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Energize your teaching with team-based learning

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#SPSP2017



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Presentation available online

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Today, we will

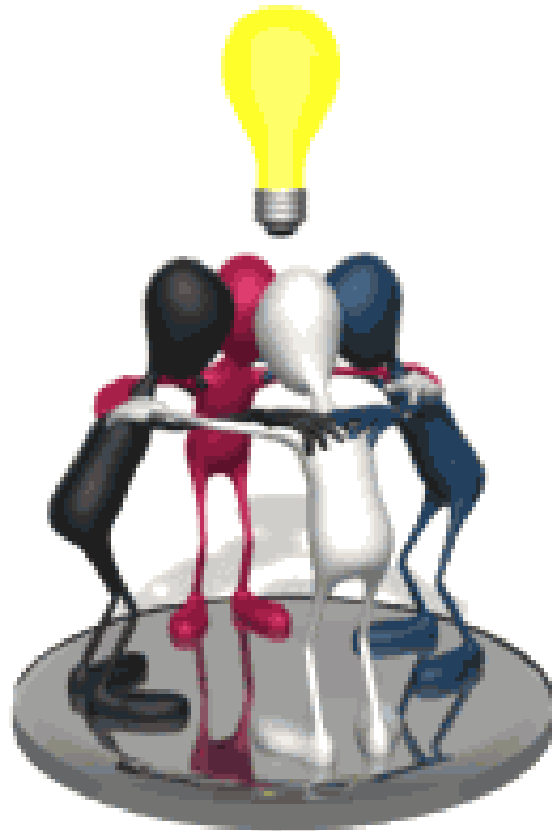
- Explain team-based learning
- Discuss the main concepts of team-based learning
- Practice forming teams
- Complete a 4S activity



Your dream class



Form workshop teams





Team-based learning

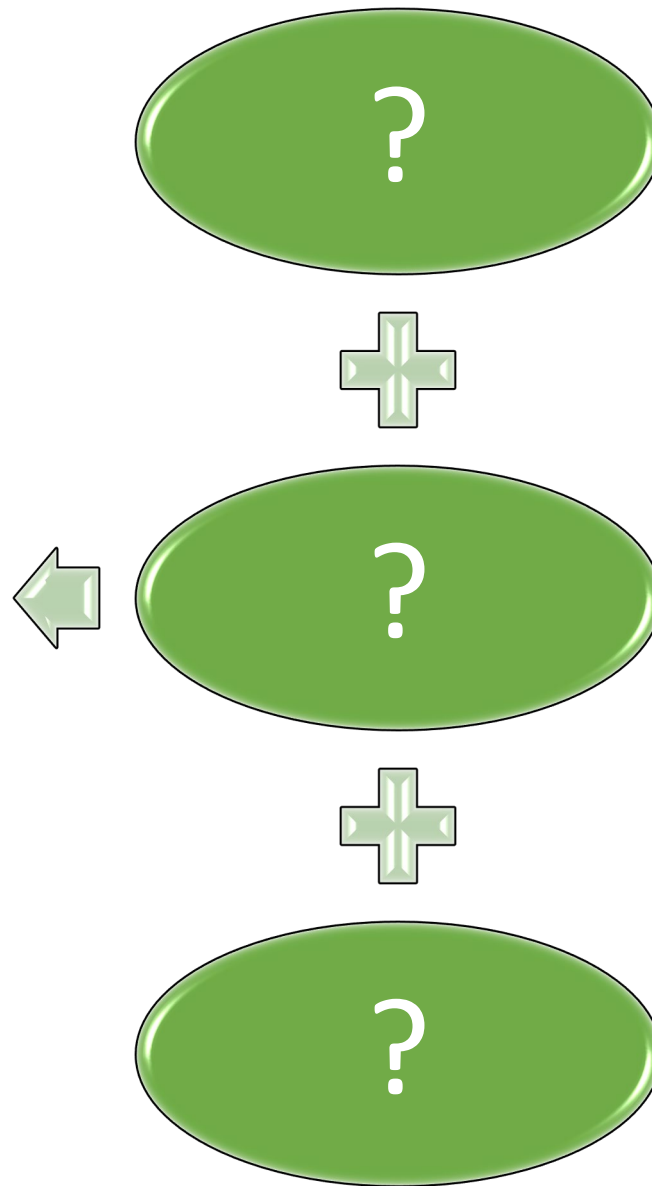
1. Students strategically assigned to permanent teams
2. Students held accountable for pre-class preparation
3. Class time spent on activities designed around what students should be able to do at the end of the course
4. Students evaluate their teammates' contributions to team performance

