**Impact of Incorporating Team-Based Learning in an Academic Setting**

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### Introduction

The incorporation of small group learning within a class is always a daunting task. A new technique was integrated in the Drug Information class of the pharmacy curriculum. This method was intended to alleviate previous small group problems, foster greater team involvement, and enhance student learning.

### Objective

To determine whether a new instructional method of teaching Drug Information will have a positive impact on the students as well as the instructor. The importance was to investigate the students overall development not only in class assignments and overall grade but also group accountability.

#### Team-Based Learning Sequence

- Individual Test
- Team Test
- Appeals
- Turn in Scantron / keep test
- Use IFAT scorecards
- Open book

### Methods & Results

- Incorporating the team-based learning exercises in class consisted of dividing the class into ten teams with five to six students in each team.
- There were three exercises given throughout the semester.
- Each exercise consisted of reading assigned material before class then taking assigned test in class.
- Individuals turned in scantrons but kept test.
- Once every member of their team finished the individual test, teams grouped together to discuss each question from the test.
- The team formed a consensus reply for each answer and then used the IF-AT answer sheets to validate their decision.
- Teams were given the opportunity to appeal any answer using notes/books.
- Grade distribution for each exercise was; Individual test 40%, Group test 35%, Group evaluation 25%.
- Overall grades increased a mean average of 7% from the previous year in which exercises were not incorporated.
- Overall grades remained consistent (82.9% 2006, 83.1% 2007) while incorporating team-based learning.
- From the end of the year survey, only 11% either disagreed or were neutral when asked if the exercises promoted higher learning compared to non team-taught classes.
- A resounding 96% believed team-based learning gave them more responsibility and input than previous group projects.
- Only 4% believed standard lecturing was a more effective strategy in learning than the exercises.

### Conclusion/Evaluation

Team based learning exercises were found to achieve many goals normal group exercises do not and those are; equal member participation, greater precise participation, and increased knowledge of material. The students are forced to critically think and not become passive in participation. For large classes, team-based learning changes the environment into smaller classes and incorporates more free time to develop concepts without spending time lecturing. The are found to be more accountable for their work while also receiving immediate feedback. Because of this, students become more naturally involved in the assignments and material.

### Disclosure

Authors of this presentation have the following to disclose concerning possible financial or personal relationships with commercial entities that may have a direct or indirect interest in the subject matter of this presentation:

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