

# Online Team-Based Learning Best Practice Development

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23 October 2018  
Singapore



# Acknowledgements

- The presenter would like to acknowledge the co-authors of Off-to-On: Best Practices for Online Team-Based Learning whitepaper. This presentation is largely based on this work.

<b>Michele Clark</b>	PhD, RN, LMFT (University of Nevada Las Vegas; Associate Professor in the School of Nursing)	<b>Meghan Gillette</b>	PhD (Iowa State University; Lecturer in the Department of Human Development and Family Studies in the College of Human Sciences)
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<b>Kajal Madeka</b>	PhD, M.Ed. (Iowa State University; Program Coordinator in the Center for Excellence in Learning and Teaching)	<b>Bruce Leonard</b>	PhD, APRN, FNP-BC, NP-C (University of Texas Medical Branch; Professor in the School of Nursing)
<b>Holly Bender</b>	DVM, PhD, Diplomate ACVP, Clinical Pathology (Iowa State University; Associate Director of the Center for Excellence in Learning and Teaching and Professor in the Department of Veterinary Pathology in the College of Veterinary Medicine)	<b>Jane Rongerude</b>	PhD, MCP (Iowa State University; Assistant Professor of Community and Regional Planning in the College of Design)
<b>Janet Johnson</b>	MS, RDN, LD (Iowa State University; Senior Clinician in the Department of Food Science and Human Nutrition in the College of Human Sciences)	<b>Liz Winter</b>	PhD, MA, LSW (University of Pittsburgh; Academic Coordinator of the Pennsylvania Child Welfare Education for Leadership Program in the School of Social Work)
<b>John Chapman</b>	PhD, MBA (Southern Virginia University; Assistant Professor of Marketing)		

- The presenter is the Commercial Founder of and has a financial interest in CognaLearn. CognaLearn is the company that developed [www.intedashboard.com](http://www.intedashboard.com), which is TBL software developed in collaboration with Duke-National University of Singapore Medical School. InteDashBoard™ is one of the technology tools described in the previously mentioned whitepaper.

# I am a team-based learning...

Educator

**EMBRY-RIDDLE**  
Aeronautical University

Entrepreneur



Enthusiast



Parent



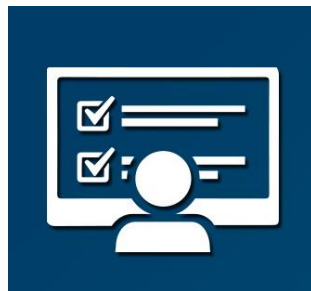
# Team-based learning (“TBL”)

In class: theory

In class: apply



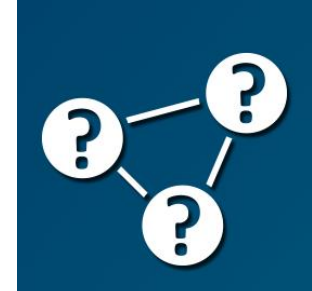
1. Pre-work



2. Quiz



3. Team  
quiz



4. Clarify  
doubts



5. Team  
applications

Also 360° teammate evaluation

# Team-Based Learning Collaborative ("TBLC")

- **About TBLC:** organization of educators from around the world who encourage and support the use of Team-Based Learning in all levels of education
- **TBLC Online Community of Practice**
  - Formed in 2017
  - Whitepaper issued in 2018
  - Four manuscripts pending submission to journals

# Online TBL defined as “remote”

## Synchronous

### Physically co-located

- Traditional in-class TBL experience

## Asynchronous

- Not applicable

### Remote

- Simultaneous presence in a virtual collaboration space
- Online TBL that does not require simultaneous interaction

Source: Adapted from Clark M., Merrick L., Styron J., Dolowitz A., Dorius C., Madeka K., . . . Bender H. (2018). Off to On: Best Practices for Online Team-Based Learning.

# Online synchronous

- Generally similar to face-to-face
- Can take longer
- Technology coordination
- Smaller team sizes
- More frequent peer evaluation

# Online asynchronous example

## Three weeks per topic

### Week 1:

Readings and pre-work

### Week 2/3:

Monday: IRAT (24 hours)

Tue-Wed: TRAT (48 hours)

Thur-Tue: Applications (6 days)

Wed-Sun: Applications discussion (5 days)

