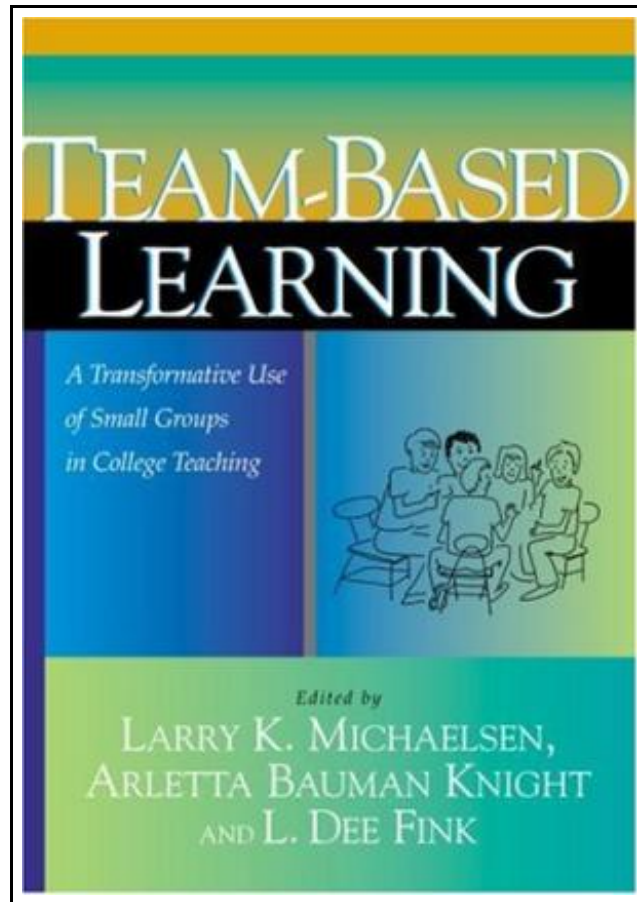


Team-Based Learning: A Transformative Use of Small Groups in College Teaching



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Reviews

A whole new eBook with a brand new point of view. It is definitely simplistic but shocks in the 50 percent of the publication. I am just pleased to explain how this is the greatest ebook i have read during my very own daily life and could be he best ebook for possibly.
(Mitchell Kuhn III)

TEAM-BASED LEARNING: A TRANSFORMATIVE USE OF SMALL GROUPS IN COLLEGE TEACHING



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Stylus Publishing. Paperback. Book Condition: New. Paperback. 304 pages. Dimensions: 10.0in. x 7.0in. x 0.7in. This book describes team-based learning (TBL), an unusually powerful and versatile teaching strategy that enables teachers to take small group learning to a whole new level of effectiveness. It is the only pedagogical use of small groups that is based on a recognition of the critical difference between groups and teams, and intentionally employs specific procedures to transform newly-formed groups into high performance learning teams. This book is a complete guide to implementing TBL in a way that will promote the deep learning all teachers strive for. This is a teaching strategy that promotes critical thinking, collaboration, mastery of discipline knowledge, and the ability to apply it. Part I covers the basics, beginning with an analysis of the relative merits and limitations of small groups and teams. It then sets out the processes, with much practical advice, for transforming small groups into cohesive teams, for creating effective assignments and thinking through the implications of team-based learning. In Part II teachers from disciplines as varied as accounting, biology, business, ecology, chemistry, health education and law describe their use of team-based learning. They also demonstrate how this teaching strategy can be applied equally effectively in environments such as large classes, mixed traditional and on-line classes, and with highly diverse student populations. Part III offers a synopsis of the major lessons to be learned from the experiences of the teachers who have used TBL, as described in Part II. For teachers contemplating the use of TBL, this section provides answers to key questions, e. g. , whether to use team-based learning, what it takes to make it work effectively, and what benefits one can expect from it for the teacher as well as for the learners. The appendices answer frequently...



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