



22nd Annual

Integrating TBL in the Asynchronous Online Environment

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22nd Annual Emergency Management Higher Education Symposium, June 1–4, 2020

Introduction

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Today's Roadmap

Define Key Concepts

Challenges

Two Course Examples

Create TBL Assignment

Contact Information

Q&A

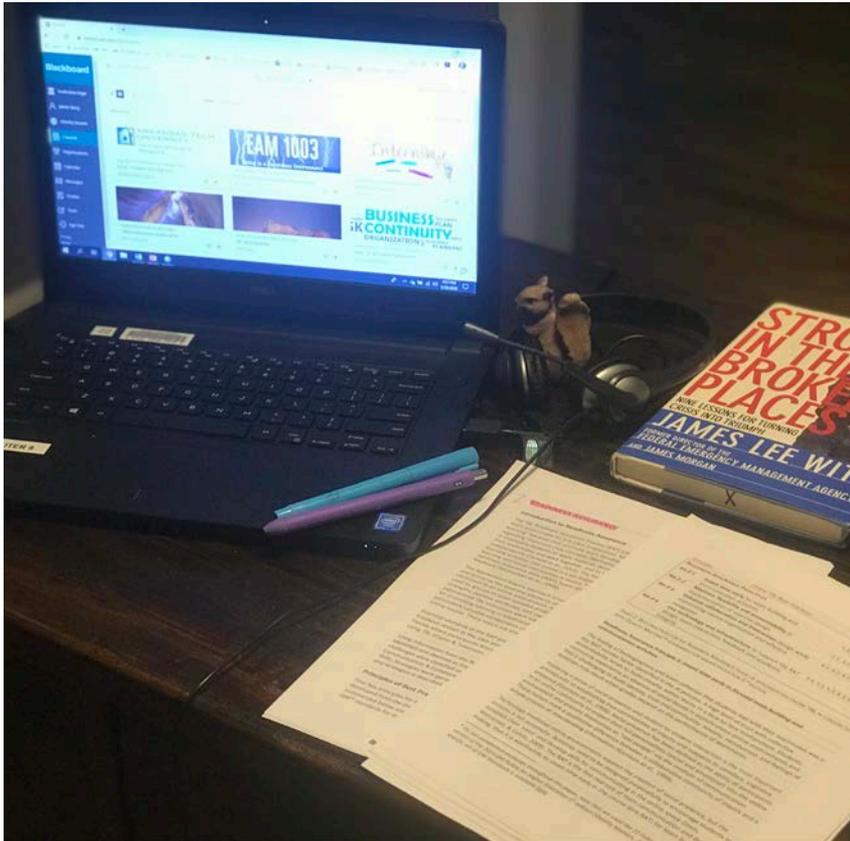
Resources



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Define Key Concepts

Online Instruction



- Why?
 - Fit, Flexibility, Demand
- Where?
 - Remote vs. Co-located
- When?
 - Asynchronous vs. Synchronous
- How?
 - Quality
 - LMS