## One week per topic

### Monday

- IRAT

### Tuesday/Wednesday

- TRAT

### Thursday/Friday

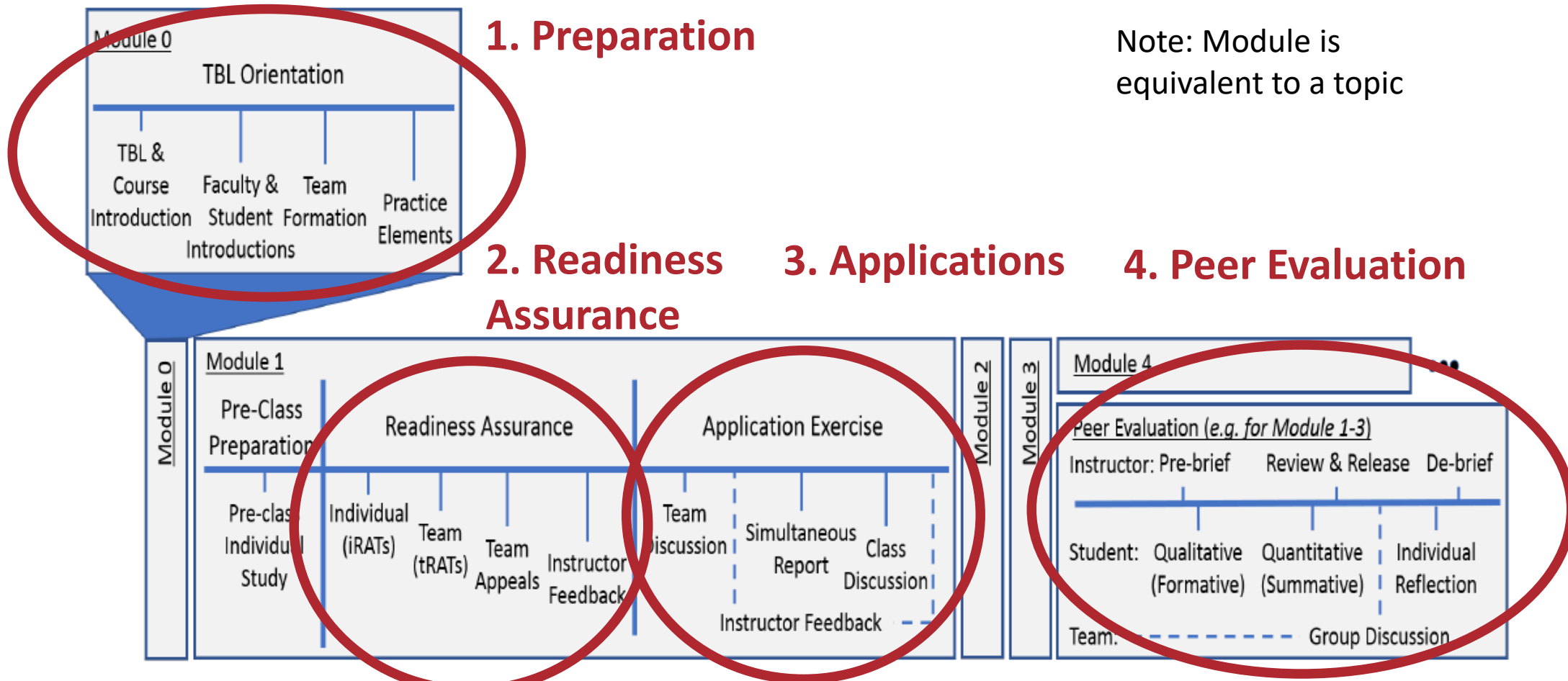
- Application exercises



# Methods

- **Divide and conquer:** 17 co-authors from 10 institutions split into four teams
- **Methods:**
  - Literature searches
  - Appreciative inquiry
  - Faculty surveys
  - Reviews of online teaching standards such as Quality Matters

# Four sub-team areas



Source: Adapted from Clark M., Merrick L., Styron J., Dolowitz A., Dorius C., Madeka K., . . . Bender H. (2018). Off to On: Best Practices for Online Team-Based Learning.

# 1. Preparation

## Information

- Overview of requirements and content
  - Goals and objectives by topic
  - Communication mechanics
  - Technology requirements
- TBL introduction: team responsibilities and activities for success in online TBL

## Formation and Practice

- Team formation
  - Completed during orientation
  - Instructor created
- Practice IRAT, TRAT and application
  - Ungraded
  - Covers orientation

## Social Presence

- Faculty introductions
- Student introductions

Source: Adapted from Clark M., Merrick L., Styron J., Dolowitz A., Dorius C., Madeka K., . . . Bender H. (2018). Off to On: Best Practices for Online Team-Based Learning.

## 2. Readiness assurance

- **Invest time early** for team building and communication activities
- **Maintain flexibility and accountability** in implementation of exercise design
- **Enhance collaboration and interaction** design while maintaining course organization and efficient navigation
- **Use technology and infrastructure** to support the RAT design, team interaction, feedback and academic integrity

Source: Clark M., Merrick L., Styron J., Dolowitz A., Dorius C., Madeka K., . . . Bender H. (2018). Off to On: Best Practices for Online Team-Based Learning.

# 3. Applications

- **Consider the method of delivery** (*asynchronous or synchronous*) and location (*co-located or distributed*) in the design of application exercises
- **Employ technology to support the chosen application design** that promotes collaboration and provides feedback and evaluation of individuals and teams
- **Use analytics to support and measure collaboration**, appropriate to stated application design incentives

Source: Clark M., Merrick L., Styron J., Dolowitz A., Dorius C., Madeka K., . . . Bender H. (2018). Off to On: Best Practices for Online Team-Based Learning.

# 4. Peer evaluation

- **Provide robust rationale** for peer-evaluation to ensure student buy-in
- **Ensure process transparency** so that students understand the effect on their grade of evaluating and being evaluated by others
- **Provide multiple formative and summative evaluation cycles** to promote learning, with structured opportunity for team debrief and individual reflection
- **Deploy technology** that supports collection, analysis, and dissemination of quantitative and qualitative data

Source: Clark M., Merrick L., Styron J., Dolowitz A., Dorius C., Madeka K., . . . Bender H. (2018). Off to On: Best Practices for Online Team-Based Learning.

# Summary

- **The TBLC Online Community of Practice:** formed in 2017 with 17 members from 10 institutions and has generated a whitepaper and four manuscripts pending publication
- **Four sub-teams:** preparation, readiness assurance, applications and peer evaluation
- **Best practices:**
  - Preparation: materials, educators and learners
  - Communication: more frequent, scaffolded and modality relevant
  - Technology: created or curated to support online TBL
- **Learn more**
  - TBLC website [www.teambasedlearning.org](http://www.teambasedlearning.org)
  - Slides: [brian@cognalearn.com](mailto:brian@cognalearn.com)