

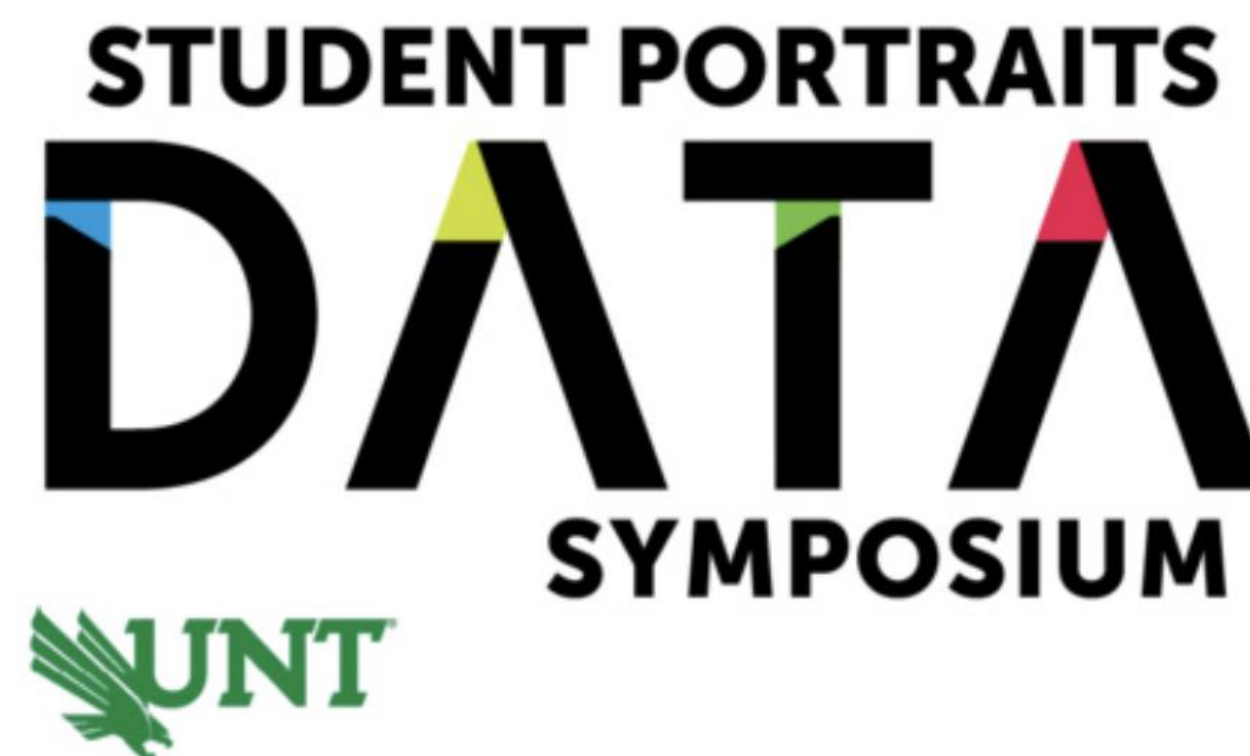
# Team-Based Learning and Student Successes in the Music History Classroom

