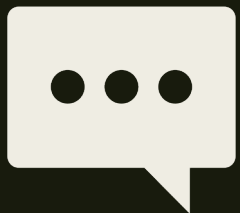


Preparing students to write: using team-based learning to boost student confidence

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What's one example of how you use writing to assess student learning?

workshop learning objectives

Engaged participants will come away with:

- a sense of how feelings of confidence can impact student writing
- a familiarity with some basic features of team-based learning (TBL)
- some strategies for using TBL to boost student confidence as students prepare for writing assignments

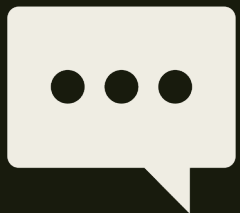
student confidence about writing

WRITING SELF-EFFICACY

- confidence & optimism
- “students with strong writing self-efficacy believe that they are good writers or can become even better writers with persistence or hard work” (Yost et al., 2014, p. 51)
vs. self-doubt, apprehension

students...

- participate more readily
- put in more effort
- persist longer when faced with challenges
- achieve better writing outcomes



What’s one strategy you currently use to help students feel confident about completing a writing assignment?

FACILITATORS

- emphasis on writing as process
- constructive feedback & opportunities to revise
- useful, authentic writing tasks
- clear expectations & predictable outcomes
- models of similar writing
- peer modeling & learning
- critical discussion of writing

BARRIERS

- monolithic writing tasks
- boring topics
- fear of judgment

FACILITATORS

- emphasis on writing as process
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BEFORE THEY WRITE

✓ assignment instructions
scaffolding

?

✓ assignment design

✓ assignment rubric

✓ assignment samples

?

?

AFTER THEY WRITE

✓

peer review

✓

✓

FACILITATORS

- emphasis on writing as process
- constructive feedback & opportunities to revise
- useful, authentic writing tasks
- clear expectations & predictable outcomes
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team-based learning (TBL)

- students work as teams to learn about concepts & use them to solve problems
- “the vast majority of class time is used for team [activities] that focus on using course content to solve the kinds of problems that students are likely to face in the future.”
(Michaelson & Sweet, 2008, pp. 7-8)

Students work in teams to learn about writing assignments and apply assignment parameters and rubrics to talk about and evaluate samples ... well ahead of the assignment deadline.

I have students work in teams – is that TBL?

I'm aware of it, but I have not used it myself.

I'm aware of it, and I have used it in my own teaching.



How familiar are you with team-based learning (TBL)?

team-based learning

PRIMER



Take 5 minutes to review the handout.

team-based learning KNOWLEDGE CHECK



Take 4 minutes to answer the questions — **individually**.

