The Effects of Team-Based Learning on Student Accountability and Engagement
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Objectives:
1) To evaluate differences in student engagement with team-based learning (TBL) compared to traditional lectures
2) To evaluate student accountability, preferences, and satisfaction with TBL

Methods: Three TBL sessions were piloted with second year pharmacy students within the nephrology section of pharmacotherapy in fall 2013; the remainder of sessions utilized traditional lectures. Two existing survey tools were used to evaluate TBL. The Classroom Engagement Survey (9 questions) compared a traditional lecture to TBL. The Team-Based Learning Student Assessment Instrument (TBL-SAI) (33-questions) determined student accountability, preferences, and satisfaction with TBL. Respondents received a small bonus-point incentive for participation. Descriptive and comparative (paired t-tests) statistics were used for analysis.

Results: 160 students (100%) responded. When comparing engagement for TBL and traditional sessions, there was a significant difference for “I contributed meaningfully to the class discussion today” (79% vs. 57%; p <0.0001) and “I was mostly an active learner in class today” (66% vs. 49%; p<0.002). In regards to accountability, 87% agreed/strongly agreed that “I spend time studying before TBL class in order to be more prepared.” However, in terms of satisfaction with TBL, only 28% agreed/strongly agreed that “I learn better in a team setting” and only 41% agreed/strongly “team-based learning activities are an effective approach to learning.”

Implications: Even in a small pilot, TBL had positive effects on engagement and accountability. However, perceived value and satisfaction ratings were lower. As instructors make changes to TBL based on student input, additional evaluation is needed to monitor student perceptions over time.