

TBL Facilitation Guide: Facilitating Team-Based Learning™ RAP and Activities

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TBL TEAM FORMATION

- ✓ Each IG contains team formation instructions which are designed to match the course content. Please follow these instructions for team formation.
- ✓ Occasionally, you may find that participant backgrounds are too homogenous for the planned process to result in diverse teams. (For example, you ask about experience levels with the topic, and no one has any experience at all). In this instance, try adjusting the criteria with questions related to the content, then child welfare experience, work county... if all else fails, you may have them line up by birth month and then count off. Please note, if participants are from different counties, is it important to mix them up (if the planned process cannot accomplish this).

TBL ACTIVITY PROCESS

- ✓ Your role as instructor is to facilitate discussions within and between teams, providing guidance through open-ended questions without providing positive and negative feedback. You are leading participants to discover best answers for themselves for each application activity, much as they will in the field for various situations.
- ✓ As facilitator, you are not reading questions and answers aloud, but are assessing participant knowledge by reviewing their answers in the RAPs and responses to application activities. They are to lead the learning and you are to ensure they reach the baseline understanding of each activity
- ✓ When all teams are finished discussing the question and have chosen an answer, say something like, "Hold up your answer is 3...2...1" to ensure simultaneous reporting
- ✓ Remember, the RAP includes the individual Readiness Assurance Test (iRAT) followed by the team Readiness Assurance Test (tRAT). The RAP is a review of the information you learned online, as well as the start of building your team. You will complete the iRAT individually and then the tRAT as a team. All teams will have the same questions.

MORE ABOUT PREFERRED ANSWERS...

- ✓ While we have identified preferred answers for each application activity in the Instructor Guide, another answer could be acceptable if teams provide sufficient rationale for why they made that decision. If, after group discussion, you feel that the preferred answer needs to be rewritten, please include specific information and reasons on your Trainer Feedback Form.

TERMINOLOGY

Inter-team (between or among teams) and **intra-team** (within a team)

Volume – it is normal and expected the volume in the room will rise and participants will get louder. This is good and a sign of engagement if they are staying on topic. Observe and listen to participants to gauge engagement and where they may need more support and/or time.

Leadership – The instructor does not lead discussions, participants do. The instructor is the facilitator and will provide clear, bottom-line recaps during debriefs, after team discussions and report outs. You know where the discussion needs to go; the art is in how you get participants to authentically make those discoveries.

Debriefs – Instructor debriefs should summarize themes, issues, and factors brought up in the discussions as well as the reiterate the preferred answers and the reasons for them.

WHAT IF...?

SOME TEAMS FINISH EARLY

- ✓ Give participants sponge activities that will soak up the time while the other teams are finishing
- ✓ Ask them to identify why the other answers are incorrect
- ✓ Explain their reasoning for not choosing the other options
- ✓ Ask them a follow up question to consider, such as a What if...?

QUESTIONS ABOUT HOW ACTIVITY IS WRITTEN

- ✓ Discourage "What if?" questions from participants trying to modify the scenario as presented
- ✓ Scenarios are to be used as written with no other needed assumptions or information
- ✓ If curriculum gap is identified, report on the Trainer Feedback Form to be addressed by the Resource Center
- ✓ Provide an answer to participants that allows progression of the activity

TEAM IS MISSING NECESSARY CONTENT

- ✓ If a team is missing content necessary to make a decision, it may be tempting to provide a mini-lecture to that team to help them out, but that would not be TBL and would be unfair to other teams. Instead, consider how that team can learn from the other teams and ensure that their gap is filled during discussion and debrief.

TEAMS HAVE DIFFERENT ANSWERS

- ✓ If teams have different answers, you can begin by asking either the majority or the minority why they chose the answer that they did.
 - As an instructor, you should allow the conversation to occur between teams, stepping in only to ask questions to help move the conversation along, and to help guide participants to the correct answer
- ✓ If teams disagree, have teams argue against their own answer or play devil's advocate by arguing for another team's answer
- ✓ What made you choose this answer?

