

## TEAM BASED LEARNING AND ENGLISH GRAMMAR: BUILDING COMMUNITY AND LOWERING AFFECT.

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and Beyond  
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### PEDAGOGICAL CHALLENGES

#### *1. Student's Fear of Grammar*

- Teaching non-linguistic majors (English and English Ed)
- Fear of being judged, bad experiences with former teachers
- Fear of looking stupid, not asking questions

#### *2. Focus on points/grade and not course content*

- Creates high anxiety/stress around scores for homework and exams
- Unable/unwilling to see mistakes as a form of learning

#### *3. Building Community in an synchronous on-line teaching environment*

- Need to reduce isolation
- Need to provide students with a learning support system

## TEAM BASED LEARNING

- Team-based learning (TBL) is an instructional strategy developed by Michaelsen & Sweet (2012)
- I was already using a version of TBL in my upper division linguistic courses.
- It emphasizes student preparation out of class and application of knowledge in class. I liked that, through the team activities, the students directly engaged with data and other course materials rather than me explaining it in a ppt.
- It engages students in active learning and critical thinking.



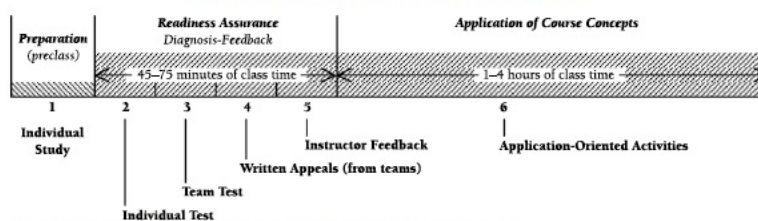
## ESSENTIAL ELEMENTS OF TBL

- **Teams**
  - Manage permanent teams through team effort and peer evaluation
- **Accountability**
  - Incorporate features that facilitate student accountability for the quality of both individual and group work
- **Feedback**
  - Give students frequent and timely feedback.
  - Use of formative assessment
- **Assignment design**
  - Use assignments that promote individual learning as well as team development.
  - (Michaelsen & Sweet, 2012)

## THERE ARE FOUR COMPONENTS OF TBL:

- *Permanent teams,*
  - *Readiness assurance activities,*
  - *Applications activities*
  - *Anonymous peer evaluation.*
- Typical Sequence of Activities (Michaelson & Sweet, 2012)

Figure 1.1. Team-Based Instructional Activity Sequence



Note: This sequence is repeated for each major instructional unit—typically five to seven per course.

## ADAPTED FOR ON-LINE GRAMMAR CLASSROOM EACH WEEK FOLLOWED A SIMILAR PATTERN

### ○ Day one:

- Students would do the assigned chapter readings in preparation for the taking readiness assurance quiz on Moodle. Before class, they would take the readiness assurance quiz (the quiz closed 15 minutes before class started)
- After announcements and any review, I would put the teams into breakout rooms to work on Team readiness assurance Activity. The Teams work together on quiz questions in breakout rooms and I would visit them to answer any questions.
- After they completed the activity, there would be a class discussion of team results where each team reports their answers. I would go down the list and ask each team in turn to share their answer. This provided an opportunity for me to correct any answers, answer questions, elaborate on any concepts or provide examples.

## ADAPTED FOR ON-LINE GRAMMAR CLASSROOM

### o Day two:

- o I usually started this session with some kind of review of prior material and then presented on the current chapter's grammar concepts, expanding on the book's coverage and giving more examples in preparation for the team activity.
- o After the presentation, the Teams would work together in breakout rooms on Team Concept Exploration Activity which asked them to apply the concepts we were learning, but identification or analysis of example sentences or paragraphs.
- o After they completed the activity, there would be a class discussion of the team results where each team reports their answers. I would go down the list and ask each team in turn to share their answer. This provided an opportunity for me to correct any answers, answer questions, elaborate on any concepts or provide examples.



