

POPULATION THEORIES AND MODELS

UNIT 0

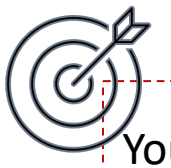
HOW WILL WE LEARN?

THE TEAM BASED LEARNING METHOD (TBL)

What is the Team Based Learning method?

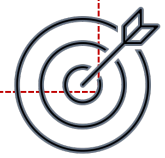
- TBL is a uniquely powerful form of **small group learning**
- It provides a complete coherent framework for building a flipped course experience.

TBL lets you achieve two important objectives:



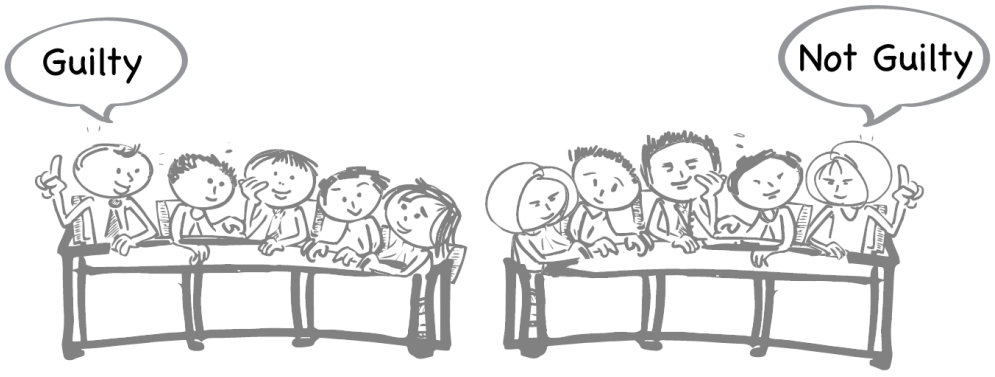
You come to class prepared by using TBL's ingenious Readiness Assurance Process.

You learn how to apply the course concepts to solve interesting, authentic, real-world problems

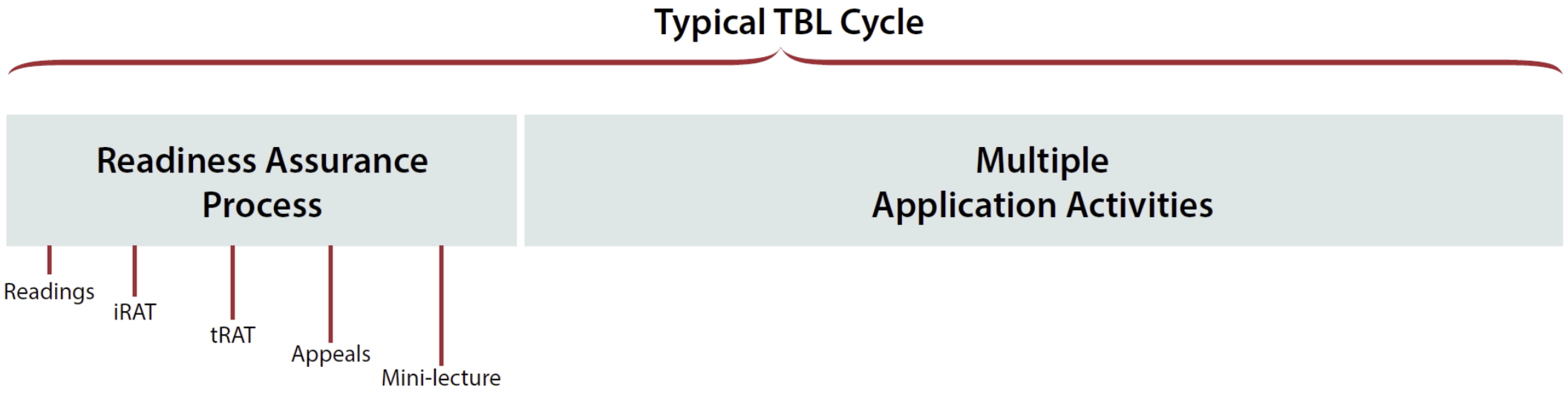


Like a courtroom jury…

- Think of a courtroom jury that shifts through large amounts of evidence, statements, and transcripts to come up with a simple decision: guilty or not guilty.
- Imagine your work on a jury;
  - ✓ you rise to state the jury's verdict, but another person rises from a different jury team in the same courtroom and states a different verdict.
  - ✓ You naturally want to ask "why?
  - ✓ Fuel insightful debates