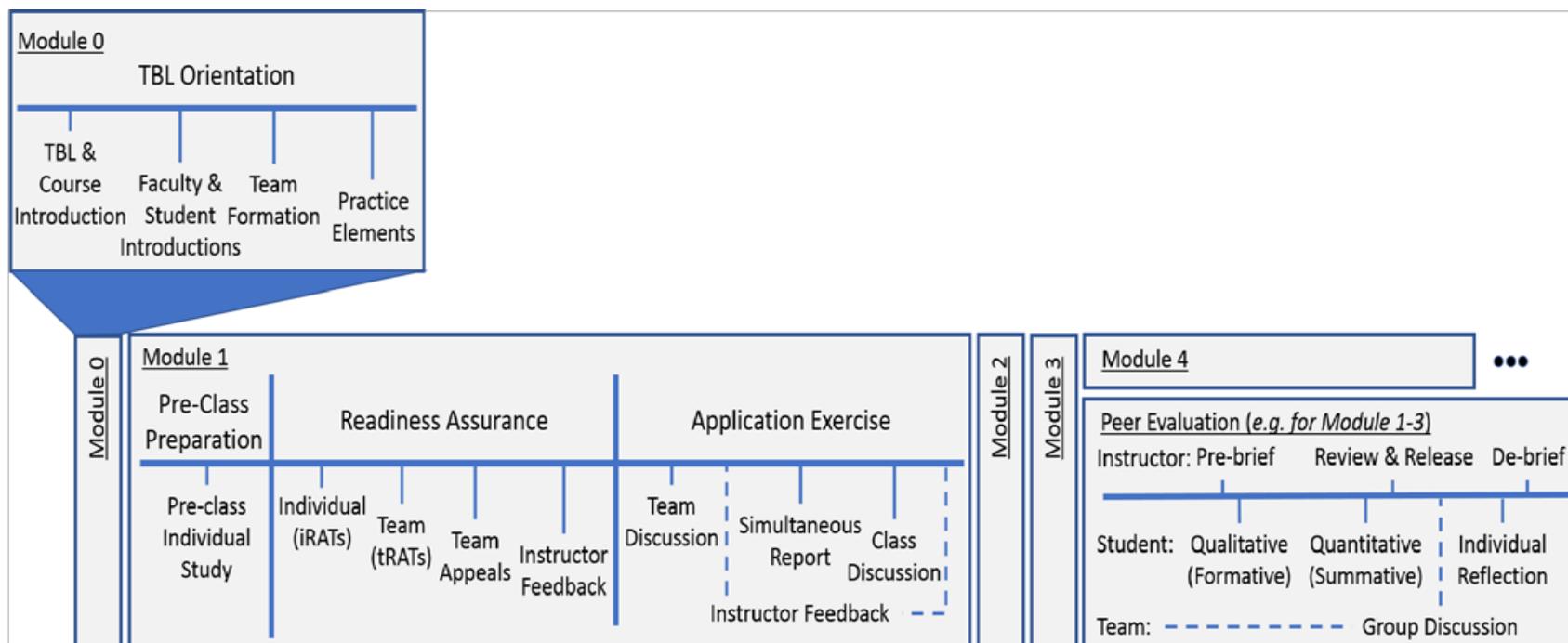


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Define Key Concepts, cont'd

Team-Based Learning™ - Methodology

Four Components

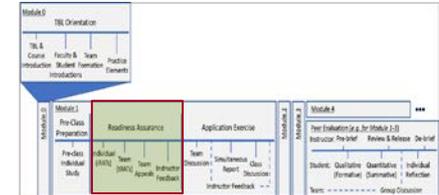


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Define Key Concepts, cont'd

Team-Based Learning™ - Methodology

Four Components



2. Readiness Assurance Process (Clark et al., 2018)

- iRAT
- tRAT
- Appeals
- Post RAT instructor feedback (mini-lecture)

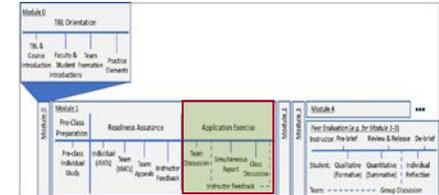


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Define Key Concepts, cont'd

Team-Based Learning™ - Methodology

Four Components



3. Applied Learning Activities (4 S) (Clark et al., 2018)

- **S**ignificant Problems
- **S**ame Problem
- **S**pecific Choice
- **S**imultaneous Reporting



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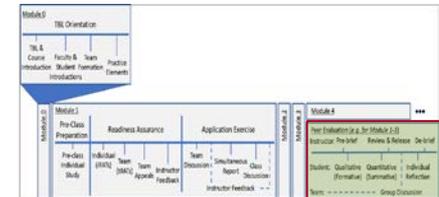
Define Key Concepts, cont'd

