1) Title, Abstract & Keywords

In your abstract, please include a brief session description (not to exceed 100 words), and three to four keywords. If your proposal is accepted, this description will be printed in the conference program.

Title:

Team Based Learning Techniques for our Changing Classrooms

Abstract:

In this session we demonstrate quick and easy ways to enable students to learn together during class time. Originally conceived by Larry Michaelson and his colleagues (1982), Team Based Learning (TBL) was designed to engage students in larger classroom settings. Using his and others' subsequent research, we adopted and expanded this technique for our management classes. Here we share a TBL Power and Influence activity: the "Drink the Kool-Aid" case. Participants will experience a variety of team based learning activities that can be adopted across multiple classroom settings. Attendees will leave with fresh ideas for their ever changing teaching landscapes.

Key Words: Team Based Learning, Student Engagement, Peer Review Activities, Collaborative Classroom Activities

2) Teaching Implications:

What is the contribution of your session to management pedagogy/andragogy? Specifically, please include your learning objectives, and describe what management and/or teaching topics are relevant to your session, and why. Also, include theoretical, disciplinary, or theoretical foundations that will help reviewers understand how your ideas fit within the broader field of management.

Session Contribution:

As our classes change toward larger classes and more technology driven teaching, Team Based Learning (TBL) is a way to continue to engage our students in higher level analysis and activities. In addition, TBL is a pedagogical approach that emphasizes class preparation and group learning. TBL provides students with the type of professional skills that can be immediately applicable to the workplace.

Learning Objectives:
The learning objectives for this session are to share how to use TBL to accomplish the following:

1. To ensure students come to class prepared to engage with the class materials.
2. To help students learn from each other.
3. To provide opportunities for students to practice collaboration and team skills.
4. To achieve a consistently higher level of classroom learning (Bloom's taxonomy: apply, analyze, evaluate and/or create).

Teaching Topics Relevant to Session:
Encompassing team based learning, student engagement, peer review activities, and collaborative classroom activities, the three general teaching topics are:

1. Team Development: Providing an alternative for developing teamwork skills that is easily facilitated by the instructor during class (as opposed to outside of class where team development is difficult to teach and monitor).
2. Teamwork: Both encouraging teamwork and providing methods for evaluating teamwork.
3. Course Design: Providing students with significant, meaningful assignments relevant to course topics (Effective course design – e.g., Whetten, 2007).

TBL is suitable for both large and small classes and can be applied at both the undergraduate and graduate levels. It is also a useful pedagogy for a variety of courses in most business curriculums. Examples include Introduction to Business, Organizational Behavior, Business Ethics, Sustainable Business Practices, Groups and Teams.

Theoretical Foundations:
Going beyond team activities as independent learning experiences in the classroom, TBL is a systematic teaching strategy where team activities are designed in a particular sequence with the goal of making small groups into teams (Fink, 2013; Michealsen, Knight, & Fink, 2004). Thus, TBL is a structured, small-group learning method that has been associated with a variety of positive student outcomes, including increased attendance, improved student preparation for learning, increased achievement, and the development of student collaboration skills (Michaelsen & Sweet, 2008). With TBL, students and instructors adopt a learning paradigm as opposed to a more traditional

instructional paradigm. This allows for variation in students' learning and keeps professors "fresh" in their classrooms.

According to current research, TBL can be introduced in all kinds of classes – not just Business classes. Examples include soil-management, western literature, health education, and introduction to psychology. TBL is a unique student-centered instructional strategy that emphasizes learning to *use* concepts rather than merely learning *about* them (Lane, 2008). Providing students will such application skills allows students to behave less like "empty vessels" and more like colleagues (Lane, p. 57).

When instructors use TBL in the classroom, the vast majority of class time is used for team assignments that focus on using course content to solve the kinds of problems that students are likely to face in the future (Michaelson & Sweet, 2008). A key design issue for creating effective tasks is how best to focus student knowledge, observation, and analysis toward a concrete action that makes thinking visible. Actions in the shape of clear decisions applied to complex scenarios, within a restricted framework of options, are most likely to channel student thinking toward higher-level goals (Roberson & Franchini, 2014).

The TBL activities outlined below promote team learning as originally defined by Michaelsen, et al. (1982). That is, providing a classroom experience that allows students "extensive use of problems, simulations, and experiential exercises to provide students with the opportunity to develop the ability to apply course concepts" (Michaelson et al, 1982: 14).

