

The Influence of Team-based Learning on the Students' Learning

by Rusiana -

Submission date: 24-Apr-2018 09:16AM (UTC+0700)

Submission ID: 952381042

File name: Full_paper_TEFLIN__The_Influence_of_TbL.docx (22.57K)

Word count: 2673

Character count: 13695

The Influence of Team-based Learning on the Students' Learning

Rusiana

Abstract

This is a report on an action research project conducted in *Classroom Action Research* class. This course aims at preparing the sixth semester students to be able to conduct action research. Moreover, they are expected to be reflective teachers and teacher researchers. Being assigned as the lecturer of CAR course for four years; I see that presentation technique that have been applied years before seems not really effective in helping the students to learn better. Thus, I consider utilizing Team-based Learning (TBL) instead of presentation. Team-based Learning is a small group instructional strategy highlights both conceptual and procedural knowledge through team-learning. The design of the present research is action research which is aimed at investigating: 1) the influences of TBL on the students' learning, and 2) the students' responses on the implementation of TBL. The participants of the research are 44 students of CAR A class consists of 9 males and 35 females. The data were obtained from the observation, teacher's journal, and classroom discussion. The findings show that the implementation of Team-based Learning in Classroom Action Research class seems positively influence the students to be well prepared, active and involve themselves in the team discussion. They learn and perform better in the application phase. It also promotes teamwork and sense of being a team. Moreover, based on the observation and classroom discussion, the students' response are also positive, they are excited to have a new experience in learning concept of action research through TBL.

Keywords: action research, Team-based Learning (TBL).

INTRODUCTION

Third year students of English Department of UMK has to take a subject namely *Classroom Action Research*. They learn the theory and practice making the proposal as the project in the end of the course. The number of the students in each class is around 40 students. As we know, a big class is challenging in case of class management, teaching instruction, etc. Though, with good class management and appropriate teaching instruction, students will learn better and get benefits. Discussion on what kinds of learning strategies the students would like to have was done in the early meeting of the course.

From the discussion, it reveals that the students are not really interested in doing any more presentation since they are used to have presentation for all subjects. Moreover, mostly they read the slides and do not really understand what they are presenting. Therefore, I involved them in designing the course. The class decided to

employ some learning activities for this course; they are discussion, group work, individual work, study case, etc. During a half first semester, they learn through those strategies.

The need for finding a new technique for teaching this course triggers me to consult to some literature. The idea of Team-based Learning seems interesting and suitable for teaching content with a big number of students. The students agree to have it in the classroom. The consideration is that most of the students' activities have been in groups. It is similar to Team-based Learning which is characterized with team. Team requires the same members which is different from groups. The similarity is on the teamwork in which students are assigned to work together with their friends. There are also 3 phases in implementing Team-based Learning, they are: preparation (pre-class), readiness assurance (in-class), and application of course concepts (Basset, 2007). It is stated that it is suitable to teach content and it allows students to practice better.

For giving a real and authentic example of conducting action research that is being reflective and interested in giving a new learning experience for the students, Team-based Learning is implemented in *Classroom Action Research* class.

Research Questions

This research is aimed to investigate the following:

- 1) What are the influences of TBL on the students' learning?
- 2) What are the students' responses on the implementation of TBL?

TEAM-BASED LEARNING

Definition and The Implementation of Team-based Learning

¹ Team-based Learning (TBL) was developed in the 1970's by Dr. Larry K. Michaelsen, a Professor of Management at the University of Oklahoma, who wanted to change the passive learning in his lectures into active learning (Basset, 2007:2). Team-based Learning is small group instructional strategy highlights both conceptual and procedural knowledge through team-learning. There are four key elements that characterizes Team-based Learning: 1) Groups must be properly formed and managed (group); 2) Students must be accountable for the quality of their individual and group work (accountability); 3) Students must receive frequent and timely feedback (feedback); and 4) Group assignments must promote both learning and team development (assignment design) (Michaelsen, 2008: 8).

TBL provides students more opportunities to work in team in a class with a big number of students. Students are provided with some assignments that have to be completed either individually or in team before learning the concept. In clear, the phases of Team-based Learning are as shown by the following table. (Basset, 2007: 3)

1 Phase 1 Preparation (Pre-class)	Phase 2 Readiness Assurance (In-class)	Phase 3 Application of Course Concepts
Individual Study • Reading assignments • Lectures • Videos	<ul style="list-style-type: none"> • Individual Test (IRAT) • Group Test (GRAT) • Team Appeals • Instructor Feedback 	Small Group Applications <ul style="list-style-type: none"> • Case history or clinical scenario • Visuals, Slides

Individual Work	x	1 Small Group Discussion	x	Total Class Discussion	= impact on learning
-----------------	---	-----------------------------	---	------------------------	----------------------

The table shows that the impact on learning will be achieved after students learn through the phases: individual work, small group discussion, and total class discussion.