Team-Based Learning™ - Methodology

Four Components

4. Peer Evaluation (Clark et al., 2018)

- Formative & Summative
- Individual Reflection / Self-Assessment
- Provide Multiple Cycles



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Define Key Concepts, cont'd

Next Generation Core Competencies (NGCCs)

1. Complement Course Learning Objective

- Ethical- *Introduce*
 - Define the professional ethical foundation of the emergency management profession and practice

2. Measure Course Learning Objective

- Leadership - *Reinforce*
 - Emphasize team building & collaboration



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Challenges

Taking TBL from Co-located to Remote/Online Classroom



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Challenges, cont'd

Taking TBL from Co-located to Remote/Online Classroom

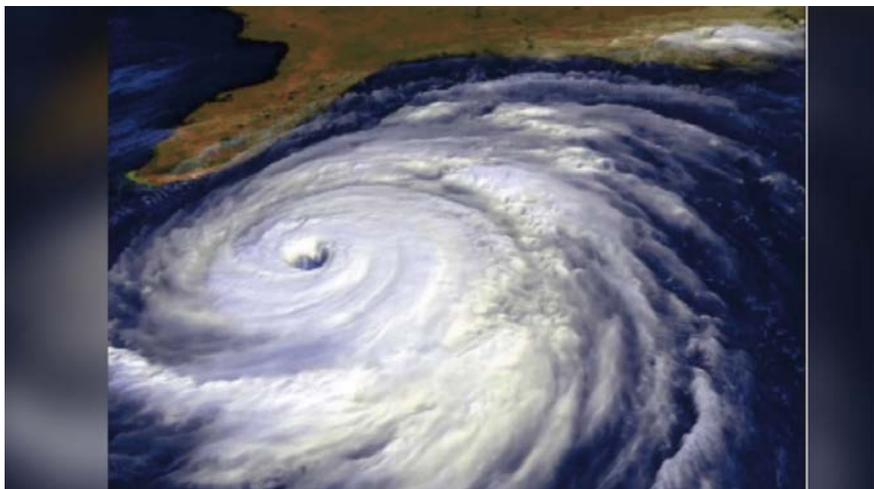
- #2 of 4 Critical Components
 - Readiness Assurance Process (Clark et al., 2018)
- Timing
- Replicating classroom energy?! (Sibley, n.d.)



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Challenges, cont'd

Taking TBL from Co-located to Remote/Online Classroom



- #3 of 4 Critical Components
 - Applied Learning Activities (4 S approach) (Clark et al., 2018)
 - **S**ame problem
 - **S**ignificant problem
 - **S**pecific choice
 - **S**imultaneous reporting
 - (Includes replicating classroom energy?!)



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Challenges, cont'd

Taking TBL from Co-located to Remote/Online Classroom

- #4 of 4 Critical Components – Peer Evaluation (Clark et al., 2018)
 - Inter-team
 - Intra-team
 - (Example on next slide)



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Challenges, cont'd

Taking TBL from Co-located to Remote/Online Classroom

EAM 3053 Introduction to Emergency Management Ethics and Law
Team Member Evaluations Including Yourself
 100 points

Your Name _____

Team #/Name: _____

INSTRUCTIONS:

• This is a critical component of Team-Based learning. Therefore, you must follow these instructions or you will earn a zero (0) out of 100 points yourself!