Why Team Based Learning:

We have implemented TBL in various classrooms over the past two years with much success. The impetus for adding TBL came from the significant increase in the size of our classes and the often disappointing group project results that did not achieve our learning outcomes. We found our student teams complained about the workload distribution and frequent social loafing of their peers. To illustrate, with a semester long group project we found that teamwork skills were often overlooked and the focus of the group project was on splitting up the "work" and combining it all just before the project was due. While we would like to think that our students were developing valuable skills

during a group project, we were not able to observe team development and team learning outside the classroom. In contrast, TBL enables the instructor to utilize meaningful group activities within the confines of class time. Another valuable benefit of TBL is that it is scalable to any size class and is particularly effective in large classes (Michaelson, 1985).

Early survey research results of TBL (by the authors) indicated that students were in fact developing teamwork skills, and that there was less perceived freeloading or social loafing during in-class team activities versus during out of class group activities. Some comments from students were as follows: "I enjoyed the team based learning as I feel that it is more how it will be in the workforce, than working alone." "[TBL] made learning the material enjoyable and fun and easy to learn due to class activities." When asked their favorite part of TBL, students overwhelmingly indicate that they enjoy getting everyone's opinion on topics and being able to discuss questions with the group. We found that the regular use of TBL engaged students and increased their learning of the content material.

Overview of Team Based Learning Process:

Traditionally, in-class TBL activities consist of four main parts: 1) The individual quiz (sometimes called a readiness assurance test or RAT), 2) the team quiz, 3) the application activity, and 4) peer evaluation. The first two parts are quite straightforward to those familiar with TBL. First, the instructor tests each individual on the content of the day's assignment. Methods vary from scantron answer sheets (collected before the group quiz) to online quiz systems (e.g. socrative.com). The purpose of this individual phase is to hold each student accountable for their class preparation.

Next, students work in permanent teams to answer the same questions they just answered individually. They are able to discuss their reasoning for their answers and listen to their teammates' viewpoint as well. This can be graded later on, or to generate class discussion teams can simultaneously report their answers by holding up a printed card with A, B, C, or D on it. The simultaneous report generates good discussion between groups. It also provides immediate feedback to students on the correctness of their answers. There are other tools such as the IT-AT cards (trademarked by Epstein Educational Enterprises) which allow groups to choose their answer then "scratch" it off to reveal whether it is correct or not.

It is the next two steps that allow instructors to use their creativity and choose activities that are interesting and relevant to students. Specifically, in the third part of TBL, students are given an application problem using the materials they were quizzed on. Application activities will vary based on the time available in class. They can range from a quick case decision to a more elaborate analysis of various theories and which are best suited for particular situations. According to Michaelson and Sweet (2008) a good activity or task is designed with four "S's" in mind. The activity must address a *significant* problem, students should have to make a *specific* choice in the matter, all groups should be working on the *same* problem, and groups should *simultaneously* report their answers.

Finally, groups should be given the opportunity to review their classmates' work. This helps them learn from other teams in the classroom and also evaluate the activity using specific criteria (usually a rubric or score sheet). Each TBL task will look different depending on the instructor, the subject matter, the size and composition of the class, and the time constraints, but done correctly and consistently, TBL activities can breathe new life into the changing classroom landscape. Below we provide examples of how we have used TBL in our classes.

Getting Started and Some Examples:

To ease students into the idea of TBL, we researched, developed, and introduced a brief team learning training that we disseminate in our courses. Following Michaelson & Sweet's (2008) readiness assurance model, we chose a class at the beginning of the semester to administer a short, five question quiz on one of the early reading assignments in the class. On this day, when students arrived in class, they were given a short five questions multiple choice quiz on the selected reading to complete individually.

After taking the quiz individually, students then form small groups and complete the quiz together. Students tally their distance scores for both their individual quiz score and their group quiz score. Using a short worksheet, students are asked to compare the scores and think of possible reason why their group scores were either the same, greater, or less than their individual scores. Most groups have better group scores than their individual scores. Following this activity, we lead a discussion about teams and team learning with a follow up handout summarizing our key points about working in teams.

This is a nice way to set the tone for the variety of team activities that we complete throughout the semester.