## SAMPLES OF TEAM ACTIVITIES

### Team Readiness Assurance Activity

Goal: Review quiz questions and answers to cement understanding of chapter concepts  
Outcome: CO1, CO3, CO4, CO5

Instructions: For this activity, we will be working on checking everyone's understanding of the quiz. As a team, go over the questions and come up with a group answer to each question. You can use the book if you need it.

Once you have your answers, we will go over the questions and each team will share their answers with the class. Keep track of how your team did. Each question is worth 5 points. At the end of class, turn your team score and your answers to the reflection questions.

1. What are the five phrase categories in English?
2. What are the elements common to all phrases?
3. What is the structure of the ADJP
4. What is the structure of the ADVP
5. What is the structure of the PP?
6. What are the functions of the ADJP?
7. What are the main functions of the ADVP?
8. What are the functions of the PP?

#### Reflection questions:

- What learning strategies work best to help you remember all the structure of phrases?
- What learning strategies work best for you to learn the vocabulary associated with the chapter?
- How did your understanding of the quiz and the grammar concepts improve after the team discussion?
- What questions do you have about this section of the chapter that you want the class to discuss?

### Team Concept Exploration

Goal: Apply concepts from chapter, practice identification of forms  
Outcome: CO1, CO5

Instructions: For this activity, we will be practicing identifying the forms of the verb.

**Part A. Forms of the verb**  
Underline each verb in the paragraph. Then label its form. See the example below.

I will try my best.  
will=modal aux  
try= bare form

Huang Dejian is the director of the new White Crane Ridge Underwater Museum where the earliest dated image was from A.D. 763, during the Tang dynasty, and eventually more than 30,000 characters decorated the sandstone. The calligraphy was stunning, and messages had the rhythm of incantations: "The water of the river retreats. The stone fish are seen. Next year there will be a bumper harvest." The river retreated; the words emerged; the messages and dates lined up neatly on the rock. And then the spring snowmelt would come, and the water would rise, and all that history would disappear once more beneath the timeless river.

From: <http://ngm.nationalgeographic.com/2013/03/fuling-china/hessler-text>

#### Reflection questions:

- What observations can you make about the distribution of the verb forms?
- Based on your observations, can you make any guesses about the possible function(s) of verb forms?
- What do these patterns tell you about verbs?
- What questions do you still have about the chapter that you want the class to discuss?

## WHAT SEEMED TO WORK

- **Teams provided support system for students**
  - It provided a way for students to get to know each other in the zoom classroom. One group ended up spending time studying together outside of class.
- **Teams provided peer learning/teaching resource**
  - Students mentioned the team as study resource in both their answers in the Check Yourself Exercise and in the midterm reflection
- **In-class Team activities involve students in Active Learning**
  - It provided a way to breaks up zoom session and get students actively involved in the class. Less able to hide behind video.
- **Class discussion of team results provided immediate feedback/answers to assignment**
  - One way to help reduce student anxiety expressed in prior semesters about “studying wrong,” that is, needing to know the answer to the exercises immediately so they study the “right answer”

## WHAT NEEDS RETHINKING

- **Not enough balance between formative and summative assessments**
  - It was possible for students to depend on team and not development or grow their own individual grammar knowledge base. This became apparent in the later quizzes where they couldn't rely on the book for answers
    - One thing that contributed to this was the design of the weekly individual assignments which emphasized metacognition and self reflection
- **Teams might not function optimally**
  - There were non/low participating students (didn't turn on their video, or didn't take turn at different team roles)
  - Students dropped out leaving the team with low numbers
  - Technical issues with zoom

## WHAT NEEDS RETHINKING

- Issues with grading
  - Amount of grading
    - There ended up being 1 quiz, 2 team activity results, and 1 individual assignment to grade per week. While there was only one assignment per group to grade, it still added up.
  - My on-line grading learning curve
    - I wasn't as aware of the amount of Time or extra steps it would take to grade on-line. I had to find a work around that let me mark on individual papers or rubrics and then upload those for students. This meant students didn't always get feedback in quickly as they needed.
    - Managing different technologies/LMS etc.

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