- **Deadline.** This evaluation must be typed and uploaded to the Team Member Evaluation Link in the Final Assignments folder on Bb by the deadline stated in the Course Calendar Planner.
- Assign a percentage between 0-100% score to every team member including yourself. The score is based on how much you and each of your team members contributed to your team's work and performance this semester. (See guide below).
- In order to ensure fairness, you must not assign the same (or extremely close) score to every team member unless you can strongly defend it. In thirteen years very few teams could legitimately assign similar scores to every person on the team.
- If I do not understand any score you assign, for your scores to "count" and for you to receive a grade, you and possibly the whole team may need to meet with me in-person or virtually for clarification.
- You must explain the score that you give each team member and yourself in the sections provided below. (Each explanation must be typed & approximately 50 – 100 words).
- Again, assign every team member any # from 0%-100% – The following may be used as a guide:

Any # between: 91-100% - Exceptional Effort	Any # between: 41-50% Limited Effort
Any # between: 81-90% - Very Good Effort	31-40% - Minimal Effort
Any # between: 71-80% - Good Effort	21-30% - Slight Effort
Any # between: 61-70% - Average Effort	11-20% - Very Little Effort
Any # between: 51-60% - Some Effort	0-10% - No to Negligible Effort

A team member's contribution should be based on such things as:

- o Preparation – Usually prepared?
- o Contribution – Contributes productively to team discussions and work?
- o Respect for others' ideas – Encourage others to contribute their ideas?
- o Flexibility – Flexible when disagreements occurred?
- o Attendance – Unexcused absences, no notice to the Team ahead of time; comes to class extremely late. or leaves class for very long stretches of time?

Explanation of score: To earn a score yourself, you *must* clearly explain your reasoning (minimum of 50 words for the score you give to each team member including yourself; and you may provide any other information you believe is relevant.

List Your First & Last Name and each of your Team Member's First and Last Name. Note, I cannot fathom this, but it happened, so: If you don't know a team member's name, please don't ask me or let me know that you don't know it! – Make the effort to find out. If you don't know your own name, we have different issues.	Score
Your First and Last Name: Reasons for the assigned score:	____%
Team Member First and Last Name: Reasons for the assigned score:	____%
Team Member First and Last Name: Reasons for the assigned score:	____%
Team Member First and Last Name: Reasons for the assigned score:	____%
Team Member First and Last Name: Reasons for the assigned score:	____%
Team Member First and Last Name: Reasons for the assigned score:	____%
Team Member First and Last Name: Reasons for the assigned score:	____%



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Challenges, cont'd

Taking TBL from Co-located to Remote/Online Classroom

- Technology
 - LMS
 - Tools
 - Connectivity and Bandwidth



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Course Example 1 – 1000 Level

Best Practices

- Slow Ramp Up
- Tight Schedule
- Frequent Feedback



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Course Example 1 – 1000 Level

Lessons Learned

- Stick to it
- Get rid of non-essential pieces, like discussion boards



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Course Example 1 – 1000 Level

Areas for Improvement

- Simultaneous Reporting
- Grading Team RATs
- Team Contract



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Course Example 2 – 3000 Level

Best Practices

- Start strong
- Quick feedback
- Address Team problems ASAP
- Student-friendly newsletter course guide (next two slides)



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Course Example 2 – 3000 Level

Best Practices

- Student-friendly Newsletter Course Guide
- Page 2

EAM 3013 FALL 2017

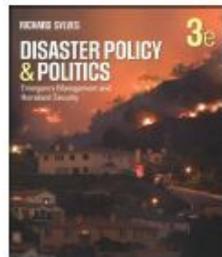


DEM Vision: Our students will lead the discipline and field of emergency management and homeland security by bridging theory and practice.



DEM Mission: Empowering students to become world-changers by equipping them with the education, critical thinking, and experience needed as scholars and practitioners in emergency management and homeland security.

DO YOU NEED THE REQUIRED TEXT?
IN A WORD – YES



The author of your text, Dr. Richard Sylves, values relationships, doesn't shy away from political issues, & is often referred to as "the presidential disaster declarations guy."

Your reading in the text links to your assignments for class and achieving your course learning goals.

***Make sure that you thoroughly read and understand your OFFICIAL SYLLABUS!**



YOU'VE GOT MY VOTE

About me: I have been involved in politics "relationships!" for 45+ years. From campaign speeches in an old sawmill town to working on Capitol Hill. Before coming to ATU, I worked as a Legislative Assistant in DC. The aspect of my job about which I was most passionate was staffing my boss on the US Senate Homeland Security and Governmental Affairs Committee. In addition to homeland security issues, I handled judicial, educational, and telecom issues. Before that, I worked in various industries and practiced corporate law.