Throughout the semester when we did TBL activities in class, we placed our students in these groups for each activity. We used a variety of team activities – informal group exercises, formal team-based learning activities, and a longer group project. Some group exercises included asking students to read short case studies and answer questions in their groups and report out to the class, a short group activity about the effects of rehearsal on memory, and a group competition to best apply the MARS Model of Behavior after viewing an episode of the television show, "The Office".

We introduced a few more formal (following Michaelsen & Sweet, 2008) TBL activities in class as well. An example of this in OB was student groups solving a case called "A Tale of Two Floors: Leadership Lessons" where students were asked to read and prepare their answers to the case questions ahead of class. In class, they first applied the Path-Goal Leadership Theory, Fiedler's Contingency Model and the Hersey-Blanchard Situational Leadership Theory to each leader in the case. Then they determined which leadership theory worked best for each leader. In a sustainable business practices class, students prepared for the chapter about carbon offsetting by listing the pros and cons of the practice. Once in class, groups competed against each other in a debate with outside judges awarding prizes to the winning group.

In our session we share a case example that targets Power and Influence titled "Drink the Kool-Aid."

References

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Whetten, D. A. (2007). Principles of effective course design: What I wish I had known about learning-centered teaching 30 years ago. *Journal of Management Education*, 31(3): 339-357.

3) Session Description and Plan:

What will you actually do in this session? If appropriate, please include a timeline estimating the activities will you facilitate: how long will they take, and how will participants be involved? Please remember that reviewers will be evaluating how well the time request matches the activities you'd like to do, and the extent you can reasonably accomplish the session's goals. Reviewers will also be looking for how you are engaging the participants in the session.

Session Timeline:

0-10 minutes: **Introduction and Brief Overview of Team Based Learning**

We will begin with a short brainstorming session asking participants what is changing in their classrooms. Using these ideas, we will then provide an overview of the main objectives for using team based learning in the classroom (as outlined in the above section). Following this short overview, the facilitator will ask session participants to form small teams of 4-5 people to experience an example of a team based learning class activity.

11-15 minutes: **Individual Quiz**

The first activity of most Team Based Learning assignments is an assessment of the student's individual preparation and knowledge of the day's assignment. This can be done in many ways. For our classroom activity, we will ask participants to access a website from their smartphone or tablet called "Socrative.com" (most professors are familiar with this free technology). They will take a short four question quiz on a fairly universal topic: types of individual power in organizations. Handouts will be available for

participants who do not want to use the online application. We will explain that they can use any topic when they bring this activity back to their classrooms. The quiz appears in Appendix A.

16-20 minutes: **Group Quiz**

Once the individual answers have been recorded using the Socrative technology, members of the team will work together to answer the questions as a group. Members of the group must come to a consensus on determining the correct answer. Each group will be given a card that can display an A, B, C or D, and one group member will use this card to display their group's answer. Each question will be read aloud by the facilitator, and each group will put up their card so that all participants can see the answers. If there is a discrepancy among the groups' responses, we will discuss the reasons behind the various answers. The facilitator will then disclose the correct answer.

The objective in this activity is for the student to experience the group process, understanding how he/she interacts in group settings and realizing that groups allow for an exchange of ideas which often result in better outcomes. This three-step process gives the student numerous opportunities for feedback; first the student answers the question individually and uses solely the knowledge that he/she has about the topic. Then the student receives feedback from other members of the small group and learns to work with his/her peers to process information and form a consensus. The student then receives feedback when he/she sees how other groups answered the question. Students can discern if their answer is in line with other students within the classroom. The student then receives feedback when the instructor gives the correct answer.

The multiple-choice card is a useful tool during TBL as it allows students to see how other groups answered the question. This process gives instant feedback as how they fared on the questions as a group in absolute terms as well as how well they did in comparison to the other groups in the class. An example of this card can be found in Appendix B.

21-35 minutes: Group Activity on "Drink the Kool-Aid" and Power

Participants will then be asked to prepare a short presentation to use their knowledge of the topic and apply it to a specific situation. In this session, we will have participants use their knowledge of power in organizations to analyze the Jim Jones case and the term "drink the Kool-Aid". Participants will be given a short article to read and a rubric to utilize to prepare their answers in the form of a short one minute presentation.

