

The Four Pillars of Team-Based Learning (TBL): Where Does CALL Fit In?

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Overview

- TBL: The Dime Tour
- The Tale of Two Courses
- Digital Tools
- Action Research Project

TBL: The Dime Tour (Core Elements)

- (1) strategically organized teams,
- (2) readiness assurance tests,
- (3) application of foundational knowledge, and
- (4) peer assessment.

The Tale of Two Courses

Global Society and Japanese Identity - This course involves a critical look at Japan (past and present) and its various roles on the world stage. Along the way, we visit key frameworks for understanding economic, political, and cultural circumstances around the world. Specifically, we explore globalization, localization, intercultural understanding, intercultural sensitivity, multiculturalism, and identity as concepts to better understand ourselves as individuals and as regional, national, and supranational organizations. A variety of exercises will be used to help participants understand and express their own values, beliefs, assumptions, and prejudices as well as consider other perspectives. The knowledge and skills gained in this course should help learners in their various professional and private endeavors. Class meetings will be conducted mainly in English. Reading assignments and out-of-class research will be done in both Japanese and English.

Beer Industry Project - This project will be used to introduce both historical developments and current trends in local and global beer industries. Students will research how this industry developed historically as well as current management and economic considerations and the emergence of the craft beer (microbrewery) movement.

Digital Tools

Google Apps - *Google Docs, Sheets, Sites and Forms*

Other - *Moodle, Youtube, Adobe Spark, Flipgrid, Padlet*

Action Research Project

Two related action research projects were conducted to explore the benefits and challenges of implementing a team-based learning (TBL) approach in English for Academic Purposes (EAP) classes, and how CALL elements might bolster the benefits and/or mitigate some of the challenges. The participants in the studies (27 and 56 respectively) were non-English major undergraduates. A mixed-methods research design as well as key concepts and components of TBL. Findings and

discussion are then provided to highlight key issues related to using TBL in this context, and the role that was played by the CALL elements. Specifically, the what, why, and how of Flipgrid, Padlet, ZipGrade, Adobe Spark, Moodle, and Google apps are highlighted as tools for fostering learner engagement in face-to-face, online and hybrid delivery platforms. It is hoped that this research might further inspire language teachers in a range of contexts to experiment with these and other online tools as well as TBL and other active learning approaches in their language classes.

Resources

COMMUNITIES

Team-Based Learning™ Collaborative - <http://www.teambasedlearning.org/>

Ruth Levine - <http://www.teambasedlearning.org/talk-to-the-experts/ruth-levine/>

TOOLS

Adobe Spark - <https://spark.adobe.com/sp/>

Applied Digital Skills - <https://applieddigitalskills.withgoogle.com/s/en/home>

Flipgrid - <https://info.flipgrid.com/>

Moodle - <https://moodle.org/>

Padlet - <https://padlet.com/>

YouTube (Brent's Channel) - <https://www.youtube.com/channel/UCq8zh859kjGeSZn3VkJFTWUw>

YOUTUBE VIDEOS - BEER BREWING PROCESS

Beer Industry Project (2021) -

<https://www.youtube.com/playlist?list=PLjffsySHV29P2BDXdPBNfQrZcSjRkK7uJ>

ADOBE SPARK PAGES - US BEER INFORMATION BY REGION

Team 01 (2021) - <https://spark.adobe.com/page/CRhDXqF3vVLle/>

Team 02 (2021) - <https://spark.adobe.com/page/BFhacWkZ5Qhfh/>

Team 03 (2021) - <https://spark.adobe.com/page/pz7PDRaiJAmym/>

Team 04 (2021) - <https://spark.adobe.com/page/xStWbL0h7OEFa/>

Team 05 (2021) - <https://spark.adobe.com/page/skMVjhXpOfGe4/>

GOOGLE SITES - JAPAN BEER INFORMATION BY REGION

Team 01 (2021) - <https://sites.google.com/view/2021beerindustry-team01/home>

Team 02 (2021) - <https://sites.google.com/view/2021-beer-industry-team-02/home>

Team 03 (2021) - <https://sites.google.com/view/beerindustryproject2021/home>

Team 04 (2021) - <https://sites.google.com/view/2021-beer-industry-team4/home>

Team 05 (2021) - <https://sites.google.com/view/2021beerindustry-team05/home>

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new strategy for interactive medical education (2013). *Journal of Nippon Medical School*, 80(1), 63-69.

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Michaelsen, L. K., Knight, A., & Fink, L. (2004). *Team-based learning: A transformative use of small groups in college teaching*. Sterling, VA: Stylus Publishing.

Vanderbilt University (2013). *Team-based learning*. Vanderbilt University Center for Teaching. Retrieved June 1, 2022 from <https://cft.vanderbilt.edu/guides-sub-pages/team-based-learning/>.

Abstract

This short talk centers around how Task-Based Learning (TBL) is being used in a content and language integrated learning (CLIL) program to bolster both content and language knowledge and skills, while at the same time increasing classroom engagement. The talk starts with a short introduction to the four pillars of TBL: (1) strategically organized teams, (2) readiness assurance tests, (3) application of foundational knowledge, and (4) peer assessment. This will be followed by a description of how digital tools such as Google Docs, Sheets and Forms are being used in this program to facilitate online and face-to-face versions of two courses: one a large intercultural understanding and communication course, and the other a project-based learning course dealing with the beer industry. The talk concludes with initial findings from a mixed-methods research project focused on learner engagement and the basic psychological needs of competence, autonomy and relatedness described in self-determination theory.

Biographical Statement

Brent A. Jones is currently the Director of Language Programs at Konan University, Hirao School of Management, where since 2009 he has helped develop a content and language integrated (CLIL) program. His major research interests are L2 learning motivation and engagement, instructional technology, instructional design, CLIL, curriculum and materials development, genre approaches to second language reading and writing, and extensive reading. He completed his Educational Doctorate through the Institute of Education at the University of Reading.