My path prior to that was diverse, and I would have focused in my areas of natural talent much sooner if I had known about Gallup Strengths. Good news – if you don't already, you will get to focus in yours! We are a Strengths-based EM program.

The quickest way to reach me is via Remind (link & info. above) or a text message to my mobile # (479) 857-3161.

EAM 3013 2



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Course Example 2 – 3000 Level

Lessons Learned

- Start Strong
- Quick Feedback from Professor
- Address Team Problems ASAP
- Explain, Explain, Explain, and then Explain Again (Video clips)



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Course Example 2 – 3000 Level

Areas for Improvement

- Grade Weight Debates
- Missing one of the Four Essentials of TBL
 - Readiness Assurance Process
 - tRAT
 - Appeals



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Creating TBL Assignment

Emergency Management Composite Team Resume Assignment

- Team-Based Learning™ - Methodology Component 1 – Orientation and Team Formation. (Clark et al., 2018; Michaelsen, 2011)
 - Examples:
 - Co-located Traditional Classroom
 - Remote/Online Classroom



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Creating TBL Assignment

Emergency Management Composite Team Resume Assignment

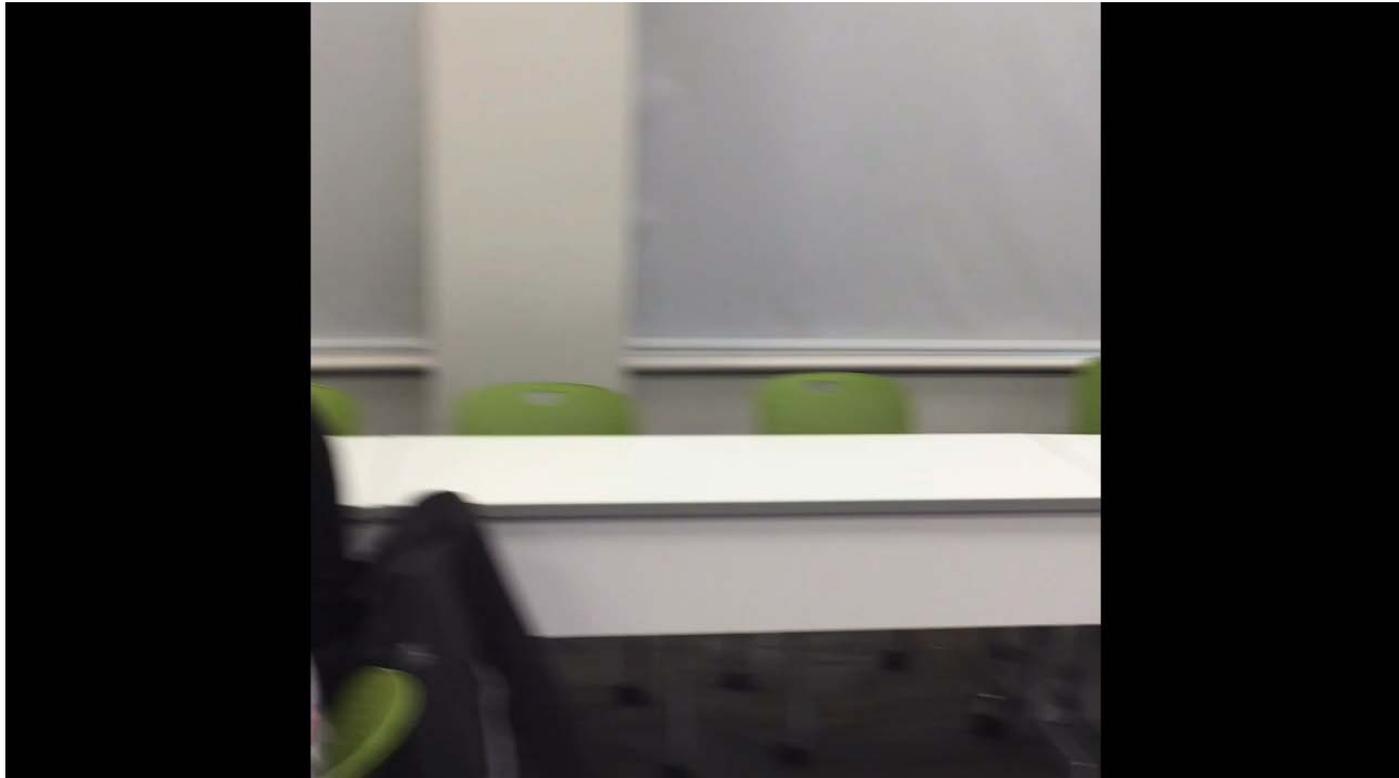
- Co-located Traditional Classroom
 - Team Development (Fink, 2004)
 - Application Exercise/Assignment Practice (Clark et al., 2018)
 - Via Collaboration in the Traditional Classroom.
 - Example Next Slide.