In 2012, Forbes magazine conducted a survey and found that the term "drink the Kool-Aid" was a "top annoying term used by business leaders." The origins of this term came from a tragic event that took place in 1978 and resulted in 918 deaths. Participants will read the article, *"The phrase 'drank the Kool-Aid' is completely offensive. We should stop saying it immediately."* from the *Washington Post* (November 18, 2014) and write a presentation on the types of power Jim Jones used over his people, and argue why this phrase is commonly used in business settings. A copy of the article can be found in Appendix C. A copy of the rubric can be found in Appendix D.

The student objective with this activity is to learn how to work with group members to understand and apply organizational behavior concepts to actual cases. Students will also learn how to work together efficiently to create a presentation that outlines their arguments with supporting evidence. Students will also experience using a rubric to create a presentation.

36-45 minutes: **Group Presentation and Rubric**

After completing the group activity, the same groups will select one spokesperson to present their work. The group spokesperson will be responsible for presenting the group ideas in a 1 minute presentation. The group is responsible for developing a 1 minute presentation based on the "Grading Rubric" (Appendix D) and specifically answer the following questions:

      1) What are the specific types of power Jim Jones used over his people?
      2) Why the group feels the phrase "Drink the Kool-Aid" is often used in business today.

The first team to present will be selected by the facilitator; the remaining teams will be asked to use the "Grading Rubric" in Appendix D to assess their presentation. This sequence may be repeated until all the teams have presented (*Depending on time, we may randomly select 2-3 teams to provide the 1 minute presentation*).

The facilitator will randomly select 1-2 teams to briefly report back to the full class on the results of the team grading rubric and how they used the rubric in grading the presentation. Additionally, the teams will be asked how they attempted to address differences with the grading opinions among team members, if any.

The main goal of this activity is to have the students work as a team to produce a team grading rubrics for each presentation conducted during the session. The student objective with this activity is to learn to use a grading rubric in a TBL oral presentation peer assessment. Students will also learn how to work together efficiently within a team setting. This activity can be adapted for any oral presentation that wants to incorporate a

team peer assessment activity using a grading rubric. The activity demonstrates to the student how they can use a grading rubric in preparing an assignment.

46-60 minutes: **Session Debrief**

We will spend the last 15 minutes of the session debriefing the specific activity and also talking about variations of team based learning that can be used in our classes. Our main focus will on team learning, ideas for classroom adaptation, and usefulness of team based learning in general.

4)   Application to Conference theme:

How does your session fit with the overall OBTC theme of *Navigating the Changing Currents*?

As educators, we must meet the needs of our ever changing student populations and classes. Sometimes old teaching methods need updating. TBL demonstrates an understanding of our students' needs – particularly in terms of structure and hands-on interactive practice that is preferred by millennials.

TBL can be modified for virtually any type of class. Students can learn from each other through sharing their perspectives and experiences related to the class assignments. Students remember their classmates' input and this inclusive class climate leads to respect and collegiality. These attributes stay with students after they leave the classroom and help students to approach team and group collaboration situations with a broader framework for problem solving.

5)   Unique Contribution to OBTC:

Have you presented the work in this proposal before? If so, how will it be different? Is this proposal under current review somewhere else? If so, please explain. How will your proposal be different for the OBTC conference?

This proposal has not been presented anywhere before today. It is not under review anywhere else. The authors have implemented Team Base Learning in a variety of undergraduate classes with much success and want to share their knowledge with like-minded educators.

Appendix A
Sample Multiple Choice Questions on Power and Influence

1. People have _____ power when others identify with them, like them, or otherwise respect them.
A. reward
B. legitimate
C. referent
D. expert
Answer: C – Referent Power

2. Employees have _____, ranging from sarcasm to ostracism, to ensure that coworkers conform to team norms.
A. reward power
B. legitimate power
C. referent power
D. coercive power

Answer: D – Coercive Power

3. Which of the following sources of power originates from the power holder's own characteristics?
A. Legitimate power
B. Coercive power
C. Expert power
D. Reward power

Answer C - Expert Power

4. Legitimate power occurs when:

A. the manager can remove negative sanctions.
B. the manager is able to reward or punish the employees.
C. the manager has the capacity to influence others on the basis of an identification with and respect for the power holder.
D. people in certain roles can request a set of behaviors from others.