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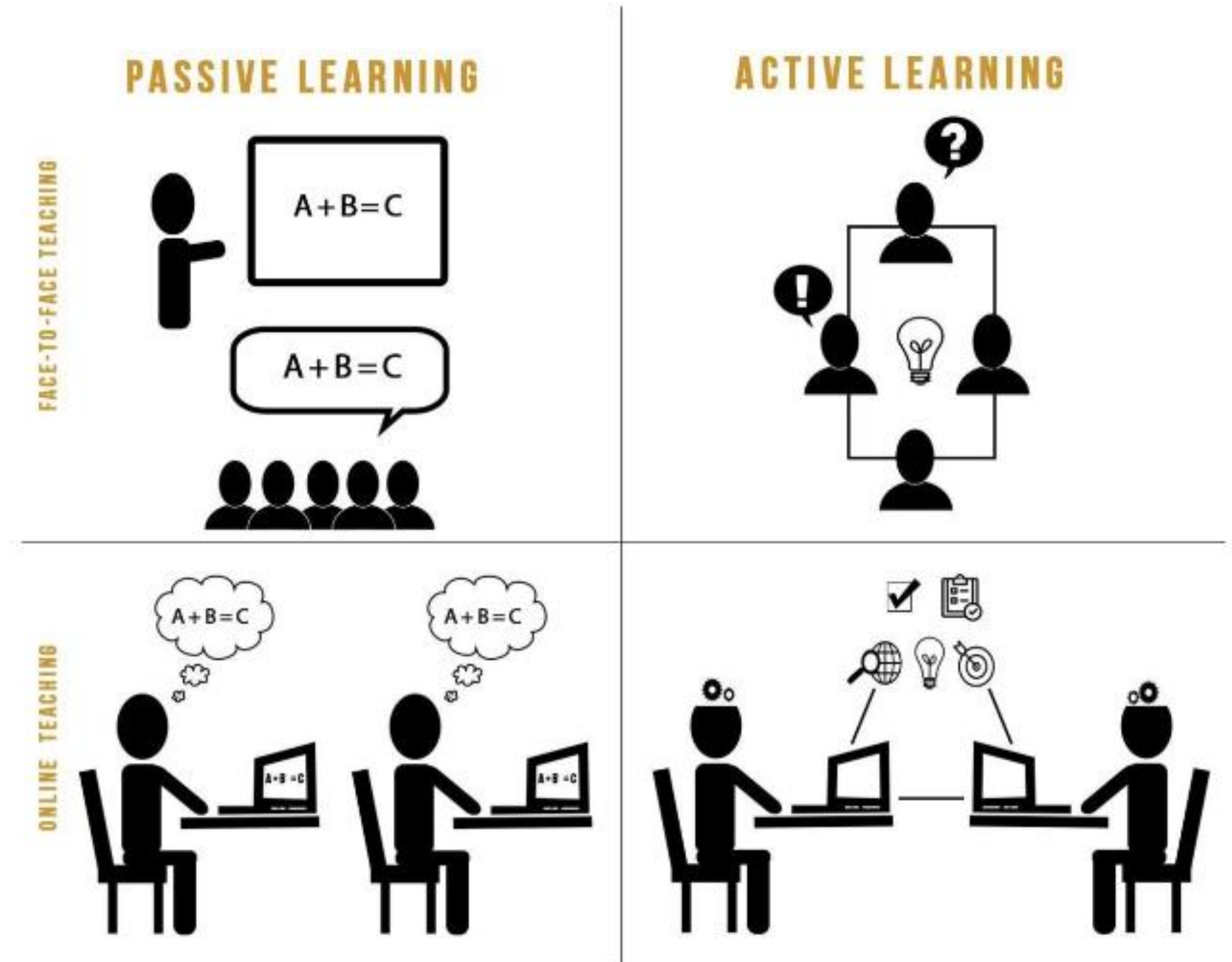


# Big Questions

- What are the benefits of active and collaborative learning? What is team-based learning, and how does it support student success? (2.30-2.40)
- How can we model team-based learning techniques to examine and discuss pedagogical strategies for student success? (2.40-3.05)
- What does it feel like to participate in this kind of collaborative learning? What are the benefits and challenges? (3.05-3.15)

# Active Learning

- Most students learn best when they
  - discuss what they are reading
  - practice what they are learning
  - apply practices and ideas
  - use content



“Instructional methods such as lecturing tend to constrain students as passive observers, which may result in surface learning that is easily forgotten.

