Impact of Team Based Learning and Immediate Feedback Assessment Technique on Student Learning and Retention

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Light and Dixon (2007) challenged the sport management community to expand their pedagogical approaches to reflect contemporary developments in higher education, in particular the notion of “helping them [students] to learn how to learn” (p. 159). It is recognized that we operate in a globalized, rapidly expanding world, and the knowledge we impart with students today, is unlikely to see them through their entire sport management career. As such, a vital component of higher education is to prepare students for life-long learning (Light & Dixon, 2007).

Team-Based Learning (TBL) is a pedagogy that speaks to the need to prepare students to be life-long learners, as well as serve as an opportunity to develop highly desired collaborative skills (Baldwin, Bedell, & Johnson, 1997). TBL incorporates the main elements of constructivist learning (Hrynchak & Batty, 2012), which asserts that learning occurs through social participation (Vygotsky, 1978). TBL is often organized in a manner in which students are first required to complete readings and a test individually, assessing their individual knowledge. Working in a small group students then complete the test again. Both the individual and group scores contribute to the students’ grades (Brame, 2015). The Immediate Feedback Assessment Technique (IFAT) is often used in concert with TBL. IFAT was developed to provide students with immediate results, an interactive learning opportunity, and provide educators with more informative assessment feedback (Epstein Educational Enterprises, nd). The IFAT is a combination of Scantron card and scratch ticket. Rather than filling in circles as one would on a Scantron card, students are required to scratch off a film covering the answer options (similar to a scratch ticket). If the answer is correct a star symbol appears, and the student receives full points. If the answer is incorrect the rectangle will be blank, and the student is required to continue to scratch until they answer correctly (a self-correction procedure). With each additional rectangle scratched the point value decreases. It is suggested that the use of IFAT in a TBL environment encourages student discussion, learning, and leadership to answer correctly, embodying the characteristics of constructivist learning (Epstein Educational Enterprises, nd).

As such, the purpose of this study is to explore the impact of IFAT combined with TBL on student test performance, and knowledge retention. Data collection is currently underway and involves the test-retest method. Undergraduate sport management students are required to take a test (Test 1a) in which neither IFAT or TBL pedagogies are used. Two weeks later students will be required to complete another test (Test 1b) on the same content without notice. Next, instructors will implement IFAT and TBL strategies. Students will be tested (Test 2a) on the material taught using IFAT and TBL strategies, and then again two weeks later without notice (Test 2b). The results of the unannounced tests (Tests 1b, 2b) will be compared to the results of the announced tests (Tests 1a, 2a). Further, the results of the unannounced test following IFAT and TBL activities (Test 2b) will be compared to the results of the unannounced test in which neither IFAT or TBL activities took place prior (Test 1b). Repeated measures will be used to determine if a significant difference in test scores exist. Data will also be analyzed for variation based on academic performance to assess if IFAT and TBL strategies impact high and low academic performers differently, or at all.

The findings will highlight the impact of (if any) these pedagogical approaches on students’ retention. While extending pedagogy literature, this study will also discuss the practical implications of how to implement these strategies in the university classroom.

Selected References