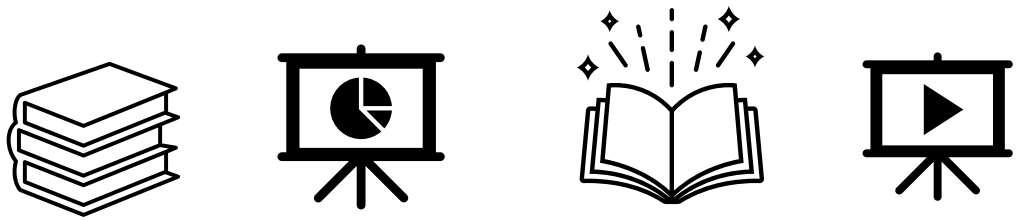
The Rhythm of TBL



Your own individual efforts is necessary…

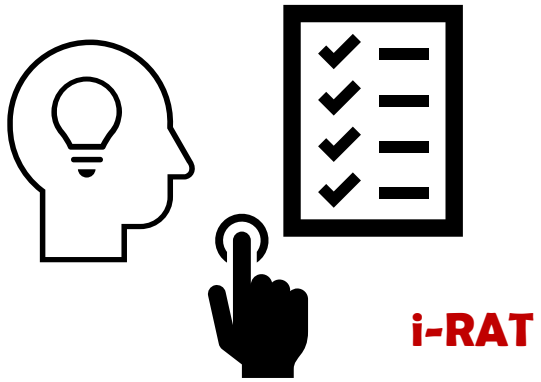
- You will be given **preparatory materials** via Moodle to review before start of each module

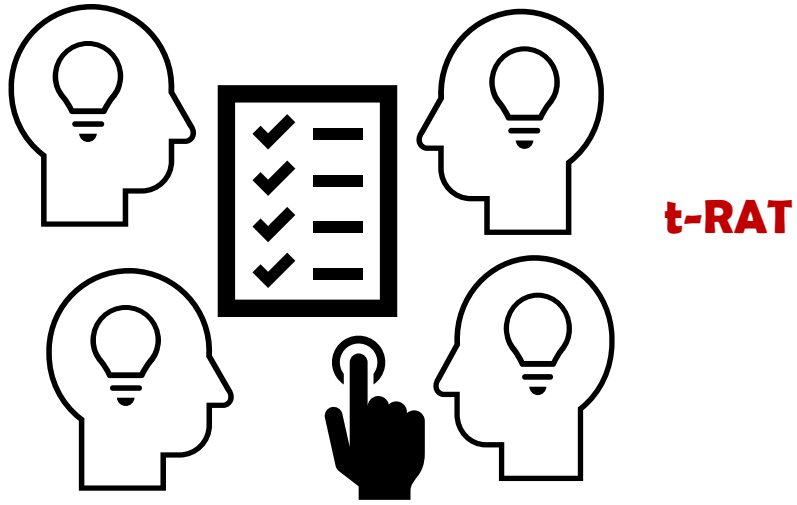
- The preparatory materials can be textbook chapters, articles, videos, or PowerPoint slides.
- The preparatory materials should highlight foundational vocabulary and the most important concepts (basic knowledge)



Reading Assurance Test

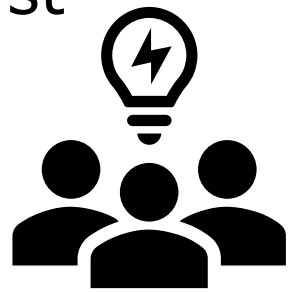
- You will complete about 15 minutes multiple-choice question test.
- You will first complete the test individually (iRAT), and then repeat the same exact test with their team (tRAT).





You will never learn alone anylonger!

- The Team Readiness Assurance Process Test (tRAT) is the exact same test as the iRAT, but now you will discuss with your team mates which is the right answer
- These tests allows you to know after each attempt whether the answer is right or not and if not, you are allowed to make other attempts.
- Your team is awarded:
  - 4 points if you uncover the correct answer on the first attempt,
  - 2 points for the second one
  - 1 point for third



Appeal process

- Once your team has completed the team test, your team has the opportunity to fill out an **appeal form**.
- The purpose of the appeals process is to allow your team to identify questions where:
  - you disagree with the question key or
  - question wording or
  - ambiguous information in the readings.