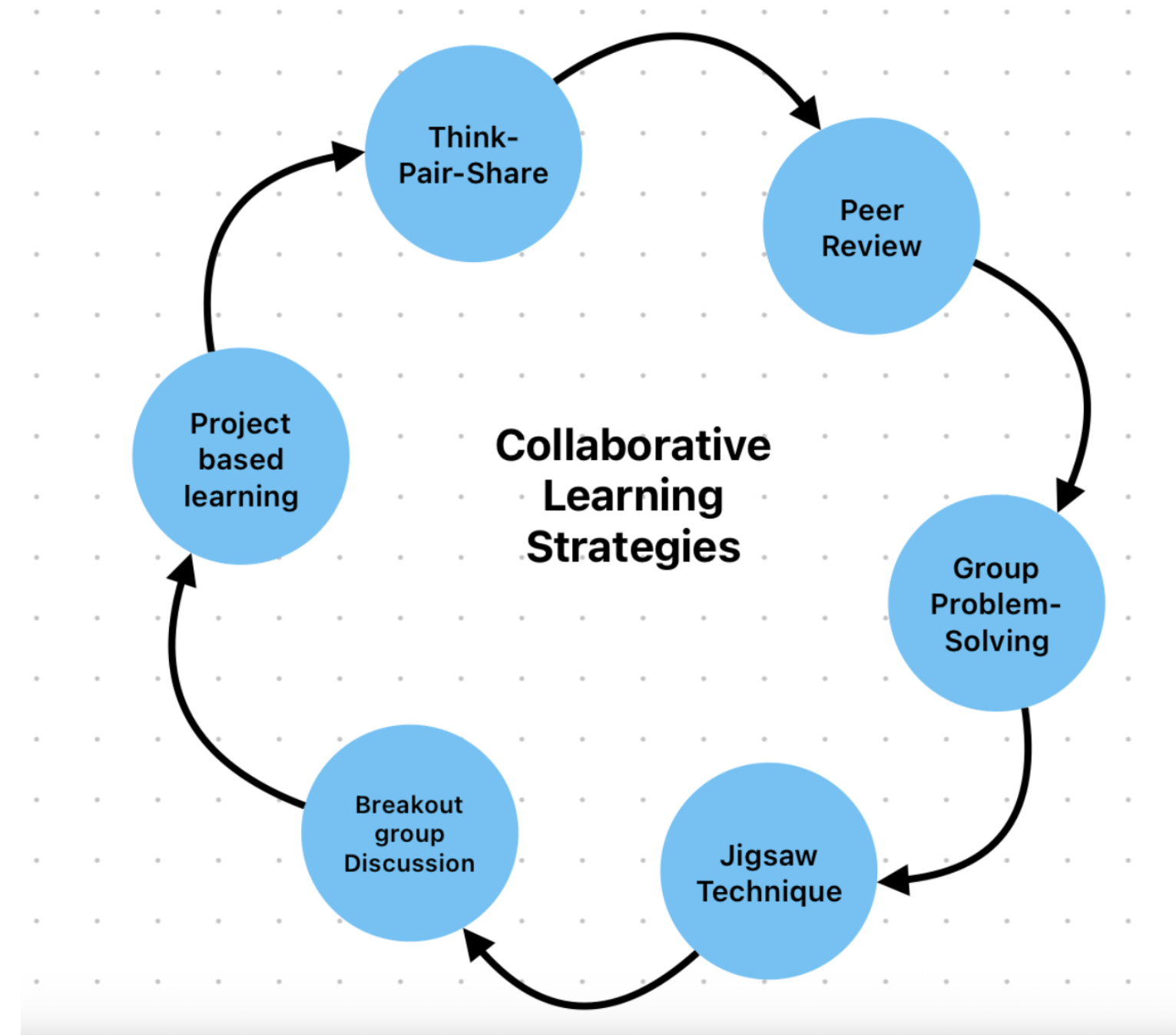
Well-crafted collaborative learning activities challenge students to be active participants in the acquiring and organizing of knowledge that results in reformatted neuronal networks, thereby promoting deeper learning.”

~Elizabeth Barkley, Claire Howell Major, and K. Patricia Cross

*Collaborative Learning Techniques: A Handbook for College Faculty*

# Collaborative Learning Techniques

- Think, pair-share
- Team Projects
- Peer Reviews
- Jigsaw Strategies
- Simulations/Role-Playing
- Problem-Based Learning
- **Team-Based Learning**