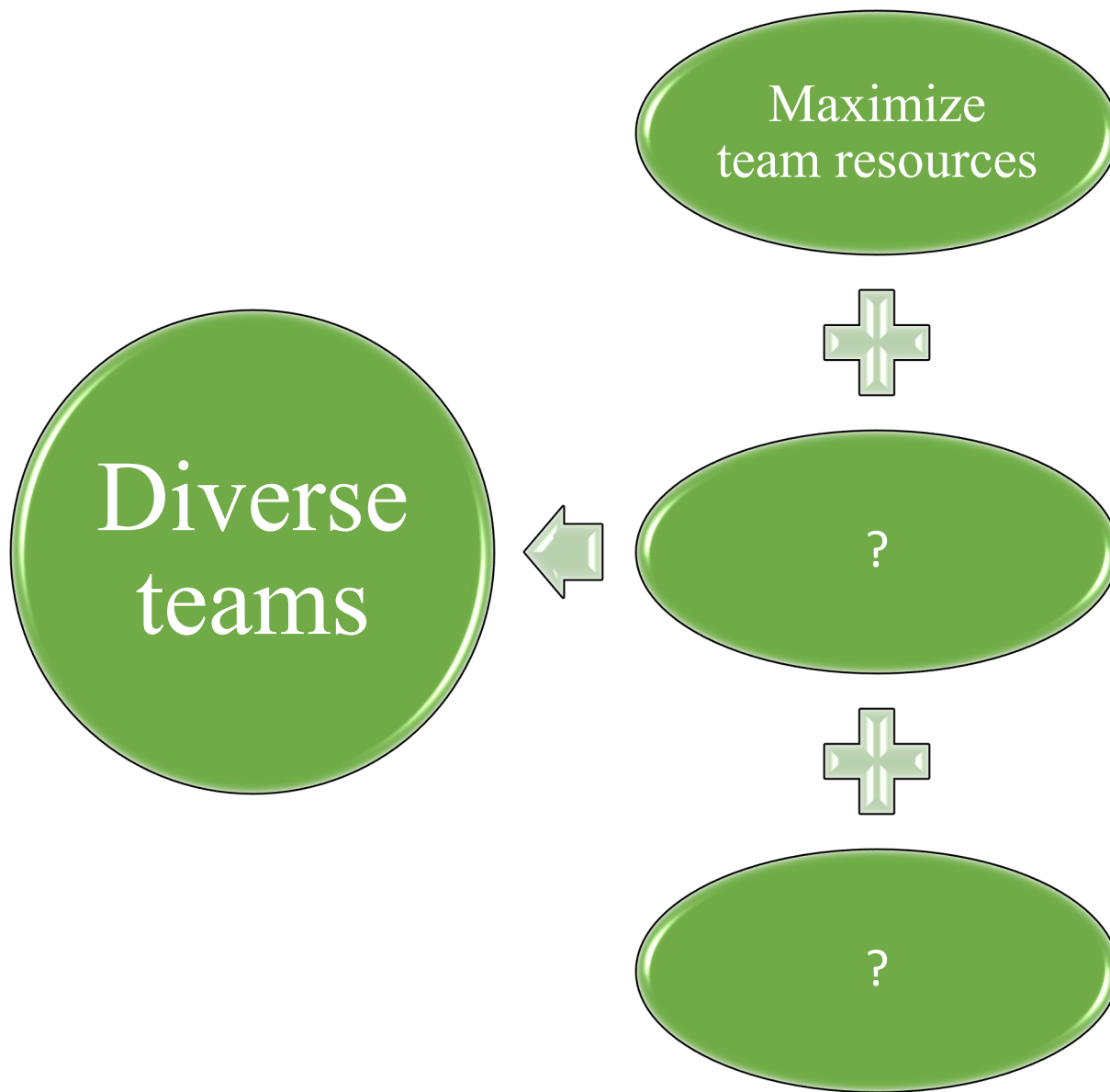


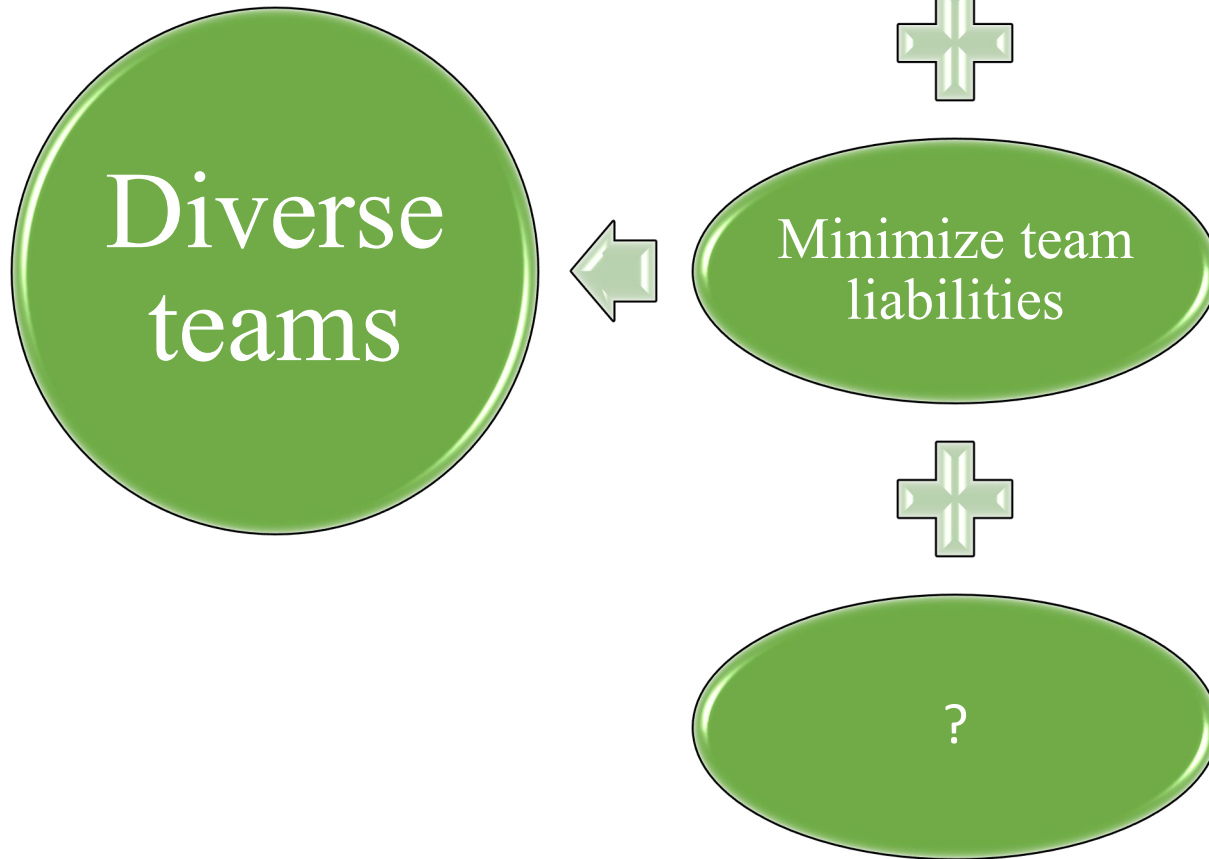
1. Permanent teams

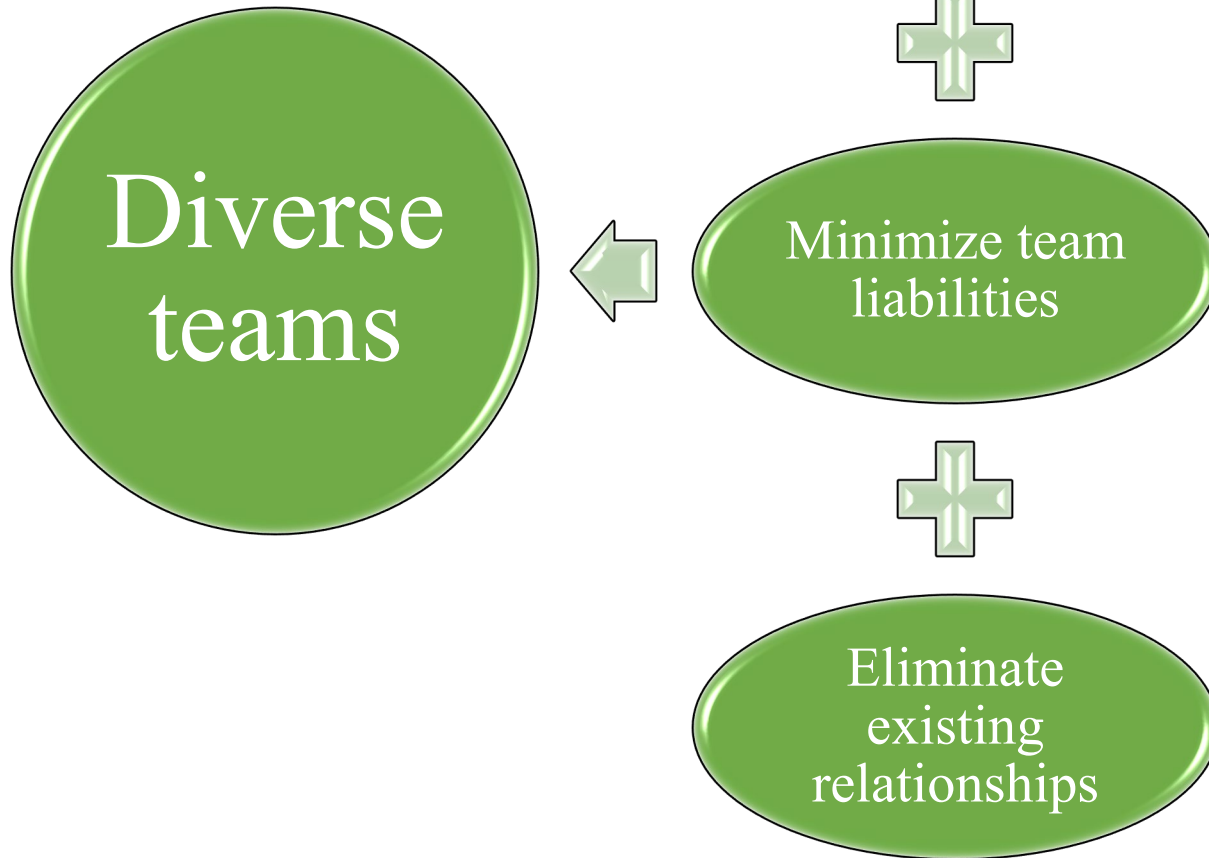


Diverse
teams









Team formation techniques

- Line-up by criteria
- Survey scores
- Random teams



Team Maker

Team Maker

Copy & paste names below:

Format: One Name per Line

Michael Scott
Jim Halpert
Pam Halpert
Oscar Martinez
Stanley Hudson
Phyllis Lapin
Angela Martin
Meridith Palmer
Toby Flenderson
Dwight Schrute
Andy Bernard

Team Names

Team names based on: Numbers

Edit these as you please:

Team 1
Team 2
Team 3
Team 4
Team 5
Team 6
Team 7
Team 8

Team Options

No. of Teams: 5

Output Format: Show Preview (HTML)

Random Teams: Generate Teams!

Output:

Here are your teams:

<http://chir.ag/projects/team-maker/>

Thanks to Timothy Harter
[Teamistr App](#) is now: Available on the App Store



2. Holding students accountable

Students must complete pre-class preparation