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Creating TBL Assignment

EM Team Resume Assignment Co-located Traditional Classroom



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Creating TBL Assignment

Emergency Management Composite Team Resume Assignment

- Remote/Online classroom
 - Team Development (Fink, 2004)
 - Application Exercise/Assignment Practice (Clark et al., 2018)
 - Via Team Discussion Board and Virtual Collaborate Meetings
 - Assignment available in Resources.
 - Example next slide.



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Creating TBL Assignment

EM Team Resume Assignment Remote/Online Classroom



TEAM FOUR

PROFESSION OR INDUSTRY | LINK TO OTHER ONLINE PROPERTIES: PORTFOLIO/WEBSITE/BLOG

OBJECTIVE

Team Four is looking for a deeper understanding and feel for the concepts of public policies that effect emergency management.

SKILLS

The team compiled as a whole has many years in active disaster scenes. Volunteering for many different types of agencies for disasters and assistance.

TRAVEL & FAMILY

All of Team Four has extensive family most of all live close and are involved in daily life. Travel is extensive for most of the team with much of it being for response and work. Many accomplishments for members have come from the responses and volunteering to disasters.

EXPERIENCE

PROFESSIONAL EXPERIENCE

The years of professional experience combined on Team Four is over thirty years. These experiences pertain to sales, retail, service, and also management positions.

EMERGENCY MANAGEMENT EXPERIENCE

Currently Team Four has a combined experience background in emergency management of over twenty-five years. The experience in the field ranges from tornado recovery, hurricane response, search and rescue efforts, and also fire and ems.

EDUCATION

ASSOCIATES DEGREE

Team Four currently has a combine two Associates Degrees.

BACHELORS DEGREE

Team Four currently has one member scheduled to complete within 6 months, one member scheduled to complete within a year, and the remaining three members at later time frames.

VOLUNTEER EXPERIENCE OR LEADERSHIP

The Team has a wide range of volunteer roles totaling over fifteen years in the volunteer realm. Volunteering duties from administrative duties to on scene duties. Duties included response and recovery efforts in several states.



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Contact Information & Q & A

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- Jamie Stacy, PhD
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- Sandy Smith, RN; PhD
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479-356-2092



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Resources

Clark, M., Merrick, L., Styron, J., Dolowitz, A., Dorius, C., Madeka, K., Bender, H.,... Winter, L. (2018). Off to on: Best practices for online team-based learning [white paper]. Retrieved May 1, 2020 from Team-Based Learning Collaborative: http://www.teambasedlearning.org/wp-content/uploads/2018/08/Off-to-On_OnlineTBL_WhitePaper_ClarkEtal2018_V3.pdf

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Resources, cont'd

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