ABSTRACT

Traditional training for Team Based Learning (TBL) focuses largely on teaching faculty to develop lessons that will be employed to transmit knowledge content to learners and to facilitate TBL sessions. However, teaching faculty to develop lessons that will be employed to transmit knowledge transmission model. To successfully shift to this new learning model, from a curriculum where a majority of instruction was traditionally didactic, the following components were necessitated: (a) student and faculty buy-in; (b) student and faculty training in the new pedagogy; and (c) continuous quality improvement/ enhancement process.

To assure quality TBLs were being developed and facilitated, a faculty peer review program (FPRP) was instituted that proved to be integral in the curricular change efforts as a formative quality enhancement peer review program (FPRP) was a collaborative program involving faculty peer review (FPRP) that included the following:

- Faculty development TBL
- Peer Review Committee (PRC) reviews TBL
- PRC provides feedback
- Faculty develops TBL
- Faculty facilitates TBL
- Faculty implements feedback
- After Event Review (AER)
- Peer Review: A Collaborative Approach to Faculty Development. Nurse Educator. Vo. 37, No. 3.

DISCUSSION

The FPRP was identified as one of the contributing factors in the successful transition to the new TBL curriculum with <50% lectures. Faculty expressed appreciation of the FPRP in helping facilitate the transition to the new active learning curriculum and feedback they received during their AERs.

The FPRP was an integral component in the TBL curriculum that achieved the following within UAMS' COM Biochemistry and Cell Biology Courses:

- Biochemistry major exams—Combined mean scores (76.9% to 84.1%)
- Cell Biology major exams—Combined mean scores (77.5% to 82.5%)
- NBME Biochemistry Shelf Exam mean scores (52.4% to 60.6%)
- 59th to 66th overall percentile on NBME Biochemistry Exam

Only one year of TBL implementation data is represented, yet it indicates TBL's effectiveness in teaching medical biology and biochemistry.

REFERENCES

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