

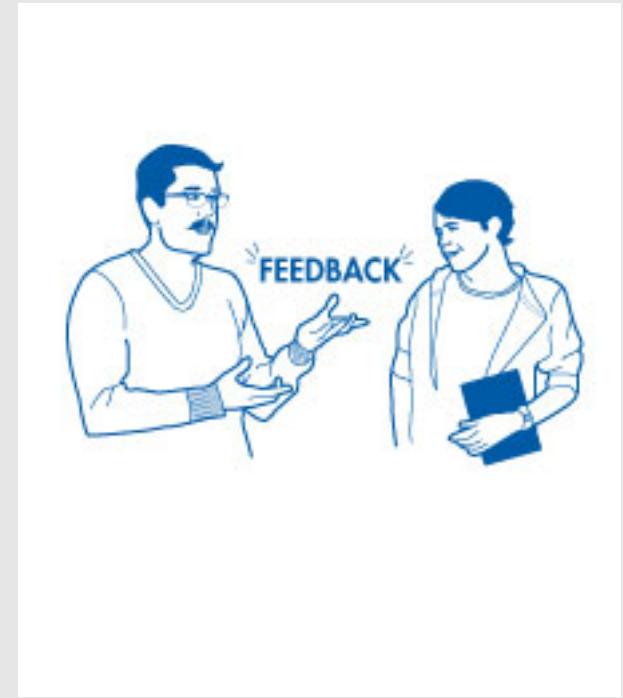
# Enhancing Feedback with Team Based Learning

Steven J. Linton

and

Health Psychology Teaching Team

# Feedback is essential to learning



# Feedback is often too little, too late

After the examination

After PM is handed in



After assignment is completed

After reading is completed

# Team Based Learning

NUS project while  
Teaching sabbatical

Small groups



Identification of BURNING Questions

Feedback via discussion of problems:  
checktests, cases

Discussion with teacher

# Simple components for enhancing feedback

Form groups

Flipped "lectures"

Checktests

- Individual -- groups
- feedback (answers)
- burning questions=discussion/feedback + SUMMARY

Case studies

- individual cases
- discuss/solve in group
- burning questions=feedback

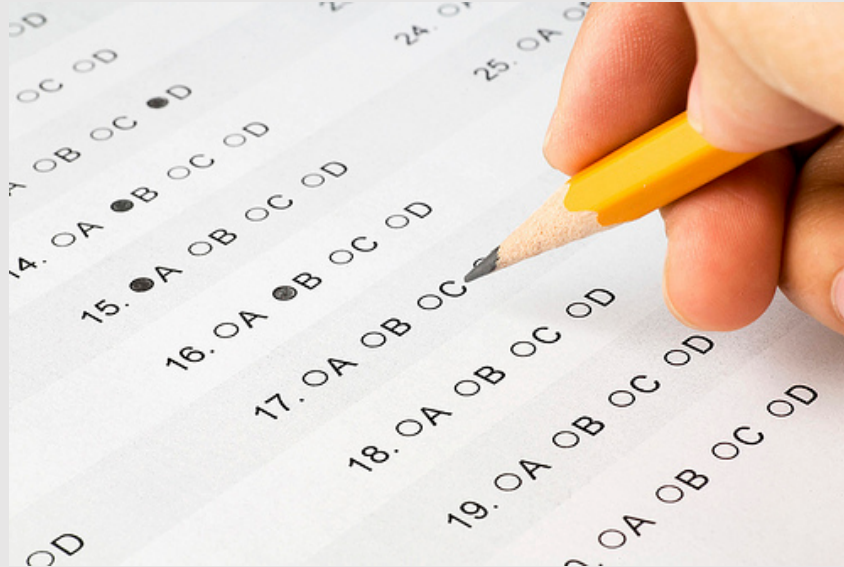
PM

- 3 meetings, 2hrs (aim, outline, writing)
- group feedback
- burning questions=feedback, whole class discussion