1. In phase 1, the students are assigned to read books, journals, articles, or other material sources individually before class.
2. In phase 2, the students do multiple choice individual test consist of 5- 10 items (*IRaT*) to assess whether students have a sound understanding of the concepts from the reading. Then, the same test is done in team (*TRaT*) which is continued by intermediate feedback assessment technique (IFAT). *TRaT* and IFAT are powerful tools promoting both concept of understanding and cohesiveness in learning teams. When each member has different opinion on the answer; they have to come to a consensus. In this phase, discussion takes place, team has to explain one to another why the answer is A or B, C, or D. It allows those who know better teach their friends in team and those who have not understood yet will get benefits as well are not really understand one answer. Next is *team appeals*, at this point students are allowed to “open book” to review what they have read in reading assignment. Students may appeal confusion or questions related to the tests they do by referring back to the books. Then in step *instructor feedback*, the teacher gives feedback and clear up to any confusion that students may have about any of the concepts presented in reading.
3. The last phase is application of course concept. In this phase the team applies the concept in which the activity is usually designed to be real life demand. Case study might be one of examples.

Dealing with TBL, the previous research was conducted by Basset et all (2007), *Using Team-Based Learning to Override the Cram and Dump Mentality in Medical Education*. It was designed for 2 years TBL. The result shows that: 1) students successfully keep up with course material instead of cramming just prior to exams and 2) students peer teach and problem-solve, allowing students to gain skills and knowledge by interacting with their classmates.

In brief, TBL highlights on the course concept and its application by maximizing teams through some steps: reading, IRaT, TRaT, team appeals, instructor feedback, and application.

RESEARCH METHOD

The Participants

This present research is individual action research which covers four steps including planning, action, observation, and reflection. Due to the time limitation, this research is considered as one cycle action research. The participants are *Classroom Action Research* class A, consists of 44 students, 35 females and 9 males. I have been teaching this course for five years. Trying to be a reflective I am interested to figure out what is actually happening in my class. Then I offer the students on what learning activities they want to have during the semester. Surprisingly, they admitted that they had been bored with presentation. Therefore I design the class activities by maximizing group works. They study in groups for more than a half of the semester when later after consulting to the literature, I have an idea to shift from group work to team work (Team-based Learning). For the last four meetings this technique was employed for providing students with a new learning experience on working in teams. The meeting was once in a week which was 200 minutes with a ten minute break.

The Methods of Data Collection

The instruments used were observation notes, teacher's journal, and classroom discussion. Observation and teacher's journal are aimed at knowing the influence of Team-based Learning on the students' learning. In addition, the classroom discussion is aimed at knowing the students' responses on the implementation of Team-based Learning. Those three instruments are needed to do triangulation in order that the data obtained is valid.

FINDINGS AND DISCUSSION

Almost in the end of the semester I told the students that they would learn in team not in a group, they were so curious. They did not get the idea on the difference of group and team since they had learnt through groups for more than the half semester. Team-based Learning was firstly introduced on June 10, 2014. The students looked impatient to learn through TBL. Because of time limitation, TBL was implemented in three meetings of which each meeting lasts for around 3 hours. Firstly, I introduced what TBL is, the steps of learning using TBL, and what the students should do. Since it is not the first meeting of the course, the students have been ready with the material and have read the resource books. There are four books that are used in this course but each student is obliged to read at least one book. The students were assigned to do IRaT (Individual Readiness Test), a 16 multiple choice test items. Then the students work in teams (TRaT), doing the same test. They spent quite long time completing the test since they have to come to a consensus for each

item of the test. Each student might have different answer and they have to discuss and decide on A, B, C, or D.

Based on the observation, in the first meeting, June 10, 2014, one boy was inactive in team 1 and team 5. In team 2, one boy was busy finding the answer from the book, in team 3 the discussion is good. Yet, there was one girl is inactive. In team 4 and team 6, the discussion was nice. There are two students were inactive. They were mostly silent and just nod their heads showing agreement to the team.