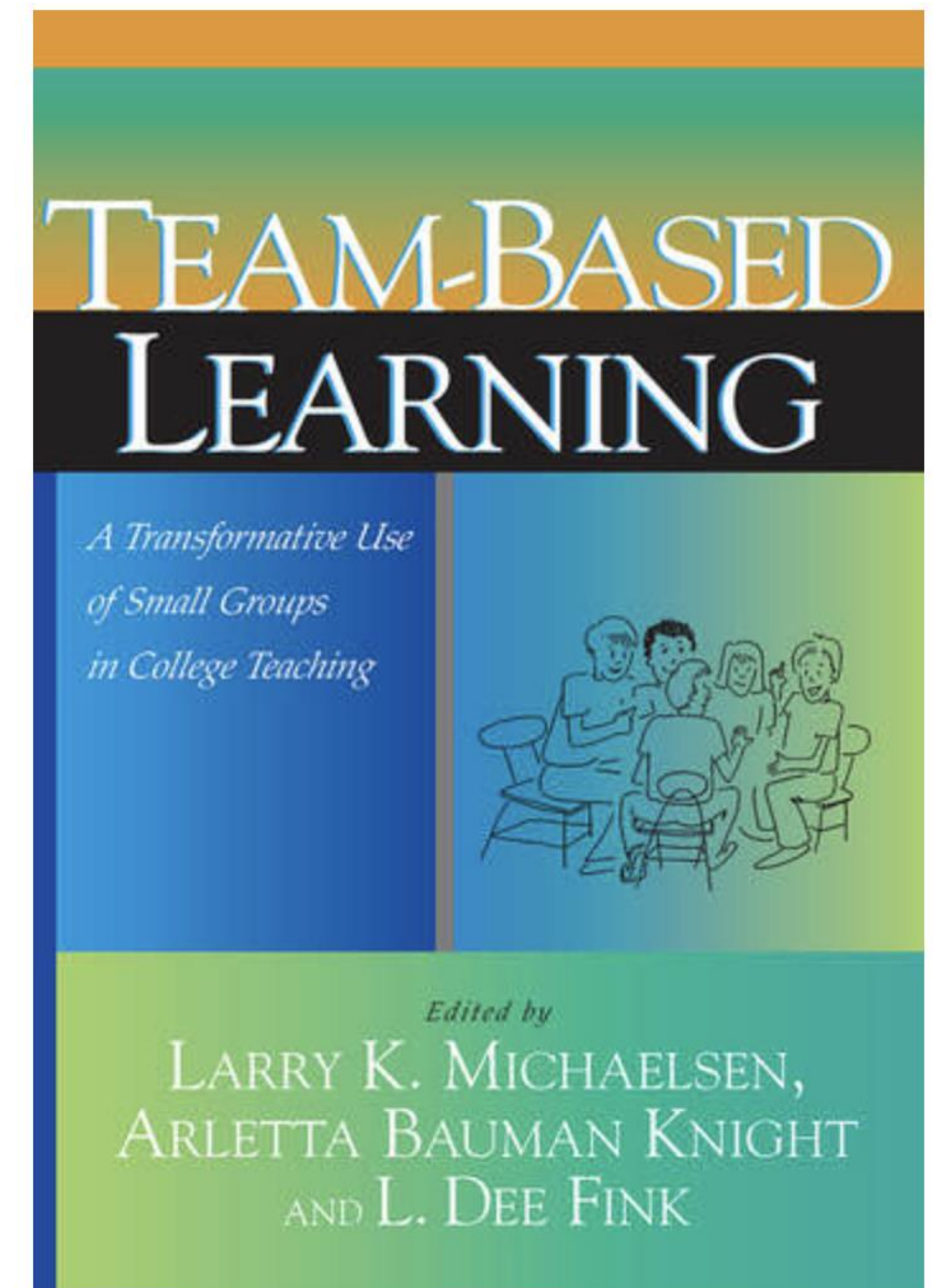