Answer: D – People in Certain Roles can request…

Appendix B

Sample of A-B-C-D Group Multiple Choice Sheet for Group
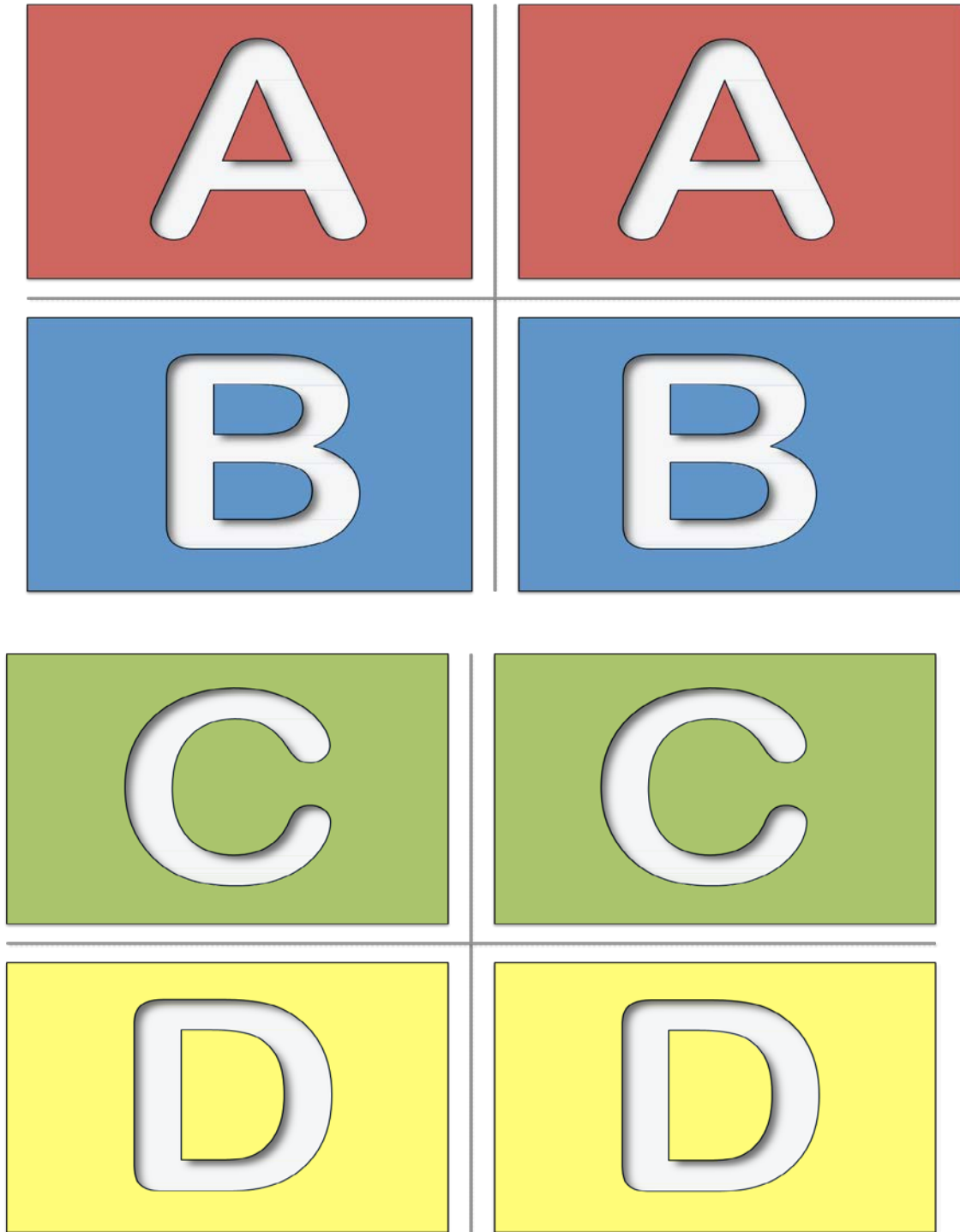
Appendix C
Article for "Drink the Kool-Aid" Activity

The phrase 'drank the Kool-Aid' is completely offensive. We should stop saying it immediately.
By James D. Richardson
November 18, 2014
Washington Post

You've probably heard the expression, "He drank the Kool-Aid." Arianna Huffington once used it to describe supporters of George W. Bush's economic policies. Bill O'Reilly said it of his critics ("the Kool-Aid people," he told listeners, "are going nuts"). In 2012, Forbes called it a top annoying cliché used by business leaders. There's a problem with this flip word play though: That expression was born of a nightmare.

