

# Using Team-Based Learning in World Regional Geography: Perceptions, Outcomes, and Effectiveness

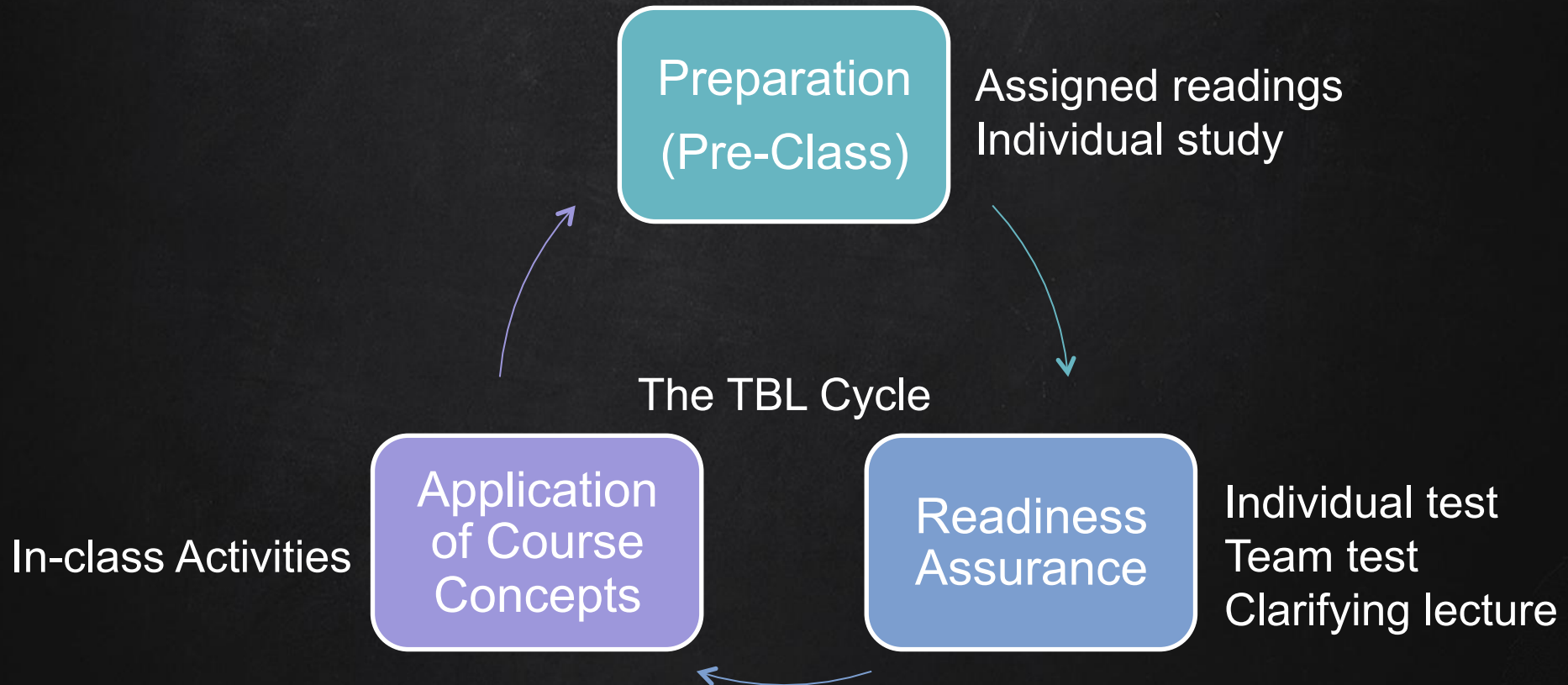
Faculty Pedagogy Colloquium Series

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# What is a typical World Regional Geography class like?