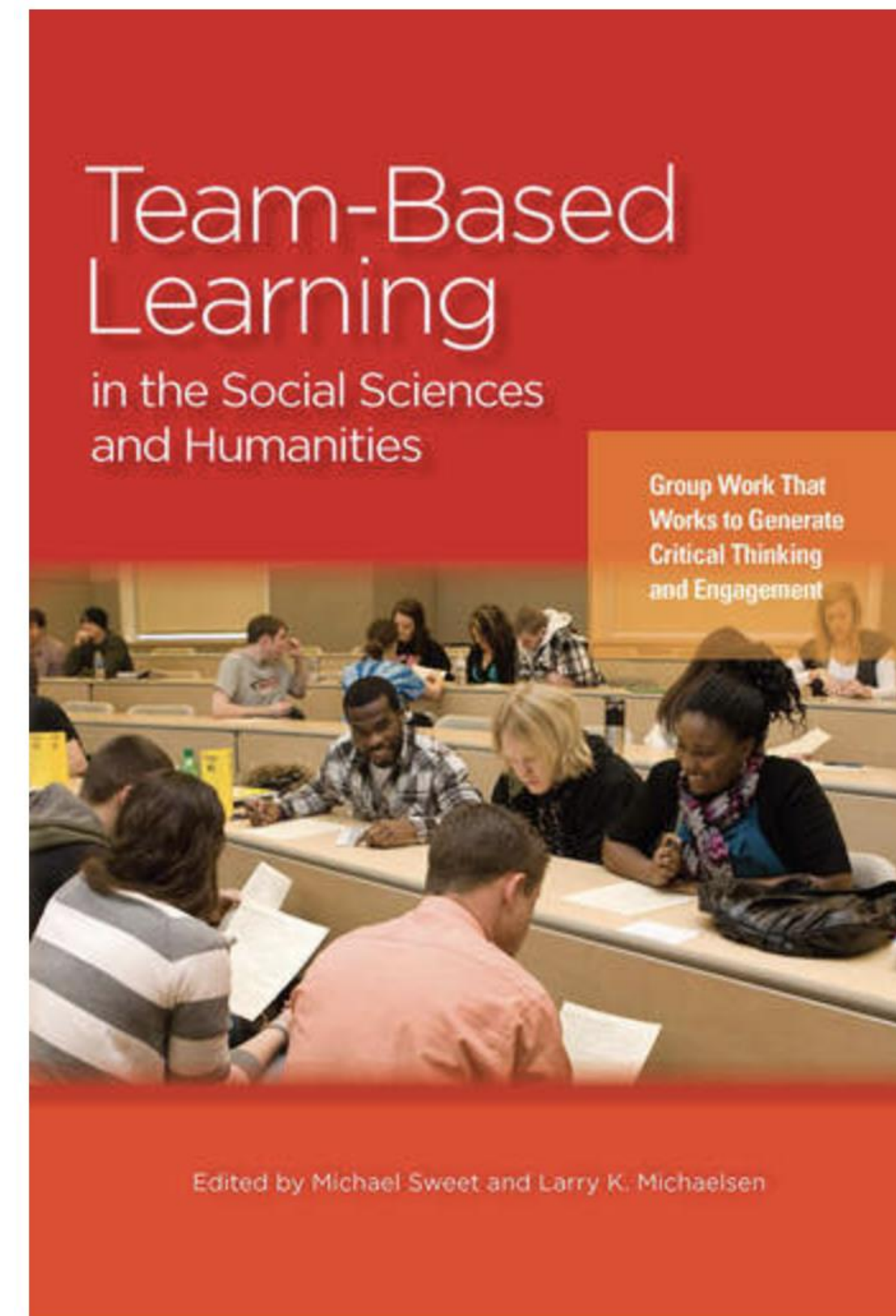