Thirty-seven years ago today, 918 people died in Jonestown, a Guyana jungle settlement, and at a nearby airstrip. Some of us knew the victims. I grew up with one of them, Maria Katsaris.

The first news reports made it sound like those who died in Jonestown did so by mass suicide, drinking cyanide-laced drinks (hence the offensive expression). It's not true. The first murdered at Jonestown were senior citizens, children and babies; the poison was squirted into their mouths. Others thought they were participating in a drill.

* * *

Jonestown was the demented brainchild of huckster Jim Jones, a self-appointed charismatic pastor who founded the Peoples Temple in San Francisco. The Peoples Temple attracted poor city-dwellers (particularly African Americans), and young white kids from the suburbs, like my childhood friend Maria.

By the 1960s, the Temple had become a political force in San Francisco, turning out busloads of volunteers to walk precincts for favored politicians. Jones was so powerful that Vice President Walter Mondale and first lady Roslyn Carter met with him. Gov. Jerry Brown and Willie Brown, who would become the Assembly Speaker and a mayor of San Francisco, appeared at an honorary dinner.

But Jones's world was about to crash. Reporters began investigating the Peoples Temple over allegations of abuse and intimidation. Increasingly paranoid, Jones fled with hundreds of his followers to Guyana.

Relatives of those at Jonestown contacted U.S. Rep. Leo Ryan (D-Calif.) with reports that their loved ones were being held against their will. Ryan went to Guyana, taking with him a small party of aides and journalists, including Washington Post reporter Charles Krause. Also in the party were relatives, including two brothers of my friend Maria. That fact-finding mission quickly turned catastrophic.

As the Ryan party toured Jonestown, residents secretly slipped them notes begging for help. One of Jones's henchmen tried to stab Ryan, and then Jones ordered the deaths of his followers – and Ryan's party. Harangued by Jones, the residents at Jonestown had rehearsed a mass-suicide for weeks, and now Jones ordered his followers to carry it out. Some ran into the jungle, others hid under beds, but most were intimidated into drinking the poison. Allegedly, the drink was grape Flavor Aid, not Kool-Aid, though some reports say both drinks were present.

Meanwhile, as the Ryan party attempted to leave, they were ambushed by Jones's henchmen at an airstrip. Ryan was shot to death (he's the only member of Congress ever assassinated in the line of duty). Three journalists were also murdered, including NBC correspondent Don Harris, cameraman Bob Brown, and San Francisco Examiner photographer Greg Robinson.

Ryan's 28-year-old aide, Jackie Speier, was shot five times. She curled up behind the wheel of an airplane and lay bleeding on an anthill for 24 hours before rescuers found her. She barely survived. Speier now holds Ryan's seat in Congress; her body is permanently scarred.

As a reporter for The Sacramento Bee, I got to know Speier when she served in the California Legislature in the 1980s and '90s. Soon after her election, I interviewed her about Jonestown. It's not a topic she likes to talk about. But when asked, she talks about it. On her Web site, Speier posted the transcript of a recent interview she gave at a fair in her San Francisco Bay Area district:

> There was nothing about it that was a suicide … They were killed, they were murdered, they were massacred. You can't tell me that an infant or a two-year-old child that was injected with cyanide does so voluntarily. And that horrible phrase now that is part of our language 'drinking the Kool-Aid' is always one that sends me into orbit because I think people so misunderstand what took place there."

Many of us have not forgotten the nightmare of Jonestown. The rest of you need to clean up your language.

Appendix D
Rubric For "Drink the Kool-Aid" Activity

	Oral Presentation Grading Rubric "Drink the Kool-Aid"			
Criterion	**Definition of Acceptable Performance**	**Needs Improvement**	**Acceptable**	**Superior**
	Score scale (pts):	**(1-10)**	**(11-17)**	**(18-20)**
Organization (20 points)	• Audience Understands • Clear, logical and organized (Beginning, middle, end).			
Identified Power (20 points)	• Identify and explain the power sources used. • Presents evidence to support the types of powers.			
Argument (20 points)	• Clearly explain why the group feels "Drink the Kool-aid" is often used in the business setting today. • Explains how the group came to this decision.			
Time (20 points)	• Oral presentation made within the 1 min limit.			
Presentation Behavior (20 points)	• Proper body language (stands up, no distracting body movements, stands still) • Proper oral language (free of bias) • Clear voice (projected to audience) • Eye contact			
TOTAL POINTS				