

Creighton University School of Medicine

Medical Education Program Guideline

GUIDELINE: Team-Based Learning Guideline

GOVERNING BODY: Associate Dean for Medical Education

LCME ACCREDITATION STANDARD REFERENCE:

PURPOSE

The purpose of this guideline is to define the process for team-based learning (TBL) sessions, grading, and appeals.

GUIDELINE

A. Team-based Learning Format

Team-based learning consists of three parts:

1. The Readiness Assurance Process (RAP) requires students to complete specific tasks, or prework, prior to attending the TBL session where comprehension of the content is assessed. The prework can take the form of required readings, videos, and other preparatory work or active participation in a case-based learning (CBL) activity, with required reference readings, completed by students the day prior to the TBL session.
2. Readiness Assurance Testing (RAT) occurs at the beginning of the TBL session. The RAT is a short, multiple-choice question test which assesses students' comprehension of the assigned prework. Students first take the RAT individually (iRAT) and subsequently answer the same question as a team (tRAT). Teams will receive immediate feedback for each question and, in the event their first choice is incorrect, can discuss and answer until they have the correct response. Teams will receive full credit for correct answers on the first attempt. The grade will be diminished with each subsequent attempt to answer correctly. After completion of the tRAT, facilitators discuss any RAT questions which require clarification.
3. Application exercises consist of significant problems which require students to work together to apply knowledge acquired in the RAP to solve novel scenarios.

B. Team-based Learning Assessment

Student learning in TBL is assessed through the Readiness Assurance Test. Each student receives two scores for the TBL – one from the grade earned on the individual readiness assurance test (iRAT) worth 60% of the total score and the second from the grade earned by the team on the team readiness assurance test (tRAT) worth 40% of the total score.

C. Appeal of Team-based Learning

Individual student teams are offered an opportunity to submit a written appeal for RAT questions within 24 hours of the completion of the TBL session. An appeals form is provided to students. For an appeal to be considered, it must:

1. be a consensus submitted by the entire team,
2. be based on ambiguity in the assigned prework (i.e. CBL, references, textbook reading, videos) or ambiguity in the question itself,
3. include supporting evidence (citations) for ambiguity in the prework.

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4. include a proposed rewording of the question to eliminate ambiguity,
5. be for a question the appealing team answered incorrectly

Appeals are reviewed by the course director who determines the merit of the appeal and resultant grading action. The course director may invite other members of the course faculty (e.g., horizontally integrated discipline stewards, case writers) to provide expertise in coming to a final decision. The course director will respond to the appeal by either:

1. Rejection of appeal. If the appeal is found not to hold merit (e.g., not supported by CBL references), there will be no change in scoring.
2. Awarding of bonus points to the appealing team. If the RAT question had a single best answer, but the appeal identifies a plausible ambiguity in the question and its answer and submits a significantly improved version of the question, bonus credit can be awarded on the tRAT score but only for the team submitting the improved version of the question.

Only student teams that follow the preceding rules can receive points following an appeal. The course director is responsible for communicating the final decision to the team who submitted the appeal in a timely manner.

D. Course Director Review of Questions

If the Course Director determines that a RAT question does not have a single best answer, credit can be awarded to multiple answers or the question can be removed from TBL scoring. The scoring adjustment will be made to both the iRAT and tRAT question for all students.

SCOPE

All students enrolled in the Medical Education Program.

ADMINISTRATION AND INTERPRETATION

The Office of Medical Education is responsible for the administration of this policy. Please forward questions to the Associate Dean of Medical Education.

AMENDMENT

This policy may be amended by majority vote of the School of Medicine Educational Program Committee.