- Form teams of 5-6 and discuss the following questions: What kinds of experiences have you had with collaborative learning techniques in an academic or professional setting? What are the benefits? What are the challenges?

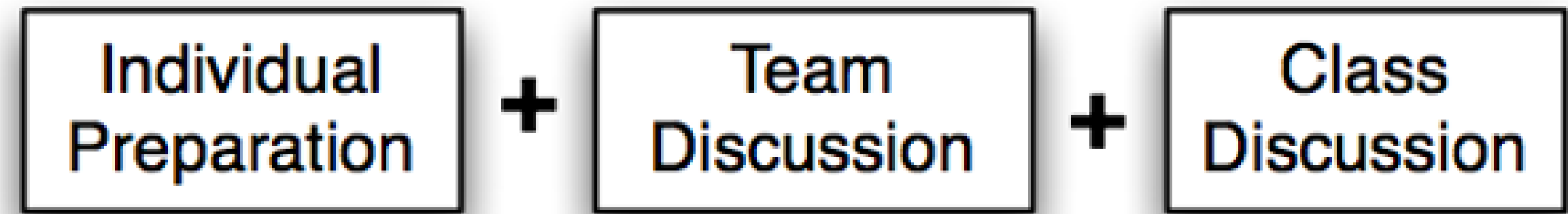


# Team-Based Learning

- Small group learning style developed in the 1970s
- A modified, carefully structured “flipped classroom” style (but flexible!)
- Ensures preparation, asks students to apply material in a dynamic way
- Extensive, successful application across all disciplines – but still quite underused in the humanities
  - [Brief Overview: Duke Medical School \(2.41\)](#)
- [Many resources and studies that support this learning method and its efficacy](#)



# The Basics of TBL



- **Preparation**

- Readings, podcasts, listening, videos, etc.

- **Readiness Assurance Process**

- Short quiz over individual preparation
  - First, students take individually
  - Then, students take as a team (with immediate feedback cards)

- **Application Questions**

- 4Ss
  - Significant Problem
  - Same Problem
  - Specific Choice
  - Simultaneous Reporting

- **Team Evaluations**

- Give and receive feedback to each team member



# RATs: Readiness Assurance Tests

- First: taken individually on your quiz paper
- Then: taken as a Team via Immediate Feedback Assessment Cards (scratch and win!)
  - Develop a consensus with your teammates and then scratch off the opaque coating hoping to reveal a star that indicates a correct answer.
- Today's RAT will contain five questions, based on the information we just discussed and general statistics related to retention at UNT

IMMEDIATE FEEDBACK ASSESSMENT TECHNIQUE (IF AT)					
Name <u>TEAM #1</u>		Test # <u>1</u>			
Subject _____		Total <u>34</u>			
SCRATCH OFF COVERING TO EXPOSE ANSWER					
	A	B	C	D	Score
1.					<u>4</u>
2.					<u>1</u>
3.					<u>4</u>
4.					<u>2</u>
5.					<u>4</u>
6.					<u>4</u>
7.					<u>    </u>



# Individual – 5 minutes

- Take the Quiz
- Avoid turning the page on the quiz! Try not to look at the application question.
- When doing these – Canvas or iClicker can work as a way to get feedback and make it lower stakes.