- ✓ A well-performing application questions is actually one that elicits different answers and much discussion; learning occurs through these discussions

ALL TEAMS HAVE THE SAME ANSWER

- ✓ If teams all chose the same preferred answer, ask them why they chose their answers, then why they did not choose the other options.
 - As an instructor, you should allow the conversation to occur between teams, stepping in only to ask questions to help move the conversation along, and to help guide participants to the correct answer
- ✓ Is there something about one answer that you did not pick, that if changed, would make it your preferred answer?
- ✓ Ask teams, now that they have decided on their preferred answer, what about actually doing that answer is hard? Elicit discussion about the challenges of following the preferred course of action. This is a way to get a deeper discussion even when everyone is in agreement about the answer.
- ✓ What about A was not appealing?
- ✓ Can you think of a situation when a non-preferred answer might become preferred?
- ✓ What else would you need to know for this non-preferred answer to become preferred?
- ✓ How easy was this decision within your team?
- ✓ For a Gallery Walk activity, if there are more than five teams, you may revise activity instructions to say that no team may vote for themselves.

STRUGGLE/NON-CONSENSUS

- ✓ Ask open ended questions to encourage deeper critical thinking
- ✓ Ask open-ended "why/why not" questions to encourage the group to continue discussions with each other
- ✓ Encourage participants to talk about the struggle to reach consensus when they are doing report-outs
- ✓ Remind participants that sometimes there may not be a perfect answer, just as in real-life. Pick the best answer.

FOLLOW-UP QUESTIONS

- ✓ How does this connect to the child welfare competencies?
- ✓ How does this relate to What's In It for Children and Families?
- ✓ How can you see this in the parallel process?
 - For example, the discussions on when groups became teams can parallel to what it's like for families to work with others to become a

team. It can be even more challenging for families who are in highly stressful situations.

INSTRUCTOR FEELS STUCK

- ✓ If you are unsure how to proceed, a good idea is to ground discussion in the parallel process and the idea of what's in it for children and families

TECHNOLOGY ISN'T WORKING FOR RAP

If technology is not working for the RAP and cannot efficiently be corrected, please follow the instructions below for paper completion of the tRAT:

Say: Lay your team name stand down on the table.

Do: Remind participants that they should not have phones computers, or materials out during this activity. Distribute the **Individual Feedback Assessment Technique (IF-AT) scratch cards** with perforated section removed. Each team gets *one* scratch card.

Say: Please discuss your answers with your team members. While discussing, please ensure all team members have a voice in the discussion and pay attention to reasons for each answer. Once your team agrees on a response, check your answer using the scratch card. If your team answer does not match your individual answer, please do not change the answer on your RAT handout, simply indicate your team's answer on the IF-AT scratch card.

Directions for using IF-AT (scratch cards):

1. The teams read the multiple-choice question and the series of answer options. As a team, they select the rectangle marked A, B, C, or D that corresponds to their choice and scratch off the opaque covering. If the answer is correct, they will see a star (or other symbol) in the rectangle they chose.
2. If teams select an incorrect answer, the rectangle below the opaque covering will be blank. The teams should then read the question again as well as all of the remaining options. If their second choice is not correct, as indicated by the blank rectangle, the team should try again.
3. Teams should continue to choose answers until they choose the correct one, as indicated by some type of symbol.

Do: Circulate the room while teams discuss their responses. Be sure to support facilitation of discussion without giving away answers.

Do: As you circulate the room, look at the teams' scratch cards to identify any questions that teams consistently answered incorrectly. Anything more than one wrong answer should be addressed.

Do: Collect IF-AT cards as teams finish.

Do: Quickly examine the IF-AT cards to see which questions caused difficulty for teams. Where teams answered correctly, quickly summarize the learning point. There is no need to read each question on the RAT. If most teams struggled with an answer, provide a mini-lecture on that topic to support their transition into the application

activity.

Do: Facilitate discussion only to clarify areas of difficulty. The main idea is to assure participants have mastered content and are prepared to move on to the application activities.