Chapter 7

Implementation and Evaluation of Team-Based Learning in a Pharmacy Law and Ethics Module

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ABSTRACT

Team-based learning (TBL) is an active learning strategy based on sequential stages: individual advanced preparation, readiness assurance process, and team application. When adopting this instructional strategy, planning entails consideration about organizing contents, securing the right infrastructure, forming groups, and grading students' work. The first class should be used to cover key aspects, such as explaining how TBL works and why it is being used. Facilitating TBL classes demands communication and organizational skills, in addition to content-expertise. TBL was implemented in a pharmacy law and ethics module. The perspectives of students collected through surveys were overall favorable. These perspectives, together with other favorable indicators, led to TBL maintenance until the current days.

INTRODUCTION

The profile of the 21st-century health care professionals - technically competent, able to independently search and appraising available information, capable of critical and reflective thinking, and able to work collaboratively in teams – is one of the driving forces for changes in the education system. There has been a shift from traditional

didactic lectures to instructional strategies that actively involve learners, as well as towards a more interactive and meaningful learning environment.

The main objective of this chapter is to describe the implementation and evaluation of team-based learning (TBL), using the case of a pharmacy law and ethics module.

Educators may find the chapter valuable, as it details the practicalities of using this instructional strategy and discusses implementation issues.

The chapter is comprised of several sections. The background section firstly provides an overview of TBL development. Next, the instructional strategy is described, followed by key issues in planning and implementing TBL, based on the literature. This section finishes with an overview of the impact of TBL.

The second section is about the implementation of TBL in a pharmacy law and ethics module. It offers contextual information about the module, explains TBL operationalization and debate choices made during the implementation process.

The third section presents the evaluation data. It starts by explaining the methods adopted for evaluation, followed by results and discussion.

The conclusion section summarizes and discusses key points and elaborates on the transferability of the implementation case.

Suggestions on additional resources are offered for those interested in expanding their knowledge or perfecting TBL implementation. Key terms are succinctly defined in a final section.

BACKGROUND

Development of TBL

In the late 1970s Larry K. Michaelsen, who taught small classes at Oklahoma University Business School, was faced with the challenge of teaching a class of 120 students. Instead of turning to lectures, Dr. Michaelsen split the class into small groups and introduced sequential activities that covered the course content and required students to apply their knowledge to problems and engage in discussions. By the end of the term, Michaelsen found that most students took responsibility for their own learning and accomplished good learning outcomes; interestingly, the large class size was regarded as more conducive to learning. The instructional method, called Team-Based Learning (TBL), was refined by Michaelsen over the years and disseminated in academia (Fatmi, Hartling, Hillier, Campbell, & Oswald, 2013; Krug et al., 2016).

At the end of the 1990s, Boyd Richard and colleagues at the Baylor School of Medicine in Texas piloted TBL. In 2001 the group received funding from the US government to introduce this instructional strategy and promote TBL in health

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