

MAXIMIZING STUDENT ENGAGEMENT AND LEARNING WITH TEAM-BASED LEARNING

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The presenters structured this workshop using the team-based learning (TBL) model. All of the handouts mentioned in this description are available via the conference site, <http://www.loexconference.org/2012/program.html>. When participants arrived, they were asked to fill out a short survey that would allow the presenters to distribute a particular attribute (experience teaching) across the teams. This distribution is also done with students in TBL situations, and the criteria used is decided upon by the instructor. Because of the large number of LOEX conference workshop attendees, teams were formed from those sitting at each table. Each person was given a handout about TBL to read, and then attendees were tested first individually and then in their teams, using the same instrument. Teams used Interactive Feedback Assessment Technique scratch-off cards in order to learn immediately whether their responses were correct. The teams were also directed to select a name. The energy level was high throughout these team activities, as it generally is in classrooms. The presenters explained the Readiness Assurance Process as they proceeded through it.

The third step, following the preparatory reading/assignment and the individual and team readiness assessment tests is an application exercise: the teams engaged in solving one of these during the workshop. Both presenters spoke briefly about using TBL in one-shot sessions, as well as in their credit-bearing courses. Attendees received a resource list that provided citations to TBL and short course-related materials.

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