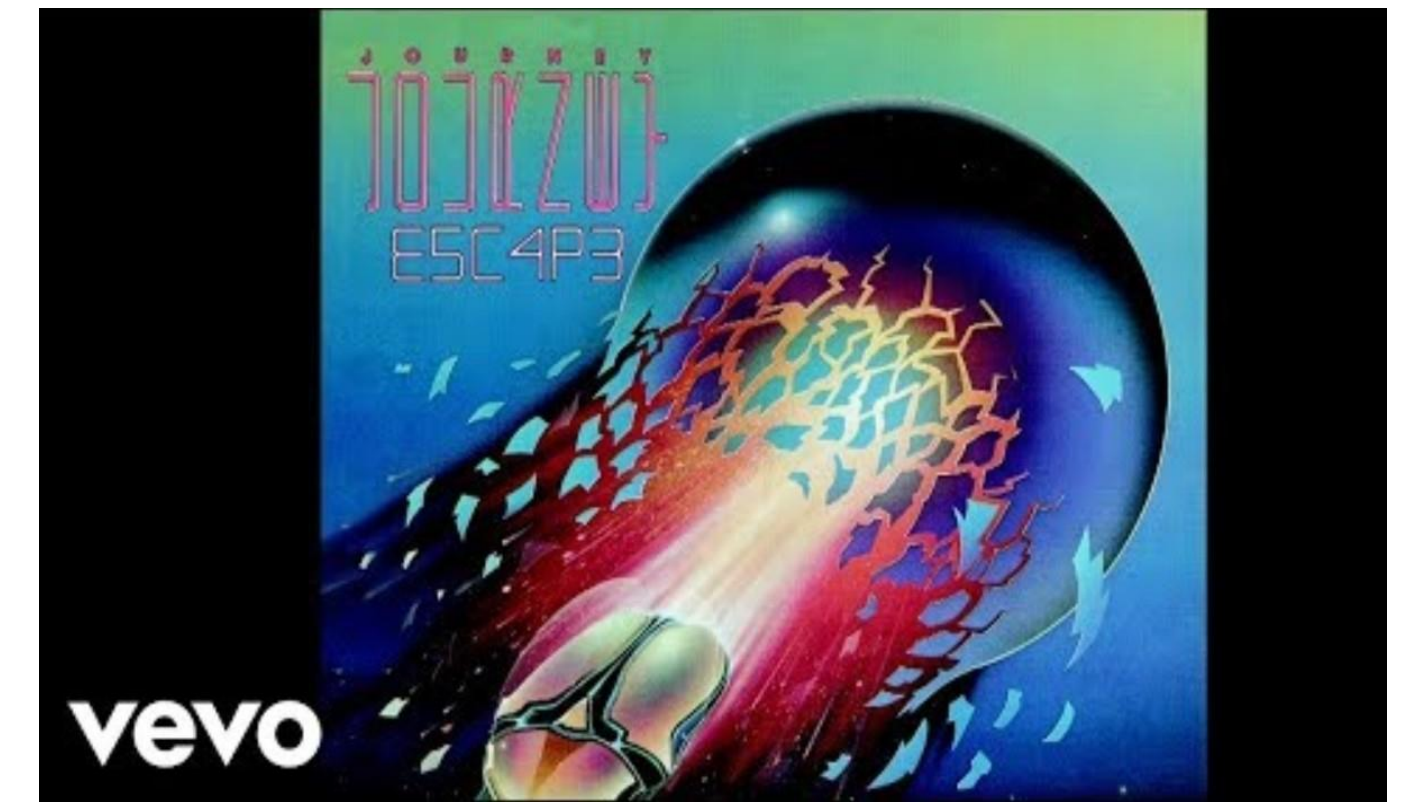


# Team – 10 minutes

- Only Pencils and scratching implement (coin, key, etc.)
- Talk before you scratch. Scratch as you go.
- Really, put your phone that tempts you in the bottom of your bag.



# Application Question



**How do you know this is the chorus? (Journey, “Don’t Stop Believing”)**

- A. Melody
- B. Harmony
- C. Timbre (tone color, sound character)
- D. Narrative Persona (point of view of singer, person speaking)



# Application Question

Below are five commonly cited benefits of learning in teams. **Which ONE do you believe is the MOST important benefit, and why?**

- A. Enhanced Critical Thinking:** Working in teams encourages diverse perspectives, leading to deeper analysis and problem-solving.
- B. Improved Communication Skills:** Collaboration helps students develop effective interpersonal and professional communication skills.
- C. Greater Accountability:** Team-based learning increases individual accountability as peers rely on one another for contributions.
- D. Higher Retention of Material:** Engaging with peers reinforces understanding and improves long-term retention of coursework.
- E. Preparation for Real-World Collaboration:** Working in teams mirrors professional environments, helping students build essential teamwork skills for future careers.

# Application Question

**Which is the most likely to impede the formation of cohesive teams?**

- A. Poor team construction (students pick their own, clusters)
- B. Too many Readiness Assurance Tests
- C. Too difficult Readiness Assurance Tests
- D. Too difficult Application Questions
- E. No Peer Review

# Final Reflections

- What are the benefits and challenges?
- What does it feel like to participate in Team-Based Learning?
- Any other thoughts or reflections?



# Student Feedback

“[Dr. Anderson] introduced a new style of learning which was focused on team learning. Initially I was hesitant, but it ended up working out very nicely and I hope to have more classes in the future that use this style of teaching.”

“I’ve actually made friends in this class, which made learning so much easier.”

“I was really skeptical about this style of learning, but I’ve grown to love it!”

“[Dr. Anderson] was good at making everyone feel included. He put us in groups to do most of the work and that helped to learn because it made us talk about the lesson that day.”