

# Team-Based Learning Tip Sheet

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## A Team-Based Learning Session

Pre-Class	In-Class	
Content Delivery	Readiness Assessment	Application Questions
<b>Purpose:</b> Students acquire knowledge that will allow them to answer the application questions.	<b>Purpose:</b> Assess students' understanding of the pre-class content and readiness to answer the application questions.	<b>Purpose:</b> Allow students to apply the content they have learned to solve real-world problems.
<b>Format:</b> Content can be delivered by video lecture, reading or website. Students complete before coming to class.	<b>Format:</b> Multiple-choice questions are strongly preferred. Students first take quiz as individuals and then as a team.	<b>Format:</b> Students work in teams to answer complex questions. A discussion between teams allows students to explain their rationale for selecting a particular answer.

## Application Questions

### Tip 1: Start developing a TBL session by writing Application Questions

Why: Most of the in-class time will be spent on the application questions. The success of the session depends on having challenging application questions that promote discussion within and between teams.

### Tip 2: Application Questions should require application of knowledge

Why: Effective application questions will stimulate teams to discuss what they have learned and how to use that knowledge to solve a real-world problem. Avoid questions that only require recall of facts.

### Tip 3: Application Questions should be multiple choice

Why: The questions should require team to make a final decision or choice. Teams will indicate their choice to the rest of the class by raising a card that shows their choice.

### Tip 4: Teams should have to choose from several plausible options

Why: The ideal application question causes teams to select different options. This promotes more robust discussion between teams. Teams will present their reasons for selecting a particular answer and having teams argue for different answers creates a richer discussion. It's okay to have one option be the best choice but at least one of the other options should be reasonable and defensible.

### Tip 5: When discussing questions, first call on team with a least-best response

Why: Teams should feel free to openly discuss their reason for selecting an option. Teams will be more forthcoming in their explanations if they don't know that they have selected a wrong or less

## Pre-Class Material

### **Tip 1: Limit the amount of material**

Why: It's critical that students complete the pre-class material so they can contribute to the problem-solving activities and discussion in class. If the pre-class material is excessive, students will fail to complete it and often, seeing the amount work, will not do any of it. One rule of thumb is that the pre-class material should not take longer than half of the time of the in-class activities. For example, if the in-class time is scheduled for an hour, the pre-class material should not take longer than 30 minutes to complete.

### **Tip 2: Content should allow students to answer Application Questions**

Why: Students will rely on what they have learned in the pre-session material to answer the application questions in class. This another reason that one should write the application questions prior to developing the pre-session materials.

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## Readiness Assessment Quiz

### **Tip 1: Questions should assess students' understanding of pre-session material**

Why: To prepare students to answer the application questions, they must have some knowledge of the pre-session material. These questions should directly address the content in the pre-session material and can test recall of facts.

### **Tip 2: Questions should be multiple choice with four options**

Why: Teams will use scratch-off cards to check their answers to the questions. The scratch-off cards give four options for each question. The scratch-off cards provide feedback to teams on whether they selected the correct answer, and if not, give them the opportunity to discuss which of the remaining options is correct.

### **Tip 3: Discuss each question as a way to review pre-session material**

Why: To ensure that all students understand the answer for each question, the facilitator should discuss the explanation or reason that one answer is correct. The facilitator should call on teams to provide an explanation and then fill in any gaps in the explanation or correct misunderstanding of the pre-session material.

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