

**TeachTech Research Cohort
Team-Based Learning Initiative
2020-2021**

Project Director:

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TeachTech Research Cohort: Team-Based Learning Initiative

Overview

Much of higher education puts students in silos. It is no wonder that when the words “group work,” “teamwork,” and “collaboration” are uttered, they are ironically met with a collective groan. The “Introverts,” the “Type-A Overachievers,” the “Freeloaders,” the “Unprepared”—we have labels for the personalities that make group dynamics. Students will inevitably complain of dysfunctional groups, as they usually perceive themselves as being the ones “doing all the work.”

Faculty can also be challenged with the socializing process of group work --coaching students, assigning roles, and mediating conflict between students. Not to mention how to distribute grades fairly, or how to hold students accountable. A lot of effort goes into classes that implement curriculum, projects and assignments that require collaboration.

Team-Based Learning (TBL) is an activity-intensive strategy, which significantly alters the instructor’s role from that of “presenter” of information to “designer” and “facilitator” of engaging classroom assignments and activities. It is also seen as a **specialized example** of what is typically called a “**flipped classroom**” approach. The values of TBL remain in any format—including the fully online environment. This is because TBL is not only about people, but the **design of our courses and assignments** as well.

Team-Based Learning focuses on learning goals (outcomes) and performance related to those goals. The reasoning is simple: if we make the expected outcome clear, indicate what a successful performance looks like, **design relevant learning activities for practice**, and provide tools and processes for feedback and self-assessment, students will figure out for themselves which group behaviors are effective or not.

TeachTech Initiative

Technology Support Services seek faculty at all levels (tenured, tenure-track, and adjunct) to work with Creative Studios to transform their courses and online environments in Blackboard utilizing a Team-Based Learning (TBL) model of instruction.

8-10 faculty will be selected to transform their courses faculty integrating TBL as the main pedagogical, collaborative structure. Each proposal should identify how and what technology will be utilized to facilitate these new strategies. Possible areas of research include, but not limited to:

- Online team-based learning models
- Project/problem-based classes/assignments (team-based/collaborative);
- Innovative approaches to peer reviewing;

- Using Blackboard “Groups;”
- Innovative discussion models;
- Online liberating structures;
- Creating a culture of “belonginess” through TBL;
- Team-based learning to facilitate large lecture classes.

As incentive to transform courses and teaching strategies, and for the time and support required, **we will provide up to \$1,250 in available funds** for technology and/or conference travel purchases for faculty to further enhance their teaching, learning, and research.

Goals of TeachTech TBL Initiative:

- Discover new technologies/software to enhance student collaboration and group work;
- Develop and establish best practices for TBL in F2F, hybrid, and online classes;
- Increase student engagement and learning with TBL;
- Implement advanced/effective collaboration tools and functionality with Blackboard;
- Increase student “belonginess” through collaborative learning models;
- Create teaching materials to share in UTEP Library repository for access and use institutionally by other faculty.

Technology Support:

A team consisting of Creative Studios staff in Technology Support Services will facilitate the planning, implementation, and assessment created by faculty participants in TeachTech cohort.

Team	Roles
Steve Varela	TeachTech facilitator/leadership
Creative Studios	Multimedia, digital, graphic design and TBL pedagogy instructional support.

Bb Central	Blackboard support
Steve Varela and Jessica Duran	Copyright, Creative Commons Licenses for OER teaching materials.

Deliverables:

Selected TeachTech participants agree to the following:

- Transform a class (any format) to implement a **team-based learning** structure and appropriate technology for course content delivery.
- Educational resources resulting from TeachTech must be licensed under an open license, such as the Creative Commons Attribution 4.0 International (CC BY 4.0) license. Resources may not be licensed with a Creative Commons No Derivatives clause.
- Assist with data collection in courses where TBL is implemented.
- Share data that assists in measuring the impact of the project.
- **Present and submit a final project report** evaluating the challenges and accomplishments of the project and its impact (or potential impact) on student performance.
- Share results on campus through workshops and presentations hosted by Technology Support Services.
- Attend “check-in/lunch and learn” meetings as established by TeachTech facilitators.

Assessment:

Upon completion of TeachTech TBL, collected data will be analyzed to describe impact to:

- Student learning outcomes for TBL courses being comparable to or better than previous outcomes (grades, retention);
- Faculty success in implementing technology to support TBL;
- Faculty satisfaction with the support and services offered TeachTech (through survey and focus group);
- Student satisfaction with TBL implementation (survey, course evaluation and focus group).

Pre-Launch Dates

Early Aug. 2020: Campus Bulletin sent.

Late Aug. 2020: Virtual Information Session

Application Dates:

Early Sept. 2020: Application due date (contingent on # of applicants—may be extended if needed).

Mid Sept. 2020: Selected participants notified.

End Sept. 2020: Launch Meeting (explain parameters of research cohort in detail)

Fall 2019 Dates—Research, Planning and Discovery

This semester will be focused on empowering participants to better understand Team-Based Learning as a teaching and learning strategy and structure, as well as plan and design their Bb course shell. Learning Outcomes for program uploaded into Blackboard. IRB will also be involved to help participants strategize and plan research for publication.

October 2020: Check-in #1

November 2020: Check-In #2

December 2020: Check In #3

Deliverables: Full Syllabus, Calendar and Course Map of Blackboard.

Spring 2021 Dates—Implementation, Data Collection, and Report/Presentation

This semester will be focused on the implementation of the courses, data gathering and analysis, and final presentations/reports by participating faculty.

January 2021: Blackboard Institute (optional)

February 2021: Check In #1

March 2021: Check-In #2

April 2021: Check-In #3

May 2021: Reports due and final presentations

*Funds Available (\$1250) by **June 1, 2021**