

# Enhancing Inclusion and Engagement Through Flexible Team-Based Learning (TBL)

# Objectives

- Provide an overview of what TBL is
- Understand the principles of TBL and how it can improve student inclusion and engagement

# What is TBL?

Basically:

It is small group working in large groups, where students do specific activities in a specific order.

# Why TBL?

- Declining on-campus attendance
- Diverse student needs
- Pressure to make biosciences inclusive and accessible
- Pressure from students for on-campus teaching

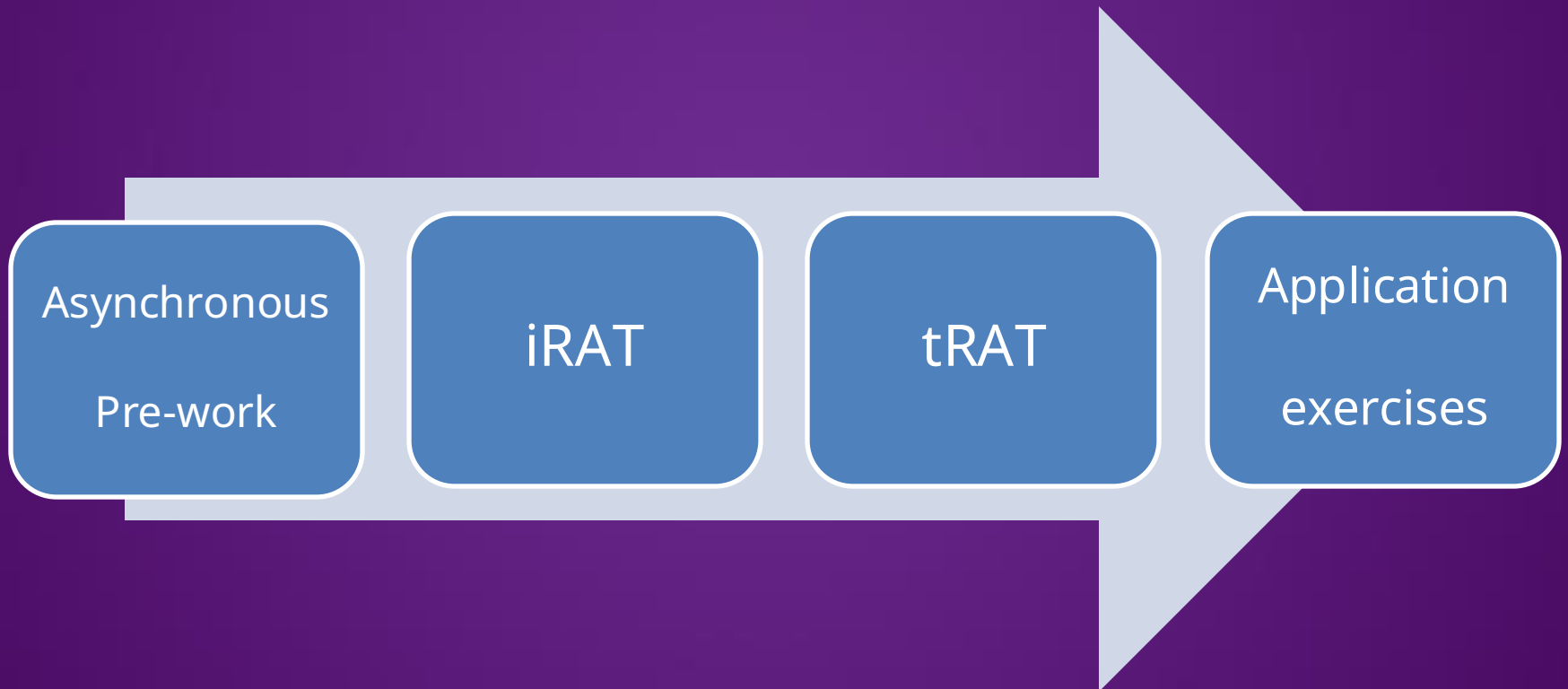
# Preparation

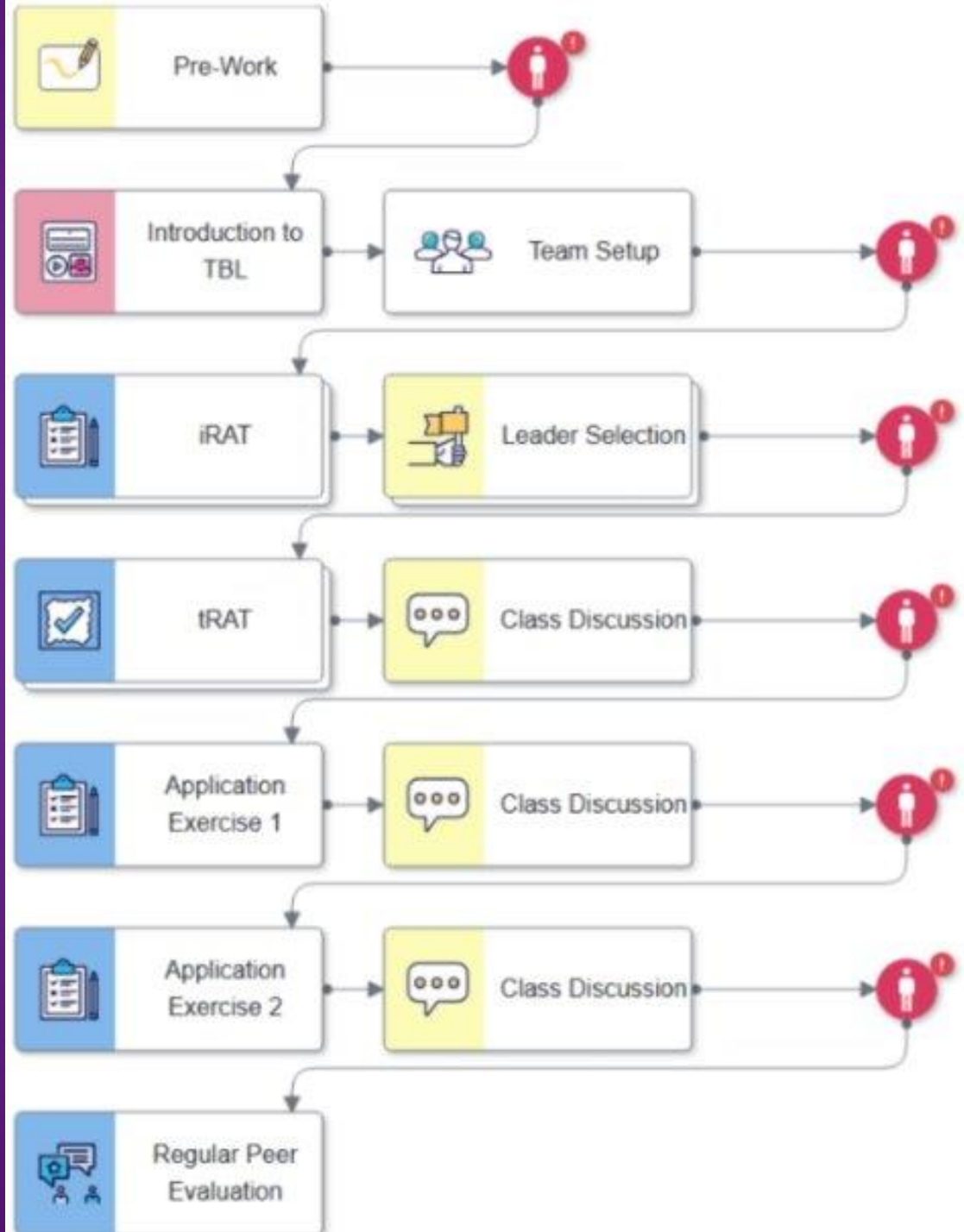
- Saw it in action
- Spoke to the e-learning team
- Discussed the change with the Bioscience team
- Organised training and support from the e-learning team

# Preparation

- Steps to success week









# Student feedback

‘In this unit, I liked that the directed study before the team-based learning had different options to learn the material, e.g., either video lectures or chapters in books to read. Also, I liked that the team-based learning was in person, as it helped me to stay focused and listening to the people in the group helped me to either consolidate my knowledge or highlight areas I needed to clarify’

# Student feedback

- Works well with my ADHD traits
- Immediate feedback
- Getting to know other course mates
- Learning from other students
- Confirmed my own knowledge and understanding
- Developed relationships with seminar leads
- Play to strengths

