Team-Based Learning (TBL) is an active learning instructional strategy comprised of four essential elements: groups, accountability, ecology, and individual accountability.

**The Classes**
- Oklahoma State University
- Undergraduate, Upper Level classes
- "Psychological Foundations of Childhood"
- Class Size (n=20)
- 5 semesters in Traditional
- 2 semesters of Online

**Face to Face Perceptions**
- Easier to bring connections between materials
- Provides the opportunity to assess student understanding in real-time
- Able to connect concepts that are seemingly unrelated to teaching in a more manageable manner
- Some students still look for excuses on quizzes, however some see the value
- A big part of it is developing understanding. We want to get away from the idea of rote memorization
- As time has gone on, quizzes have gotten better because it forces them to read; most of the students come to class prepared and armed with their teammates along with instructor guidance

**Materials**

**Online Perceptions**
- How do you create an online community for team quizzes? It’s hard to form groups with immediate feedback; it doesn’t hold them accountable for knowing the chapters before the quizzes
- Discussion boards and quizzes are asynchronous
- People take online hoping to squeeze within a time-frame. TBL really requires a lot of time to be purposeful
- Do you do it asynchronously? Sure but we still have deadlines

**Learning Curve:**
- Trying to stop the divide and conquer method.
- Managing student reactions
- Quizzes initially caused a lot of stress and anxiety; high-stakes quizzes may reduce effectiveness
- Don’t allow the quizzes and activity to weigh more than ‘summative’ evaluations
- We want students to have comprehensive overview, but then we quiz on specifics
- QUIZ for reading? Sure but really we want critical & conceptual application of the future
- Lecture and activities helped for making connections between the concepts

**How do you know it’s TBL?**
- Students must be individually accountable on coming to class prepared for more active participation
- Coming to class with responsibility helps the student buy in; we want active learners not passive learners
- Reason - For students to read material and have basic understanding. Individual quiz holds them accountable. After each quiz, questions and clarification is provided
- Remember this isn’t just an individual quiz. The group quiz helps with the immediacy of feedback helps encourage learning
- Lecture? Sure! But ‘flip’ your lecture
- Team-Activity – The opportunity to apply the material from the chapters in an activity in a real world manner

**Conclusions**
- Change was difficult
- Students were more prepared for discussion and activities
- Instructors had to work to overcome negative perceptions of students
- Students were resistant to the expectation of preparation before class

**Future Research:**
- Considerations of familiarity with TBL prior to implementation in the classroom
- Variations to instructor experience based on student expectations of the TBL model
- Goal orientation of students before and after TBL experience

**References**


