# Team–Based Learning:
## Enhancing Student Engagement and Learning Outcomes

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## EXECUTIVE SUMMARY

*This chapter delves into the topic of team-based learning (TBL) and its impact on student engagement and learning outcomes in higher education. The chapter begins by discussing the need for innovative pedagogical approaches that encourage students to become active participants in the learning process. It then goes on to outline the principles and process of TBL, including the various stages of pre-class preparation, in-class activities, and individual and team assessments. The chapter also discusses the benefits of TBL, including its ability to enhance critical thinking, problem-solving, and communication skills, as well as to foster a sense of community and shared responsibility among students. Additionally, the chapter explores practical considerations for implementing TBL in the classroom, such as designing effective team assignments and providing adequate resources and support for students. Overall, the chapter provides a comprehensive overview of TBL and its potential to enhance student engagement and learning outcomes in higher education settings.*

## INTRODUCTION

Team-Based Learning (TBL) is an "active learning and collaborative teaching strategy" that emphasizes student engagement and quality learning by following a structured process. The strategy involves individual and group activities and immediate feedback that increase student accountability and motivation. It transfers the emphasis of classroom time away from the teacher's delivery of course concepts and towards the application of those concepts by student teams. The strategy may be used in a variety of situations, disciplines, and classroom settings (Team-Based Learning Collaborative, n.d.). The TBL process involves dividing students into permanent groups, studying assigned material, taking both the "Group Readiness Assurance Test (gRAT)" and "Individual Readiness Assurance Test (iRAT)," and taking part in in-class activities that encourage students to use what they've learned to solve problems (FeedbackFruits, 2021). This type of learning is effective at improving students' communication, collaboration, and critical thinking, which are important in today's workforce. TBL has been adopted effectively in various educational settings, including medical schools, business schools, and STEM disciplines. Its success in encouraging active learning and student participation has contributed to its rising popularity in education (Currey et al., 2015).

## BENEFITS

Studies have shown that students who were taught using interactive engagement methods such as TBL showed over two standard deviations better learning outcomes than students in traditional courses (Center for Teaching, n.d.). The TBL process is organised into a "rhythm" of "out-of-class preparation, readiness assurance testing, and application activities." TBL is based on four pillars: groups, accountability, feedback, and assessment. Instructors must consider factors such as resources, avoiding coalitions, and time when creating groups. Students should be held responsible for their "individual and group" work quality, and feedback is provided immediately to enhance learning (FeedbackFruits, 2021). TBL has several benefits, including improving problem-solving skills, building trust among team members, and outperforming the best member. TBL is now frequently utilised in large classes and is even possible in challenging classroom settings (Team-Based Learning Collaborative, n.d.).

TBL helps foster accountability and a sense of agency in students, allowing them to organize themselves independently, create solutions, and develop a sense of accountability towards each other. The TBL process involves several stages, including preparation, readiness assurance testing, clarification, group discussion, and the

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