team-based learning

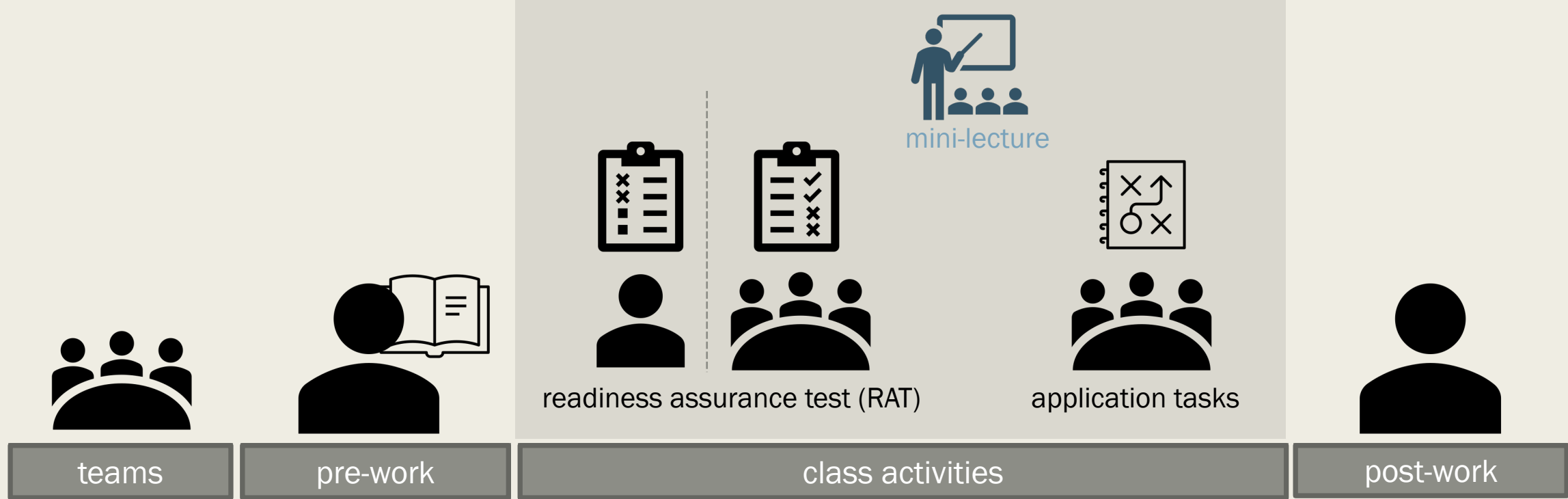
KNOWLEDGE CHECK

1. Join your team's breakout room.
2. Click your team's Padlet link.
3. Reach consensus and answer each question.
4. Choose a team spokesperson.



Take 6 minutes to answer the questions — **as a team.**

Team Based Learning



The instructor creates **TEAMS** of 5-7 students, distributing relevant skills equitably and aiming for diversity.

Before class, students complete **PRE-WORK** (e.g., readings) that cover the concepts required to solve problems in the Unit.

During class, students answer multiple-choice questions that test their understanding of the pre-work: first individually, second in teams. The test encourages students to prepare individually before class and learn collaboratively during class; it identifies concepts that need clarification in a **targeted mini-lecture**; it ensures 'readiness' for the application task.

Students then work in teams to apply concepts from the pre-work to solve problems central to the Unit: problems are significant to students, are the same for all teams, require teams make a specific choice, and choices are announced by teams simultaneously at the end of the task. Teams discuss the merits and drawbacks of different choices.

Students use what they learned to complete graded, **POST-WORK** (exams, presentations, reports).

