**What Is Team Based Learning (TBL)?**

- Collaborative learning approach that motivates students to hold themselves & each other accountable.
- Involves strategically ordered individual work & team work with immediate feedback.
- In-class time is spent on application of course concepts by student learning teams and accountability processes that actively engage students in their learning rather than lecture.

**Why I Use TBL**

- Great fit for Urban Planning
- Personal Style – I don’t love public speaking & am often too anxious with long pauses to figure out ways to engage more students in discussions.
- Grounded in Theory & Practice – TBL has been developed over a 30 year period, involving lots of empirical testing of results.
- Peer success – colleague using TBL not only saw increases in student evaluation scores, but also greater student engagement with material.

**Course Format**

Course is divided into modules (major units). Each module contains a Readiness Assurance Process (RAP) & In-Class Application activities: as well as individual assignments.

**RAPS**

1) Students read required materials prior to class.
2) Individual in-class test holds students accountable for acquiring foundational knowledge & preparing them for team problem solving.
3) Team in-class test (same items from individual test) ensures every student know the correct answers.
4) Instructor-facilitated discussion of problem questions.

**In-Class Application**

Applying knowledge from readings to team exercises based on:

1) Significant Problem – intended to be interesting & relevant, requiring students to use course concepts to solve them.
2) Same Problem – each team given the same problem.
3) Specific Choice – each team required to make a specific choice among a specified set of solutions.
4) Simultaneous Report – each team reports its choice for other teams to view.

Discussion across teams centering on why teams made the decisions they made, factors considered, & what is most important to learn from the exercises.

**Evaluating In-Class Applications**

I have used multiple approaches, including:

- Formal Grading – using a detailed rubric, I have assigned full, partial & no credit to various components of the tasks teams complete during an in-class exercise.
- Formal Reporting & Discussion – using a structured reporting process (e.g. all teams simultaneously submitting their answers or decisions on the board at the same time) class discussion proceeds through a systematic discussion of each team’s answer choices and rationales, which can lead to debate & questioning.
- Informal Reporting & Discussion – in a loosely structured discussion format, teams share their work during the exercise, ranging from a decision that was made, a decision making process, a product that was created, or struggles they had completing the exercise.

**TBL Reflections**

**My Reflections:**

Simply put, I love TBL. My teaching philosophy centers on increasing engagement: engagement of students with the material, with each other, with me, & even students with themselves, their own learning styles, working styles, & own values. TBL allows me to accomplish each of these engagement objectives.

**Student Reflections (“How Did TBL Work For You?”):**

Word provided CTE with all end-of-semester comments & CTE selected a representative sample without his input.

- Fosters Engaged Learning
  I really felt as though I gained a lot more knowledge through TBL in comparison to a class...presented through lecture. I was able to bounce back off of my classmates for concepts I did not understand & explain to my teammates concepts they did not understand. I wish more of my classes worked in a TBL format! –UBPL 741

- Developing Collaborative Skills
  It gave an opportunity to better bond with classmates, make friends, encourage discussion, & improve responsibility – UBPL 300

- Things to Work On
  A longer class period would have allowed us...to get more in-depth with exercises – UBPL 741

One downfall of TBL is unequal participation – UBPL 300