# Outcome Evaluation



Ratings before and after course

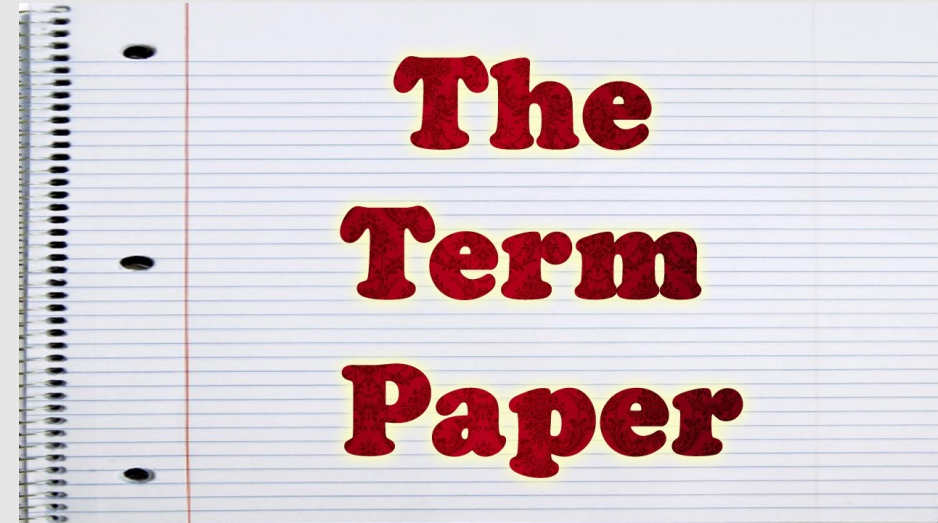


Checktests before, during and on final exam

# Outcome Evaluation



Case studies during course and on final

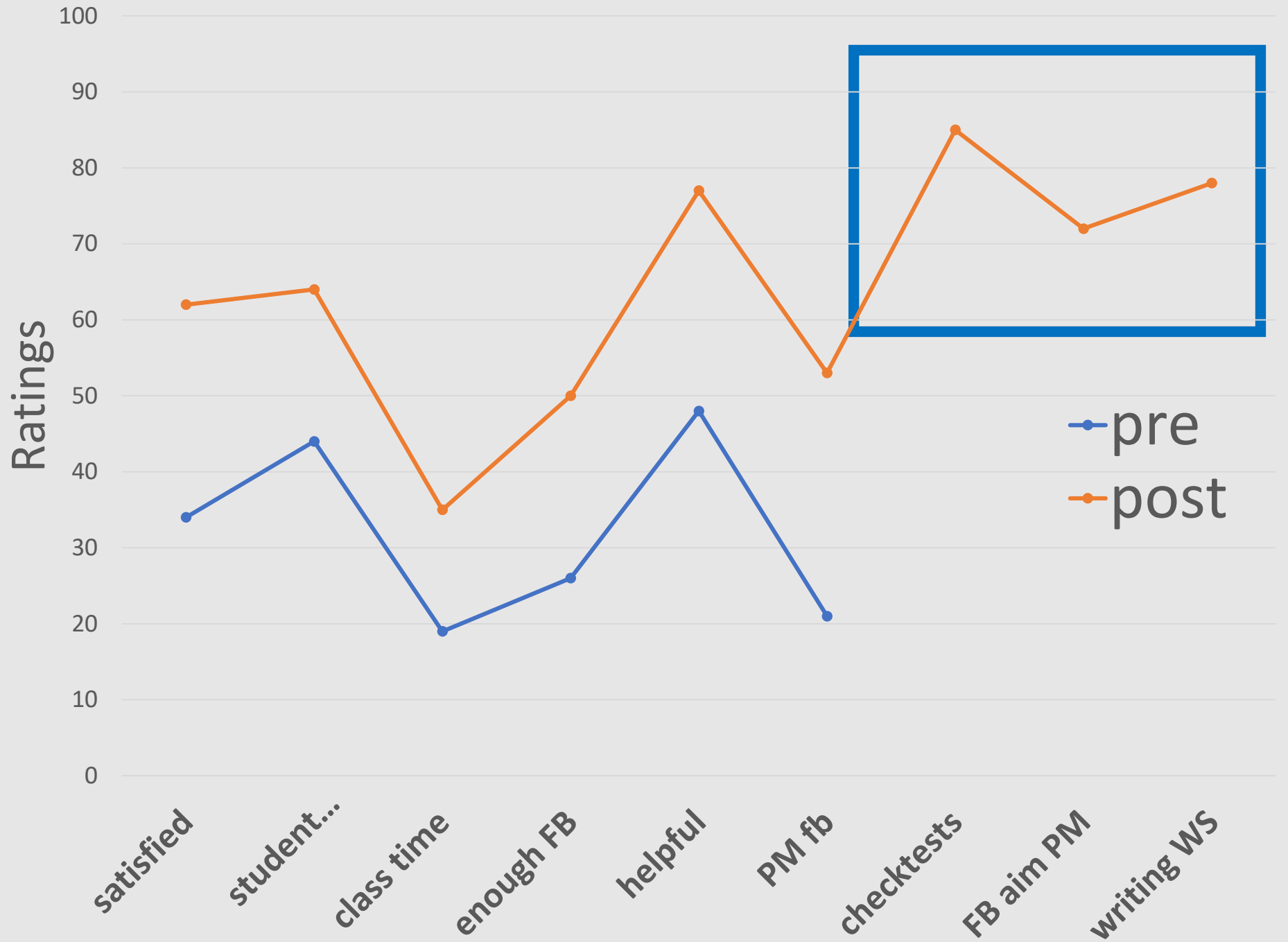


PM writing progress, final term paper

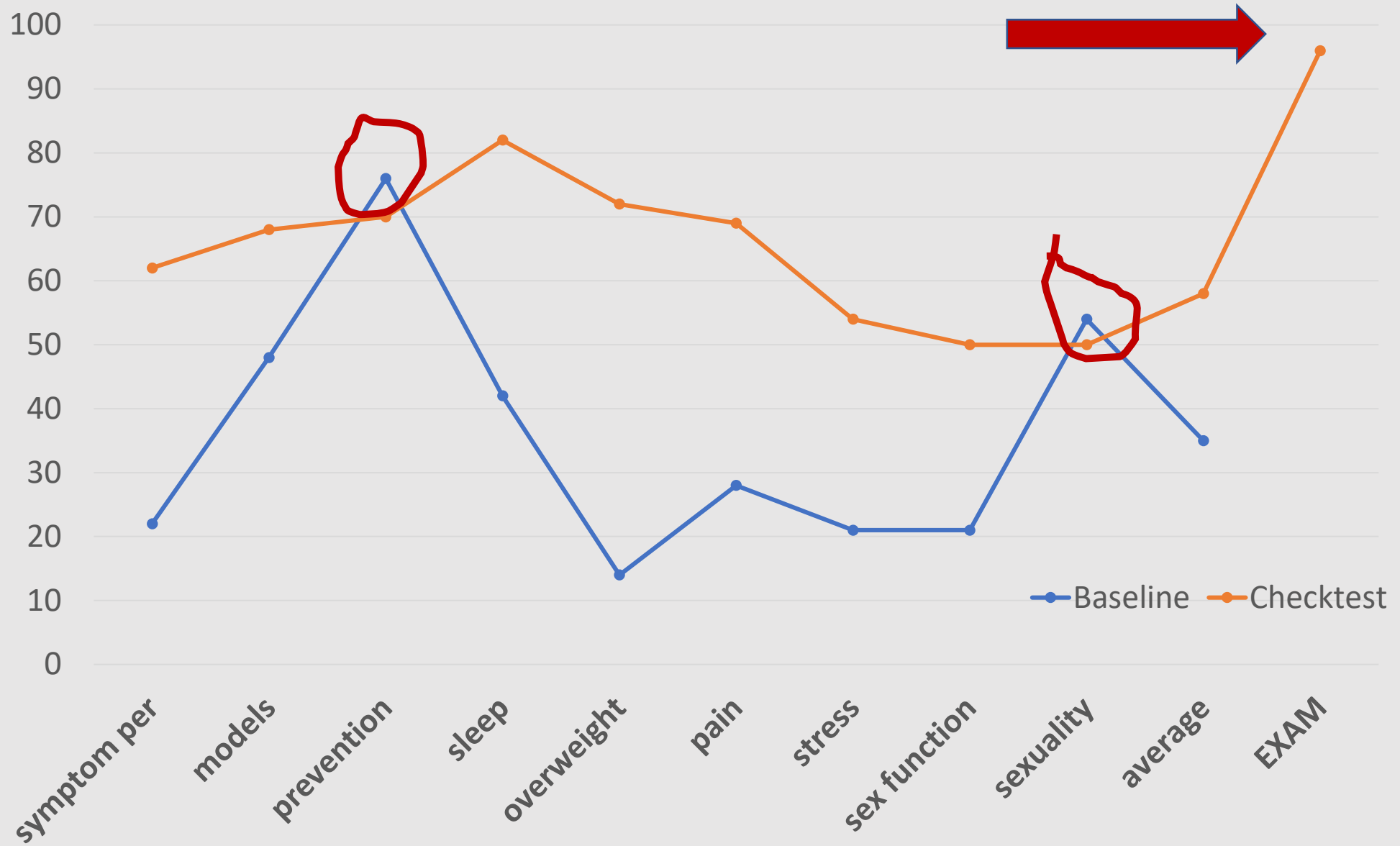
# RESULTS



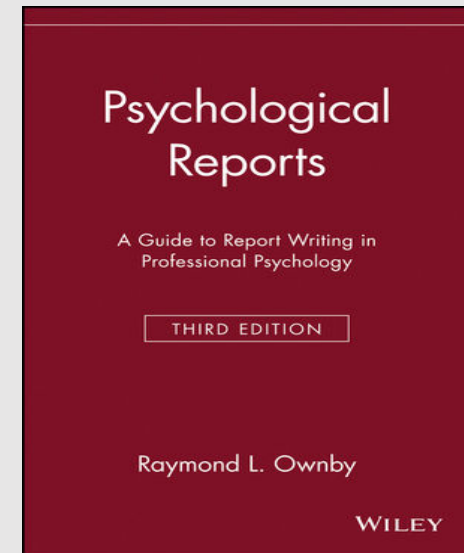
# Feedback



# Check Tests



# Case Analyses & Term Papers



Better formulation of cases

More discussion of key issues

Better results with case on final exam

PMS on TIME!

LIFT in Quality!

IMPROVED writing

# Teacher Evaluation

## LIKES

- ❖ Contact
- ❖ Groups
- ❖ Satisfying
- ❖ Results



## DISLIKES

- Time
- Flipped presentations
- Making checktests
- PM feedback
- System issues

It works, but....

Results improved

Students like it!

Feedback increased markedly

TEACHERS?????  
sceptical....

Thank you for your attention