In the second meeting, July 3th, there was one boy inactive. In team 2, one boy was trying to find the answer himself by reading a book, team 3 and 4 had a good cooperation, in team 5, there were 2 boys quite silent, and in team 6, 1 girl did not really involve in team. In the last first hour, 6 students left class for teaching practice as the assignment of another course. In the last second hour, 4 students asked permission to do the same assignment. That condition did not influence the teams in making proposal draft based on the case given. The case was taken from article from internet about Indonesian teaching learning. Teaching in Indonesia still emphasizes much on rote learning that focuses on memorization. The students were so enthusiastic discussing an alternative technique to teach English. They have to make the draft proposal consists of background of the research, research questions, participants, and instruments. One team presented the result of the discussion by practicing the technique being proposed. The class was active, there were always some students responded to the other teams' proposal draft.

In the third meeting, the students presented their individual proposal draft in teams while doing self and team assessment. Some students were absent in this meeting. The teams had some minutes to prepare a brief note and presented it to the teams. There were 2 students who had not been ready yet with the proposal. One of them, after some minutes of discussion asked permission to leave the class earlier for she was a bit sick. Yet, most students were active. They were happy to make a consensus on what score they had to give.

It can be concluded that based on the observation, the students learn better in team. They can discuss and share opinions in a small team freely. There is an interesting thing found, the boy who is inactive in team 1 and the boy who keeps reading the book himself in team 2 are the only one boy in the teams. They truly do the same action in the three meetings. Team 3 and 4 always has a good discussion and cooperation. Coincidentally, all of them are girls. Team 5, the students are quite silent and 1 boy tends to be inactive. Team 6 is a good team but there is 1 girl looks inactive. It can be said that almost all of the students are active and involved in the teams. Only some students in each group are not really engaged in the discussion.

From the journal, I find that the students are enthusiastic to learn with TBL for it is a new learning experience for them. They are active in teams and had such a sense of being a team. Yet, the phases in TBL do not really go as what it should have done. The test items I provide are too many that make the students spend quite long time to complete it. The IFAT sheets are not provided for it is difficult to make it. Also, the time distribution for each phase is not really good. Those are

understandable since it is firstly implemented and it is nearly in the end of semester. I have limited time of preparation teaching using TBL.

Based on the classroom discussion in the last meeting, they responded that they could learn better especially to make action research proposal. They can share to the teams and get some suggestions. The boy who was quite inactive admitted that he was shy and not confidence in expressing idea to the team. The other team claimed that the team encouraged the members to be active and cooperative.

After seeing the result of the observation, the journal, and the classroom discussion it can be seen that the implementation of TBL positively influences the students' learning and the students' responses are also positive since they get some benefits from the phases that provide them various learning experiences in teams.

CONCLUSION

From the findings and discussions, some conclusions could be withdrawn as follows:

1. The implementation of Team-based Learning in Classroom Action Research class seems to positively influence the students to be well prepared, active and involve themselves in the team discussion. They learn and perform better in the application phase. It also promotes teamwork and sense of being a team.
2. The students' response are also positive, they are excited to have a new experience in learning concept of action research through TBL. They really enjoy the part when they have to make a consensus in teams. Though at first they are reluctant, later they feel free and comfortable to share ideas and learn from one to another in the team.

REFERENCES

- Bassett Casey, Gromley Zeynep, and Miller Stephen. 2007. Using Team-based Learning to Override the Cram and Dump Mentality in Medical Education. Lincoln Memorial University- DeBusk College of Osteopathic Medicine (LMU-DCOM) Harrogate, TN
- Michaelsen, Larry K. and Sweet Michael. 2008. New Directions for Teaching and Learning, *The Essential Elements of Team-based Learning* • No. 116, Winter © Wiley Periodicals, Inc. Published online in Wiley Inter Science (www.interscience.wiley.com) DOI: 10.1002/tl
- Parmelee Dean, Michaelsen Larry K, et all. 2012. *Team-based Learning: A practical guide: AMEE Guide No.65*. Medical Center ;34:e275–e287a

The Influence of Team-based Learning on the Students' Learning

ORIGINALITY REPORT

3%

SIMILARITY INDEX

6%

INTERNET SOURCES

3%

PUBLICATIONS

0%

STUDENT PAPERS

PRIMARY SOURCES

1

umanitoba.ca

Internet Source

3%

Exclude quotes On

Exclude bibliography On

Exclude matches < 3%