# Student feedback

‘I personally didn’t enjoy LAMS, it felt like i taught myself the content and my answers were clarified or wrong during the lessons. I personally would’ve learnt more and better through in person lectures/seminars where the lecturers teach us to content.’

‘Having some lectures so we are taught the content rather than it all being online and teaching yourself.’

## Staff feedback

‘As you know, I wasn’t keen [on TBL] but I am completely won over. I really like [TBL]... thanks for enhancing my learning’

## Student Choices Statistics

Question	A	B	C	D
1	33.33%	53.85%	2.56%	10.26%
2	0%	97.44%	0%	2.56%
3	0%	2.56%	5.13%	92.31%
4	23.08%	69.23%	7.69%	0%
5	2.56%	15.38%	51.28%	30.77%
6	5.13%	79.49%	0%	15.38%
7	10.53%	81.58%	7.89%	0%
8	59.46%	2.7%	16.22%	21.62%
9	16.67%	25%	52.78%	5.56%
10	0%	0%	100%	0%

	Question1	Question2	Question3	Question4	Question5	Question6	Question7	Question8	Question9	Question10	Total ⓘ
Correct answer	B	B	D	B	C	B	B	A	C	C	
Teams											
1 ✓	A B	B	D	A B	C	B	B	A	C	C	8.0
2 ✓	B	B	D	C B	C	B	B	A	A C	C	8.0
3 ✓	B	B	D	B	C	B	B	D C B A	A C	C	8.0
4 ✓	B	B	D	B	D A B C	B	B	A	D B C	C	8.0
5 ✓	B	B	D	B	C	B	B	C A	C	C	9.0
6 ✓	B	B	D	B	C	B	B	A	C	C	10.0
7 ✓	B	B	D	B	C	B	B	A	C	C	10.0
8 ✓	B	B	D	B	C	B	B	A	C	C	10.0
9 ✓	A B	B	D	B	C	B	B	A	C	C	9.0
10 ✓	B	B	D	B	D B C	B	B	A	C	C	9.0
11 ✓	A B	B	D	B	C	B	B	A	C	C	9.0
Total ⓘ	8	11	11	9	9	11	11	9	8	11	9.8 ⓘ

# Challenges

- Differentiation between student abilities
- Some students prefer passive learning
- Some students believe they are teaching themselves