Readiness Assurance Process

- Assesses readiness to begin using content
- Motivates pre-class preparation and working together as a team.
- Short, multiple-choice, in-class quiz that students complete an individual and as a team



IMMEDIATE FEEDBACK ASSESSMENT TECHNIQUE (IF AT)

Name Team # 3

Test # 1

Subject _____

Total 23

SCRATCH OFF COVERING TO EXPOSE ANSWER

www.epsteineducation.com

- 1 scratch = 3 or 4 points
- 2 scratches = 2 points
- 3 scratches = 1 point
- 4 scratches = 0 points

	A	B	C	D	Score
1.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<u>4</u>
2.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<u>2</u>
3.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<u>4</u>
4.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<u>1</u>
5.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<u>4</u>
6.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<u>4</u>
7.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<u>0</u>
8.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<u>4</u>
9.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
10.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____

3. In-class activities

- Promote deep learning and team cohesion
 - Individual or team
 - Graded or ungraded
 - Can be used at any point in a unit



In-class

Good team activities

Significant problem

Same question

Specific choice

Simultaneous response

4 S's



Sample team activity



Practice using the ABC's of attitudes

Identify techniques used to change attitudes in commercials



Identify techniques used to change attitudes in actual print ads

Design a print ad to motivate readers to do a specific behavior to reduce their carbon footprint



4 S's in this example

Significant problem

Same question

Specific choice

Simultaneous response





Let's Do This!