# What is team-based learning?





# Unique Features of TBL



## 4S Framework

Significant Problem

Same Problem

Specific Choice

Simultaneous Report

# TBL Research

- Students are more engaged
  - (Chung et al., 2009; Clark et al., 2008; Kelly et al., 2005; Levine et al., 2004)
- Increased excitement in the TBL classroom
  - (Andersen et al., 2011; Dana, 2007; Jacobson, 2011; Letassy et al.; 2008; Nicoll-Senft, 2009)
- Teams outperform best members
  - (Michaelsen 1989)
- Students perform better on final and standardized exams
  - (Grady, 2011; Letassy et al., 2008; Persky, 2012, Zingone et al.; 2011, Koles et al., 2005; Koles et al., 2010; Thomas & Bowen, 2011)
- A large class can be an asset
  - (Michaelsen, Knight, Fink 2002)



# TBL in My Course



## IMMEDIATE FEEDBACK ASSESSMENT TECHNIQUE (IF AT®)

Name Team #3 Test # 2

Subject \_\_\_\_\_ Total \_\_\_\_\_

SCRATCH OFF COVERING TO EXPOSE ANSWER

	A	B	C	D	Score
1.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	4
2.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2
3.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4
4.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1
5.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

### Prompt 1:

Your team has been asked to prepare a briefing for the European Commission's Migration and Home Affairs department. Based on your knowledge of European history, world geography, and the articles you've read, which of the following policies would you select as the best approach to migration to Europe from Syria?

- A. Allow all migrants from Syria to enter Europe.
- B. Only migrants who pass detailed background checks should be allowed.
- C. Europe should prohibit migrants from entering Europe and should instead support safe refugee camps in or near Syria.
- D. Europe should prohibit migrants from entering Europe and should instead intervene in Syria militarily.
- E. Europe should proportionally allocate a set number of migrants for each country based on economic and demographic factors.

Explain why the approach you selected is the best way to handle this issue:

# Results

**I understand how team based learning will fit/fits with the goals of this course.**

	Pre-Semester %	End-of-Semester %
Strongly Disagree	0.2	0.8
Disagree	4.4	0.3
Neutral	15.5	2.9
Agree	61.2	38.4
Strongly Agree	18.7	57.7
Total	100.0	100.0
Mean	3.94	4.52

## Independent Samples Test

Levene's Test for Equality of Variances

		F	Sig.	t	df	Sig. (2-tailed)
I understand how team based learning fits with the goals of this course.	Equal variances assumed	6.103	.014	11.993	816	.000
	Equal variances not assumed			12.081	815.955	.000

# Results

**I prefer a series of short quizzes rather than a midterm and a final exam./I preferred taking RATs for each chapter rather than a midterm and a final exam.**

	Pre-Semester %	End-of-Semester %
Strongly Disagree	0.9	1.3
Disagree	3.0	0.5
Neutral	6.9	3.9
Agree	31.6	14.8
Strongly Agree	57.3	79.5
	99.7*	
Total	(one no response)	100.0
Mean	4.42	4.71

		Independent Samples Test				
		Levene's Test for Equality of Variances				
		F	Sig.	t	df	Sig. (2-tailed)
I prefer a series of short quizzes rather than a midterm and a final exam./I preferred taking RATs for each chapter rather than a midterm and a final exam.	Equal variances assumed	35.084	.000	5.429	815	.000
	Equal variances not assumed			5.484	811.914	.000



# Results

**I believe team based learning will be/is the best way for me to learn how to think like a geographer.**

	Pre-Semester %	End-of-Semester %
Strongly Disagree	1.6	1.6
Disagree	9.9	4.4
Neutral	43.6	15.1
Agree	38.6	41.8
Strongly Agree	6.2	37.1
Total	100.0	100.0
Mean	3.38	4.09

## Independent Samples Test

Levene's Test for Equality of Variances

		F	Sig.	t	df	Sig. (2-tailed)
I believe team based learning will be/is the best way for me to learn how to think like a geographer.	Equal variances assumed	.004	.952	11.730	816	.000
	Equal variances not assumed			11.649	773.238	.000

# Results

**Team based learning is a more effective way to analyze concepts and solve complex problems than a traditional lecture.**

	Pre-Semester %	End-of-Semester %
Strongly Disagree	0.9	1.6
Disagree	4.4	2.1
Neutral	25.6	5.7
Agree	48.7	32.5
Strongly Agree	20.3	57.9
		99.7*
Total	100.0	(one no response)
Mean	3.83	4.43

Independent Samples Test						
		Levene's Test for Equality of Variances				
		F	Sig.	t	df	Sig. (2-tailed)
Team based learning is a more effective way to analyze concepts and solve complex problems than a traditional lecture.	Equal variances assumed	.224	.636	10.413	815	.000
	Equal variances not assumed			10.421	805.600	.000

$d=1.27$

# Discussion



“I was skeptical about team learning at first but I really enjoyed it and made friends that I would never have found if I had been working individually. Team based learning also helped me think and see things from other perspectives.”