- Instructors will review the appeals outside of class time and report the outcome of your team appeal at the next class meeting.

Mini-lecture or burning questions

- To conclude the Readiness Assurance Process, the instructor can either:
  - focuses a short mini-lecture only on the concepts that are still problematic for the students
  - answers their burning questions on the unclear issues

Team Application: T-APP

In the TBL classroom, the bulk of class time is spent too work in teams to:

- solve,
- report, and
- discuss solutions to relevant, significant problems



Use knowledge to make decisions!

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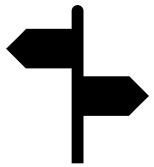
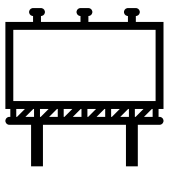
activities

- Significant problem
- Same problem
- Specific choice
- Simultaneous report

Which sort of activities?

- We will use a variety of methods to have you report your team’s decision at the end of each activity:
  - Sometimes you will hold up coloured cards indicating a specific choice to justify
  - sometimes you will write your answer on small whiteboards,
  - and other times you will complete short worksheets to share with the whole class



Advantages

- To divide the program in small crunches
- To have the chance not only to memorize concepts, but also to apply your knowledge to real problems
- To be more prepared to the final exam
- To have from 1 to 3 points in addition to the final Exam grade as a **bonus**

- To learn how to work in teams

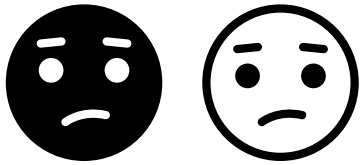


How will the bonus be attributed in the TBL?

Activity	% Evaluation
I-RAT	25%
T-RAT	35%
T-APP	35% (20% choice, 80% motivation)
Peer evaluation	5%
BONUS	100%

Peer evaluation

- It helps to increase participation and accountability.
- Suggestions will help to enhance the ability to work in team
- To improve team efficacy



TEAM-BASED LEARNING™
PEER FEEDBACK

Team: _____

Colleague you are evaluating: _____

Your name (evaluator): _____

Period of Evaluation: August-December 2010 (term one, year 2)

PART ONE: QUANTITATIVE ASSESSMENT (CHECK ***ONLY ONE BOX*** FOR EACH OF THESE 12 ITEMS)

COOPERATIVE LEARNING SKILLS:	NEVER	SOMETIMES	OFTEN	ALWAYS
Arrives on time and remains with team during activities				
Demonstrates a good balance of active listening & participation				
Asks useful or probing questions				
Shares information and personal understanding				

SELF-DIRECTED LEARNING:	NEVER	SOMETIMES	OFTEN	ALWAYS
Is well prepared for team activities				
Shows appropriate depth of knowledge				
Identifies limits of personal knowledge				
Is clear when explaining things to others				

INTERPERSONAL SKILLS:	NEVER	SOMETIMES	OFTEN	ALWAYS
Gives useful feedback to others				
Accepts useful feedback from others				
Is able to listen and understand what others are saying				
Shows respect for the opinions and feelings of others				

Peer evaluation 2

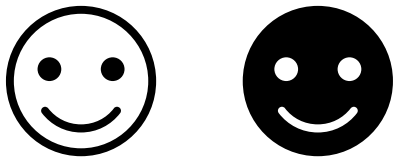
- 2 feed-back modules for each participants every week, in order to encourage each one to improve and the team to improve

- one anonymous final feed-back form sent to the teacher, for the final evaluation (5%)

PART TWO: QUALITATIVE ASSESSMENT (*FOR EACH ITEM,* WRITE ***AT LEAST ONE*** SENTENCE, BUT ***NOT MORE THAN THREE*** SENTENCES)

1) What is the single most valuable contribution this person makes to your team?

2) What is the single most important thing this person could do to further your team's effectiveness?



RULES of the GAME

- Those who participate in the lecture series conducted with Team-based learning (TBL) are committed to:

  - ✓attend classes and participate in TBL activities during which a **maximum of two absences** are allowed (which must not fall on the day of individual and team quizzes…possibly)
  - ✓**fill out the online questionnaire** in order to allow the teacher to form the groups
  - ✓carry out the scheduled tasks by **studying the materials outside the classroom**, before the lessons
  - ✓**participate in group work** constructively through sharing their own ideas and knowledge
  - ✓Bring at least **one laptop** for each group