Practice 4S activity

Two learning objectives:

- 1) a course in 20th century world history
- 2) a course in psychology

Four versions of a team activity for each objective

In teams, select which version of the activity is the best

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



Creating team assignments

Process not product

Broad categories

- Gallery walk
- Scenario/MC – best/worst, most/least
- Pinpointing – map, timeline, art
- Sorting – characteristics into categories, ranking



4. Peer Evaluations

Critical aspect of TBL

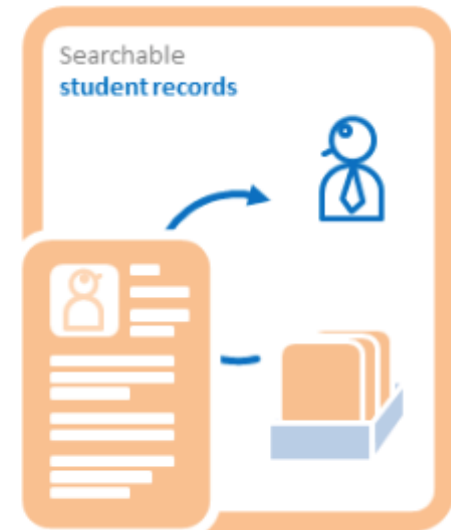
Students evaluate the teammates' positive contributions to team performance

Holds students accountable to their teammates

Many different ways to conduct peer evaluations



Student peer evaluations/feedback, shareable instructor comments, and more...



3,078,479 feedback entries submitted so far ...

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Questions?



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Practice 4S Activity

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Below are learning objectives for a course in 20th century world history and for a course in psychology. After each objective, there are four versions of a team activity. In your team, select which of the four versions of the activity is the best, keeping the 4S's of team-based learning in mind: Significant problem, same problem, specific choice, and simultaneous report.

LEARNING OUTCOME #1: Evaluate the role of WWI in causing WWII.

Version A: Each team chooses one of the countries/kingdoms that fought in WWI. On the due date, each team gives a 15-minute PowerPoint presentation to the class summarizing how that country's/kingdom's involvement in WWI did or did not contribute to WWII.

Version B: Each team chooses one of the countries/kingdoms that fought in WWI. On the due date, a conference-style poster session is held in the classroom. Each team creates a poster summarizing how that country's/kingdom's involvement in WWI did or did not contribute to WWII.

Version C: The instructor draws a country/kingdom out of a hat. All the teams research how the involvement of that country/kingdom in WWI did or did not contribute to the beginning of WWII. One week later, teams hold an in-class debate with half the teams arguing the position that the involvement of that country/kingdom in WWI did contribute to the beginning of WWII and half the teams arguing that the involvement of that country/kingdom in WWI did not contribute to the beginning of WWII.

Version D: The instructor draws a country/kingdom out of a hat. Each team studies the involvement of that country/kingdom in WWI. Based on their research, each team decides whether that country's/kingdom's involvement in WWI did or did not contribute to WWII. On the due date, each team pins a 4 X 6 notecard on the classroom wall under a "Did Contribute to WWII" or under a "Did Not Contribute to WWII" sign. Teams indicate the most important reason for their decision on the notecard.

LEARNING OUTCOME #2: Interpret, design, and conduct basic psychological research (Outcome 2.4 from APA Guidelines for the Undergraduate Psychology Major Version 2.0)

Version A: All teams are given the same hypothesis describing the relation between two variables. Each team decides which variable will be manipulated and which will be measured and articulates an operational definition of the two variables. Each team then creates a manipulation for the independent variable, and a measure of the dependent variable. Teams summarize their designs on a 11X17 sheet posted on the classroom walls, followed by a conference-style poster session.

Version B: All teams are given the same journal article and tasked with designing a follow-up study. Each team decides which variables to measure and/or manipulate and operationally defines all the variables. Each team summarizes the design in a ten-minute oral presentation.

Version C: Each team draws a testable hypothesis out of a hat. Teams then operationally define all the variables for their hypothesis, decide which variables to measure and/or manipulate, and summarize the design in an APA style methods section.

Version D: All teams are given the same hypothesis describing the relation between two variables. Teams are given the same four possible operational definitions of each variable (for a total of eight definitions). Each team selects the best definition for each variable. All teams report the definition they selected by raising a colored card the corresponds to their choice when cued by the instructor.