

What does Participation Mean in TBL™?

Valuing Quiet Contributions

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Introversion

- Estimates are that one-third to one-half of us are introverts
- Yet the world often seems to privilege the extroverts among us
- This appears to be particularly so in education
- Perhaps even more so in active learning models like TBL

True Confessions

...of an Extrovert

1. When called on, I can always think of something
2. If I may be called on at any time, it makes me focus more
3. I am likely to volunteer quickly, maybe first
4. I may well shape my response as I am speaking
5. I am vocal with my team and in the larger group
6. I am likely to speak up whatever the topic...I may benefit from a reminder to listen
7. I have to work to be quiet...and learn more when I take the time to listen
8. I don't necessarily need to trust my team to be willing to speak up
9. I have to remind myself that silence is often valuable
10. I like the preparation and RAT – it keeps me motivated to complete the prep work

...of an Introvert

1. When called on, I may forget any brilliant thought I'd just had
2. If I may be called on at any time, I become anxious and lose focus; my learning decreases as I'm unable to focus on listening
3. I am more likely to volunteer if you allow time and space for thought processing
4. I craft my verbal input carefully; it may not be frequent or loud
5. I'm more likely to speak to my team than to the whole classroom
6. I am more likely to speak if I'm passionate about the topic
7. I put effort into preparation and generally do well on the IRAT
8. It may take time for me to trust my team, the class, and the instructor so that I feel safe enough to share
9. I can be quiet AND fully engaged
10. I like the predictable structure of TBL™; I can plan and prepare

Asking Me to Behave like an Extrovert Won't Help Me Learn!



If we accept learning engagement as an internal state, then how do we gauge it by observing behavior?

- **What do we as TBL™ practitioners tend to use as indicators of learning engagement?**

Verbal Participation

- “Some experts estimate that as much as 77% of the population has some level of anxiety regarding public speaking.”

(<https://www.verywellmind.com/glossophobia-2671860>)

- Is public speaking:
 - A stated learning objective for your course?
 - Assumed to be a necessary skill for your field of study? (e.g. Legal advocacy)?

Verbal Participation Within the Team

Consider:

- Is the participant speaking in their team at all?
- If so, how much?
- What is the quality of their input?
- What is their body language?
- Do other team members assure space for everyone to reflect and respond?



What can we as facilitators do to build an environment that encourages engagement and values all forms of participation?

Common Strengths of the Quiet Learner

- Uses quiet time to process
- Makes good use of the preparation materials
- Active listening
- Focused conversations
- Turning conversations into written word
- Thoughtful use of social media
- Valuable contributions to asynchronous learning modes

(adapted from Kahnweiler, 2013)

Resources

- Cain, S. (2012, February). *The power of introverts*. TED.
https://www.ted.com/talks/susan_cain_the_power_of_introverts?utm_campaign=tedsread&utm_medium=referral&utm_source=tedcomshare
- Cain, S. (2013). *Quiet: The power of introverts in a world that can't stop talking*. New York: Broadway Paperbacks.
- Kahnweiler, J. B. (2013). *Quiet influence: The introvert's guide to making a difference*. San Francisco: Berrett-Koehler Publishers.
- Maher, S. (2019, June 20). Teachers, quit telling introverts they should participate more. Introvert Dear. https://introvertdear.com/news/teachers-quit-telling-introverted-students-they-should-participate-more/?utm_campaign=coschedule&utm_source=facebook_page&utm_medium=Introvert%2C%20Dear