peer learning – critical discussion – transformative learning

team-based learning

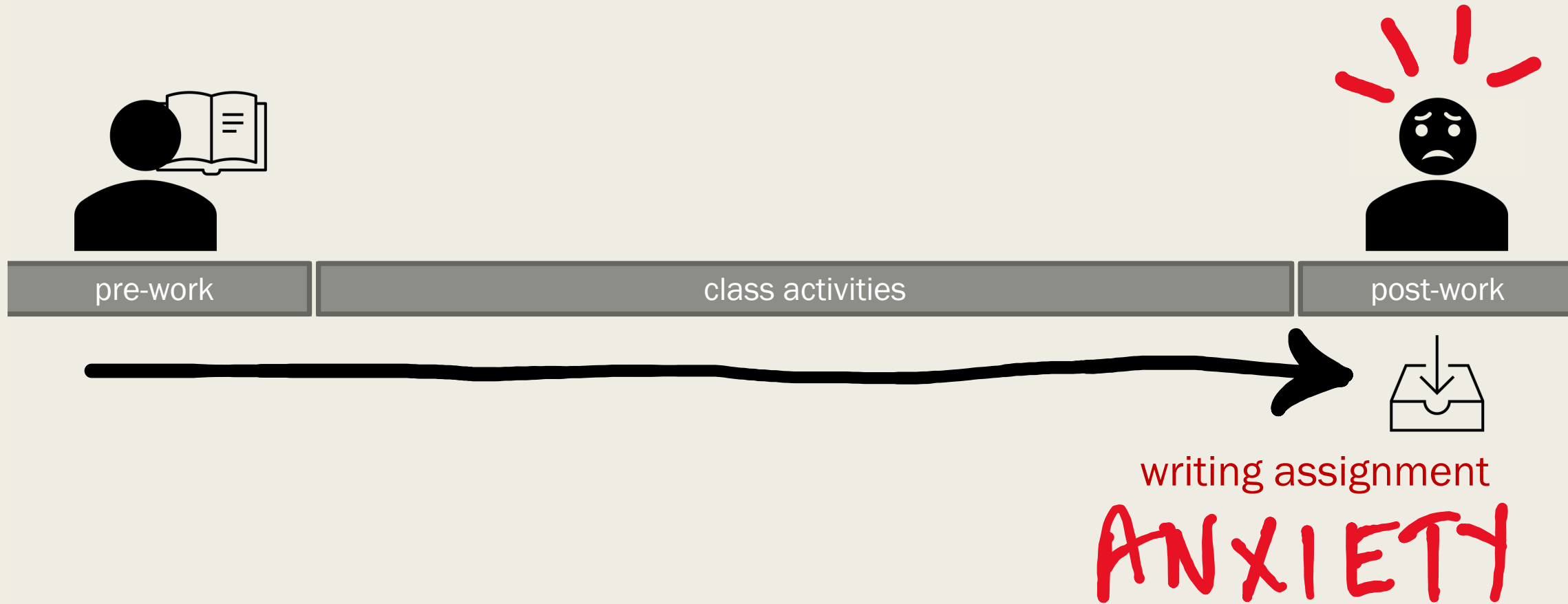
APPLIED LEARNING

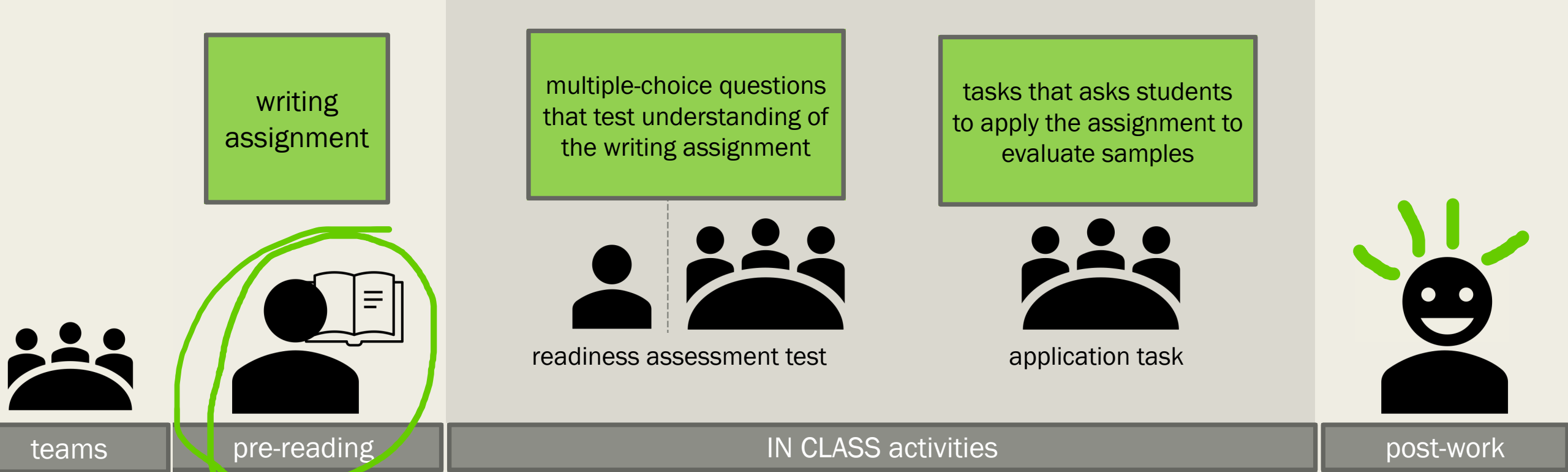
1. Join your team's breakout room.
2. Click your team's Padlet link.
3. Reach consensus and make a choice for the “applied learning” problem.
4. Choose a team spokesperson.



Take 7 minutes to make a choice — **as a team.**

how does this apply to writing?





writing assignment

multiple-choice questions that test understanding of the writing assignment

tasks that asks students to apply the assignment to evaluate samples

teams

pre-reading

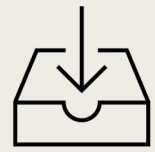
IN CLASS activities

post-work

writing assignment
description & instructions
samples & rubric

writing assignment

CONFIDENCE



one writing Unit

use TBL to prepare students for one major writing assignment

all writing Units

use TBL to prepare students for all major writing assignments

all Units

use TBL to structure all instructional Units in the course



resources

■ WRITING CONFIDENCE

Yost, D.S., Vogel, R., Lewinski, K.E., (2014). *Empowering Young Writers : The 'Writers Matter' Approach*. Temple University Press.

■ TEAM-BASED LEARNING

Michaelsen, L.K., & Sweet, M. (2008). The essential elements of team-based learning. *New Directions of Teaching and Learning*, 116, 7-27.

DOI: 10.1002/tl.330

Sibley, J. & Ostafichuk, P. (2014) *Getting started with team-based learning*. Stylus Publishing.