Developing Skills With Team-Based Learning

Nitish Kumar Minz
https://orcid.org/0009-0000-4770-0336
K.R. Mangalam University, India

Anshul Saluja
K.R. Mangalam University, India

EXECUTIVE SUMMARY

Team-based learning (TBL) is a pedagogical strategy that has gained significant attention in recent years for its effectiveness in promoting active learning, critical thinking, and collaborative skills among students. This research paper explores the principles, benefits, and challenges of team-based learning, examines its application across different educational settings, and discusses its potential impact on student engagement and learning outcomes. By fostering a student-centered environment, TBL encourages a deeper understanding of complex concepts, enhances communication skills, and prepares students for real-world challenges. This chapter also highlights strategies for successful implementation and offers insights into the future directions of team-based learning in education.

INTRODUCTION

The field of education is currently experiencing a dynamic transformation driven by the pursuit of more effective teaching methodologies that actively engage students and cultivate critical thinking and practical knowledge application (Davidson, Major, & Michaelsen, 2014). In recent years, Team-Based Learning (TBL) has emerged as

a prominent and innovative educational approach that aligns with these objectives. This introduction sets the stage for our exploration of TBL, offering insights into its background, purpose, and the scope of our study.

TBL, rooted in active learning, collaboration, and practical knowledge application, represents a departure from traditional lecture-based instruction (Michaelsen & Sweet, 2004). It emphasizes dynamic and interactive learning experiences, with students working collaboratively in teams to address complex problems and engage deeply with course material. This approach fosters a sense of shared responsibility among students, promoting both individual and collective learning.

Our study delves into the evolution and effectiveness of TBL as a pedagogical approach, drawing on a range of scholarly works to provide a comprehensive analysis of its impact on educational practices and outcomes. Through this exploration, we aim to contribute valuable insights to the ongoing discourse on innovative teaching methodologies in education.

BACKGROUND

Traditional lecture-based teaching, a longstanding pillar of education, has increasingly faced criticism for its limitations in fully engaging students, promoting critical thinking, and adequately preparing them for the multifaceted challenges of the modern world. In the conventional lecture format, students often assume passive roles, limiting their interaction with the subject matter and their peers (Ruder, Maier, & Simkins, 2021). Moreover, the one-size-fits-all approach fails to account for individual learning styles and diverse needs in today's diverse classrooms (Espey, 2018).

As educational paradigms evolve to meet the demands of the 21st century, there is a growing recognition of the imperative to employ more dynamic and participatory teaching methods (Hettler, 2015). One such innovative pedagogical approach that has gained traction in recent years is Team-Based Learning (TBL). TBL is grounded in the principles of active learning, collaboration, and the practical application of knowledge (Davidson, Major, & Michaelsen, 2014). It marks a profound departure from traditional lectures by offering a dynamic platform for interactive and collaborative learning experiences.

In TBL, students are organized into teams to tackle complex problems, engage in in-depth discussions about course material, and apply key concepts to real-world scenarios (Green & de Bodisco, 2020). This approach fosters a sense of collective responsibility and accountability among students, encouraging them to actively contribute to their own and their team's learning.

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