



College of Medicine

Team Learning

*Basic Logistics &
Facilitation Tips*

OMSE
Office of Medical Student Education

Team Learning- Basic Logistics & Facilitation Tips

A individual Team Learning (TL) session is a student-driven learning event. However, the TL *instructional process* is highly directed by the faculty instructor. The faculty member decides on the topic, writes the session learning objectives, selects the student advance preparation material, and designs the questions for the Readiness Assurance Tests and the Group Application Problems. Additionally, the instructor acts as a facilitator/moderator to guide the TL session in lieu of lecturing; consequently, students are actively engaged in collaborative learning, teaching each other, and developing teamwork skills.

This document provides information regarding logistical concerns and classroom management situations unique to the TL process. For information related to the “practice of TL” in the *ArizonaMed* curriculum, please see Appendix “**Team Learning Guidelines for Consistency across Blocks.**”

Recommended Number of Moderators

Although theoretically TL can be conducted with 1 instructor with a large class (50-100 students), in practical terms, it is recommended to have 2 moderators; one content expert and one moderator experienced in the TL process.

The benefit of having a pair of moderators is that while one concentrates on guiding the students through the logistics of the TL process (an administrative facilitator), the other can summarize key points, answer questions, and correct wrong information or provide clarification. Additionally, having a pair of moderators can greatly reduce the time required to carryout the logistical tasks (i.e. run the Audience Response System; collect/distribute materials, etc.).

Suggested Materials for TL Session

Materials	Number of Copies	Special considerations
ANSWER KEYS: IRAT, GRAT, GAP	2 of each document (for Facilitator and Co-facilitator)	
IRAT & “bubble” answer sheets	1 per student (Class of 2010 = 114 students)	<ul style="list-style-type: none"> • bubble sheet: for submitting students’ “official” answers
GRAT & “bubble” sheets	GRAT = 2 copies per team bubble sheet = 1 per team	<ul style="list-style-type: none"> • bubble sheet: for submitting teams’ “official” answers • “official” & reference copies of GRAT: “official” copy for recording teams’ answers and reference copy for use during discussion • copies should be numbered to verify that all copies have been collected
GAP	2 copies per team	<ul style="list-style-type: none"> • bubble sheet: for submitting teams’ “official” answers • “official” & reference copies of GAP: “official” copy for recording teams’ answers and reference copy for use during discussion • copies should be numbered to verify that all copies have been collected
Sets of answer cards OR the Audience Response System	1 per team (Class of 2010 = 19 TL teams)	
Laptop & LCD projector		<ul style="list-style-type: none"> • Because teams have only 2 copies of the GAP, projecting the questions makes it easier for student teams to discuss their rationales with the larger group • Note: this equipment is required for the use of the Audience Response System
Envelop to collect completed IRAT, GRAT, GAP		
Additional No. #2 pencils		For “bubble” sheets

Logistical Considerations

Recommended Timing of TL Session

Task	Time (min)	Description
IRAT	5-7	Individually, students answer quiz (4-6 questions)
Transition	2-3	Students hand in answer sheets to administrative facilitator and receive answer sheets for GRAT (1 sheet/team)
GRAT	10-12	Teams discuss and complete GRAT same quiz as IRAT
Transition	2-3	GRAT answers sheets are collected from teams (in exchange for group answer cards OR Teams are instructed to ready their Audience Response System)
Large Group Discussion	15-20	Groups simultaneously report answers to IRAT/GRAT items and discuss the rationales underlying their responses
Transition	2-3	Collection of “reference” copies of GRAT (in exchange for 2 copies of GAP)
GAP	15-20	Teams discuss and answer the GAP question(s)
Transition	2-3	Collection of teams’ “official” copy of GAP by administrative facilitator
Large Group Discussion	20-25	Teams simultaneously report answers to GAP items and discuss the rationales behind their choices
Total Time	75 - 100	Collection of teams’ “reference” copy of GAP

Tips for Moderating a TL Session

General Classroom Management Tips

Coordinate with an administrative facilitator

You can rely on our Block Coordinator and other OMSE personnel to function as an administrative facilitator during the TL session. The administrative facilitator will handle tasks such as distributing & collecting materials. This allows you and your fellow content expert to facilitate the discussion and concentrate on the students' learning. Contact your Block Coordinator to review how you'd like to have the TL session run.

Give clear instructions to students before collecting and/or distributing papers

- ▶ Are No. #2 pencils required?
- ▶ What is the time limit?
- ▶ Should students be aware that there are questions of back of document?
- ▶ Should students pick a scribe or a spokesperson? etc.

Help students manage their time

- ▶ Announce how much time is left on each task
- ▶ Consider giving a midpoint warning and 2 minute warning

Facilitating the Large Group Discussion

Be student-centered

After simultaneous reporting of answers, allow the large group discussions to be student-centered.

- ▶ “Wait out” the students
- ▶ Allow teams who have not participated in the discussion to share first
- ▶ Make eye contact with teams who have not yet participated in large group discussion
- ▶ Ask “Which team would like to share who has not spoken yet?”

Allow students to teach each other

- ▶ Consider having students stand when addressing the rest of the class
- ▶ Allow your gaze to focus on the rest of the students, rather than on the student who is speaking
- ▶ **Avoid giving mini-lectures!**

If there is a consensus...

If there is a consensus about an answer, begin by allowing a team to volunteer and share their rationale for

- ▶ Why their answer is right
- ▶ Why the other distractors are wrong
- ▶ How the other options or the question can be rephrased to become correct
- ▶ Ask if there are any additional comments (“Is there anything else to add?”)

If there is a variety of responses...

When students report their answers, if there is a team that is an outlier allow this team to share their rationale *first*.

- ▶ Then ask a team who chose the “majority” response to share their rationale and to explain why they didn't choose the others.
- ▶ Ask the other teams if they would like to add anything else. If not, move on to discussing the next question.

Concluding the large group discussion

At the end of the Large Group Discussions (IRAT/GRAT or GAP), the facilitator may briefly summarize the key points from the discussion.

- ▶ Consider creating a handout with 3-4 short bullet points.
- ▶ Usually key points will correspond with the session's learning objectives

Understanding How TL Works

Observation of a TL Session

Because much of the success of a TL session depends on understanding the mechanics of the process, observing a TL session is very important. Contact a Block Director to arrange to observe a TL session.

Contact Information

For scheduling faculty development sessions please contact:

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