

Title: Enhancing teaching excellence through Team-based learning: Institutional challenges and lessons learnt when implementing a major change to curriculum delivery and assessment.

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Session Learning Outcomes

By the end of this session, delegates will be able to:

- Use an examination and evaluation of a radical change in teaching delivery to:
- Describe essential elements of team-based learning, and how TBL can deliver 'excellence' through an active and collaborative learning environment
- Understand and identify local contextual factors on delivering 'excellent' practice in terms of learning environments, spaces, technologies and institutional context
- Identify factors impacting student perception of 'teaching excellence'
- Unpack, discuss and contest the term 'excellence' from staff and student perspectives.

Session Outline

Key issues to be addressed are:

Examining the impact of TBL on student performance; evaluating 'excellence' in the context of institutional factors.

Metrics associated with evaluating 'teaching excellence' are complex. While TEF aims to raise the status of teaching and inform student choice (Dept Education), contested metrics form the basis of judgements in a process which is acknowledged to be 'in pilot stages' and subject to change (UUK 2016).

It is clear that evaluation of 'teaching excellence' is here to stay regardless of the tenuous nature of the concept and the difficulty in pinning down reliable metrics. It is also clear that while excellence from a student perspective is likely to be measured in terms of contact hours and the quality of feedback (Apampa & Cohen 2013), staff are likely to look at student satisfaction scores (NSS) alongside student performance and attendance.

Team-based learning (TBL) is more than group-work. It is a well-established systematic approach that integrates individual study, immediate feedback and small-group activities to create an engaging learning environment, supported and evaluated by peers. TBL has been an accepted method of addressing concerns about student performance and attendance in the US since the 1980s (Sibley & Ostafichuk 2014). While uptake in UK HEIs has been limited, this paper is an evaluation of our efforts to introduce an engaging and collaborative learning environment by implementing TBL in a module to address core concerns about student underperformance.

Through the lens of implementing TBL, this session will unpack the various elements of 'excellence' and investigate the role of learning environment, technology and institutional context in influencing 'excellence'. Ways forward in addressing constraining factors will be analysed, and participants will have the opportunity to problem-solve factors relevant to their own teaching context.

Areas which we will begin to shed light on include:

- Ways of responding to increasing class sizes.
- Addressing lack of engagement among students.
- Ideas for moving towards an active and productive teaching space (physical and metaphorical).
- Evaluating innovation: who/what matters most?

Session Activities and Approximate Timings

The outline of the workshop is as follows;

The discussion paper will take a standard format of around 15-20 minutes presentation and 25-30 minutes for questions/discussion. The timings will be flexible to allow interaction.

- Presentation: 5 minutes introduction to TBL and our contextual concerns
- Participant involvement: 5 minutes TBL demonstration
- Presentation 5 minute: Teaching innovation and implementation plan
- Participant discussion 5 minute on contextual factors and implementing change
- Presentation 5 minutes: Results and reflection on 'excellence' leading into
- General discussion 20 Minutes: Teaching excellence and student performance

References

- Apampa, B and Cohen, J (2013) *Sustainable Programme Assessment for Pharmacy Students*, Poster presented at Pharmacy Education Symposium, Prato Italy.
- Department for Education (2016) Teaching Excellence Framework: year two specification, Accessed 14/11/2016; [Online https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/556355/TEF_Year_2_specification.pdf].
- Sibley, J and Ostafichuk, P (2014) *Getting Started with Team Based Learning*. Sterling, VA : Stylus Publishing

Universities UK (2016) Universities UK response to the Teaching Excellence Framework technical consultation for year two, Accessed 14/11/2016; [Online <http://www.universitiesuk.ac.uk/policy-and-analysis/reports/Documents/2016/response-to-tef-technical-consultation.pdf>]