowed for a better depth of understanding of these core objectives.
- The elimination of preparatory readings and removal of an additional assessment allowed **students to focus their studies** on core objectives.

Improved student wellness    Application to clinical scenarios    Improved learning of core objectives

#### HOW DOES TEAM-BASED LEARNING WORK?



### Evidence of Effectiveness

At the completion of this course, a student-driven anonymous survey was conducted, asking: "Do you prefer: 1) The new TBL format (IRAT on the previous week's material), or, 2) The old TBL format (with preparatory readings plus a weekly quiz)?"

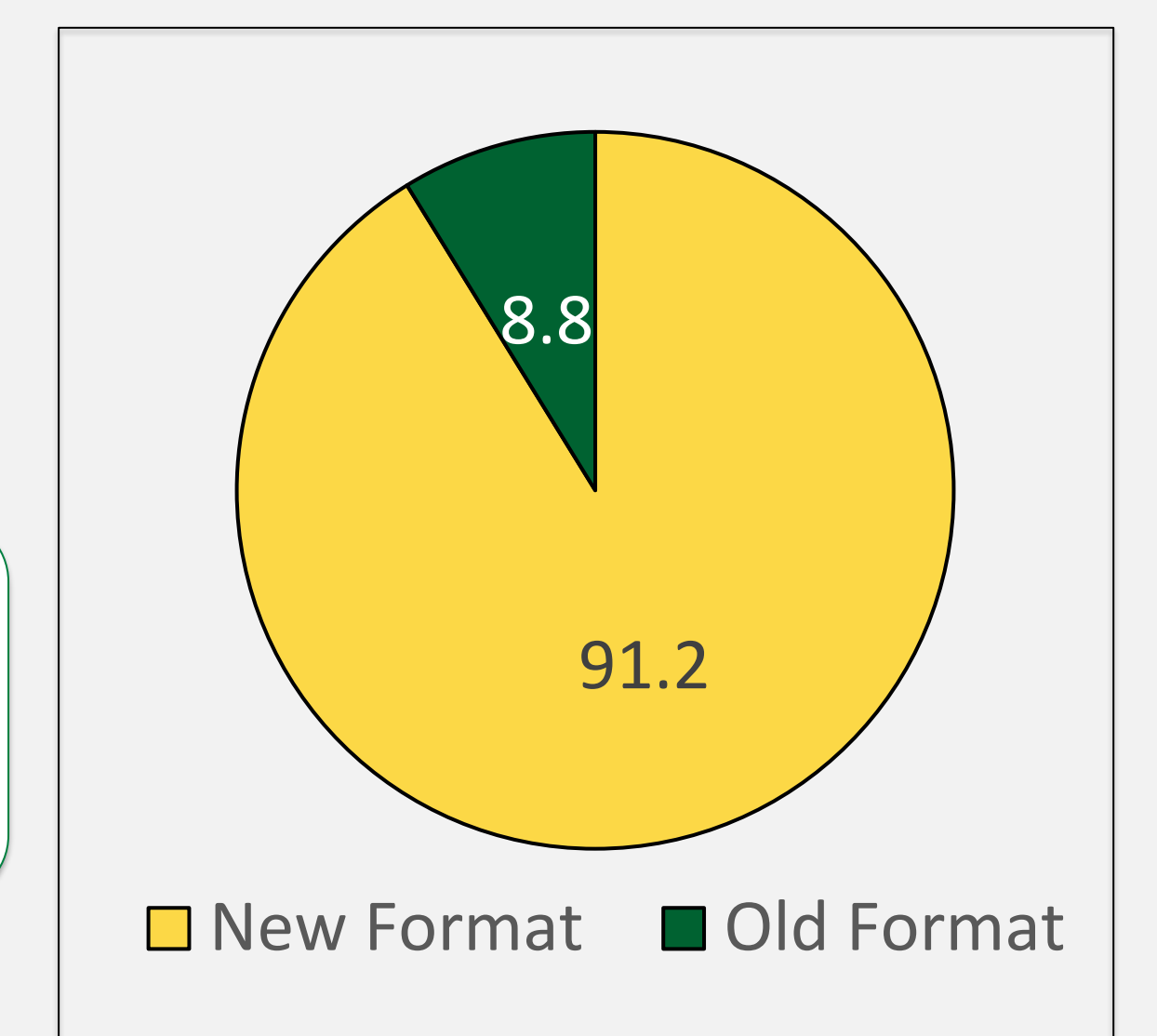
- The vast majority of respondents (91%) indicated a preference for the new TBL format.

- Student comments about the new format included:

It "really facilitates learning"

"A good opportunity to discuss the material"

"It helped me with time management"



### References

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