

Faculty Fellows Program Summer 2024

Course Redesign

Transforming Learning: The Power of TBL

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Clinical Instructor- ARCSON

April 2025

Course: NUR310 Pathophysiology for Nursing Practice



Initial Assessment of Learning

- Class participation 5%
- Pop quizzes 10%
- Exam I 25 %
- Exam II 25 %
- Final Exam 35 %

Revised Assessment of Learning

- Class participation 5%
- ~~Pop quizzes 10%~~ **Planned quizzes 20%**
- ~~Exam I 25 %~~
- **Assignments & projects 15%**
- Mid-term Exam ~~I~~ 25 %
- Final Exam 35 %

Team-Based Learning



**TOGETHER
EVERYONE
ACHIEVES
MORE**

31 students → 8 teams
based on their:

GPA



TBL process



1. Pre-class preparation

Teacher's role

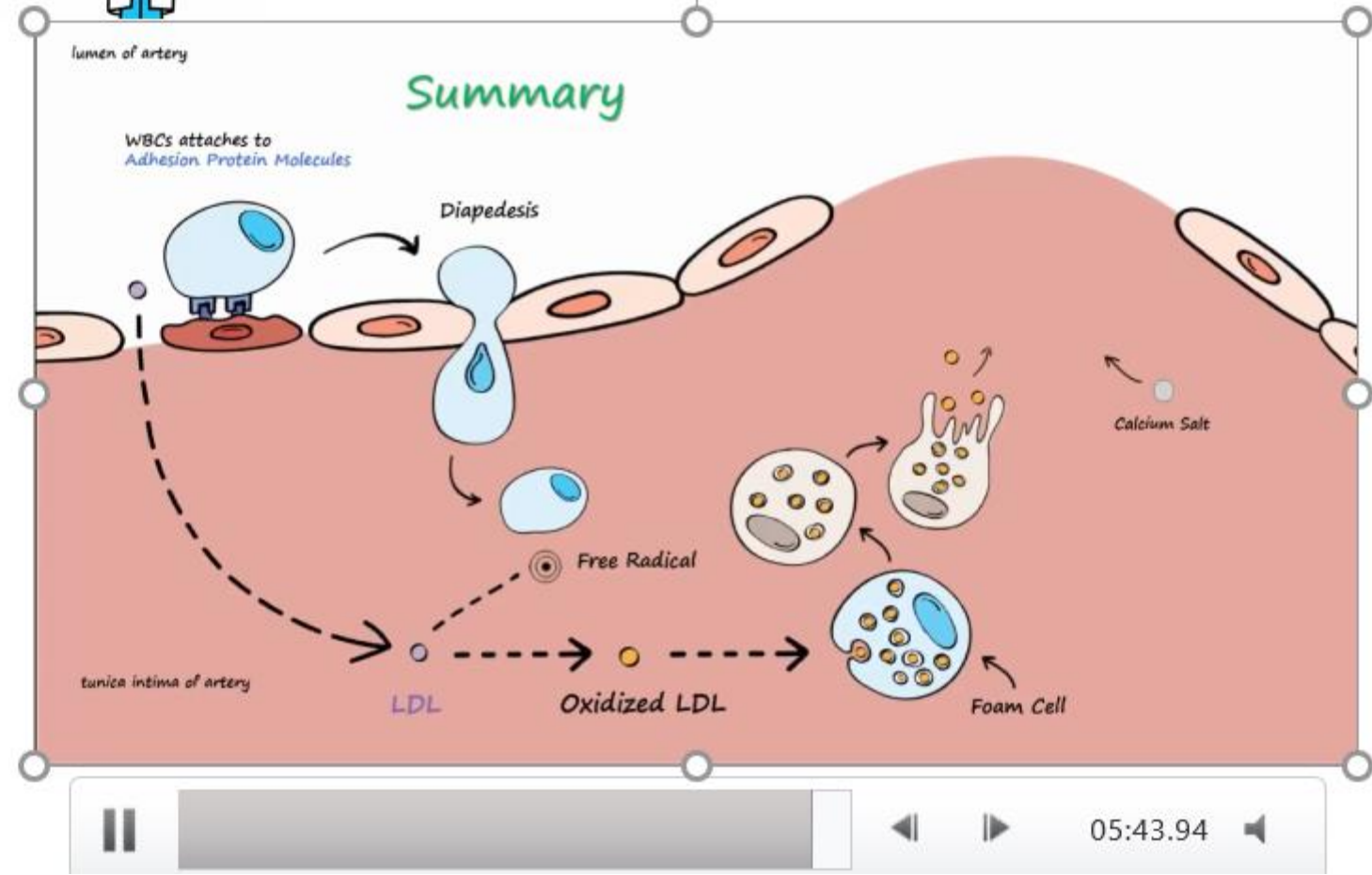


Backward Design





Patho Video



**THANK YOU
RICARDO**



THANK YOU







Time To Climb



Open-Ended Question



Matching Pairs



Quiz



Flipgrid



Draw It



Collaborate Board



Poll

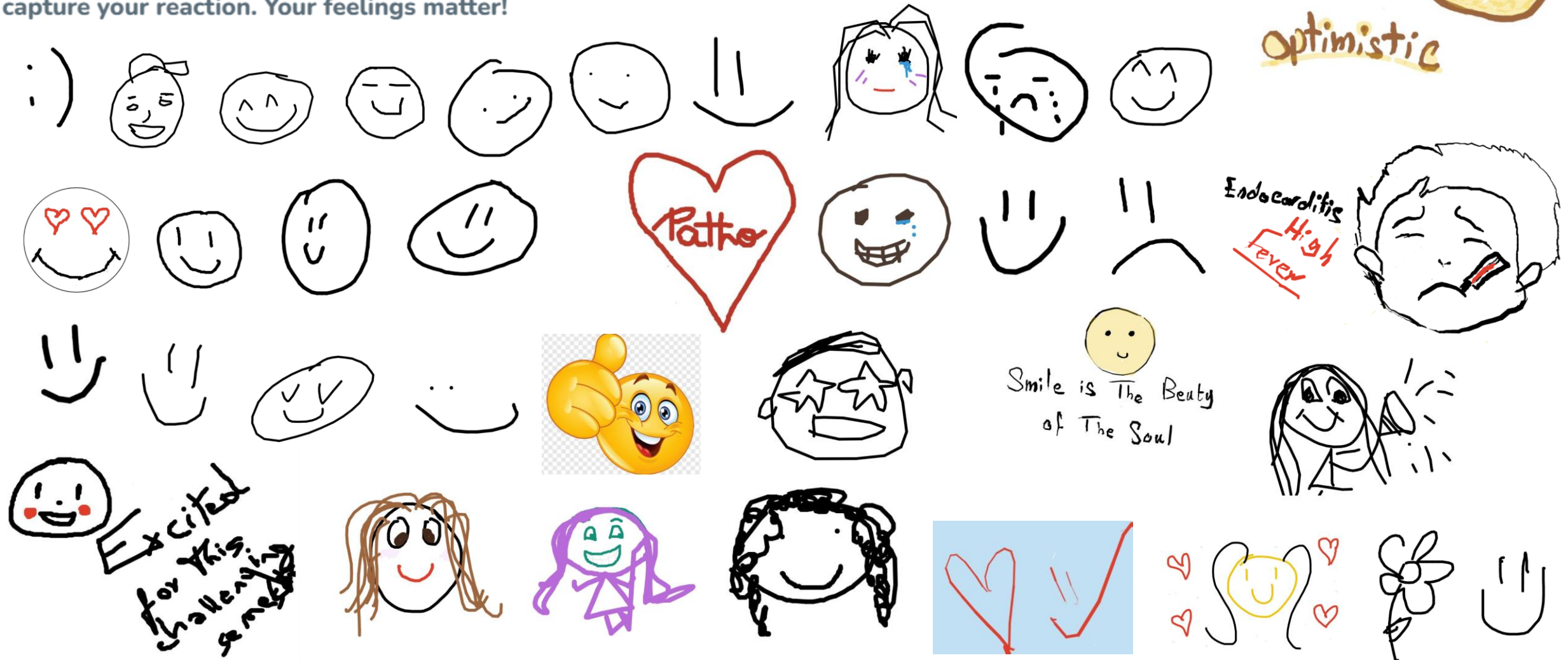


Fill in the Blanks

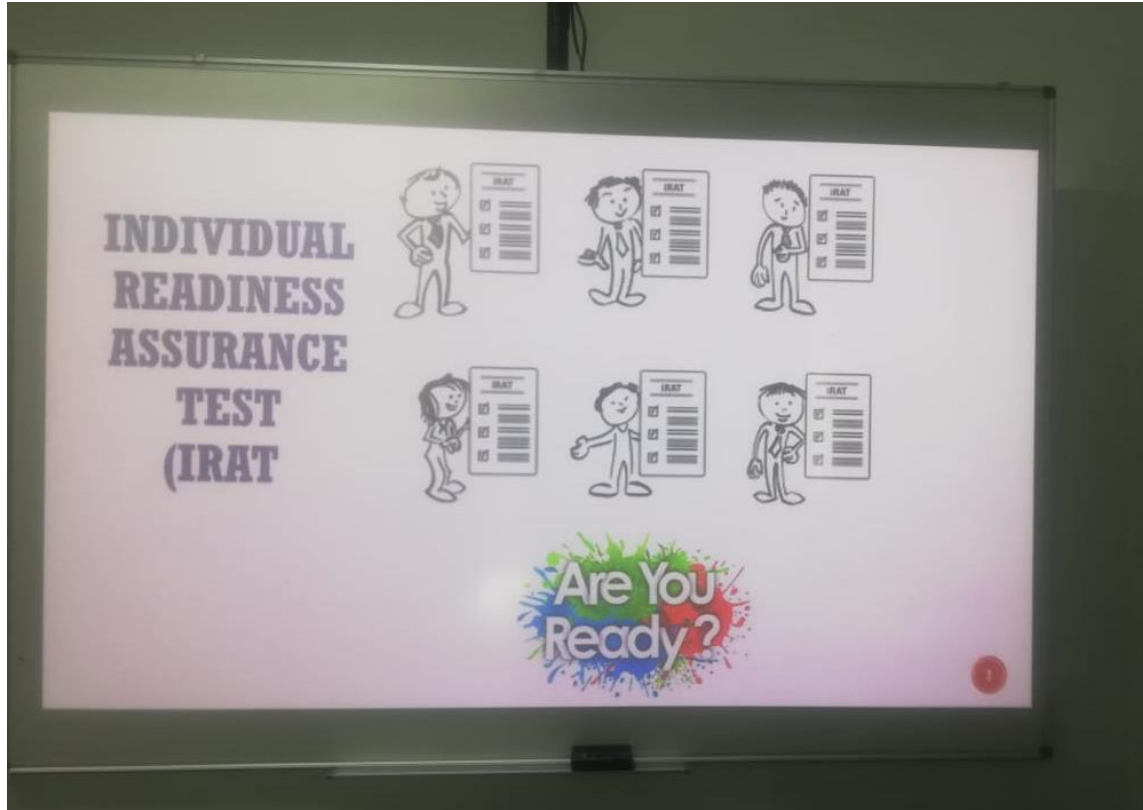


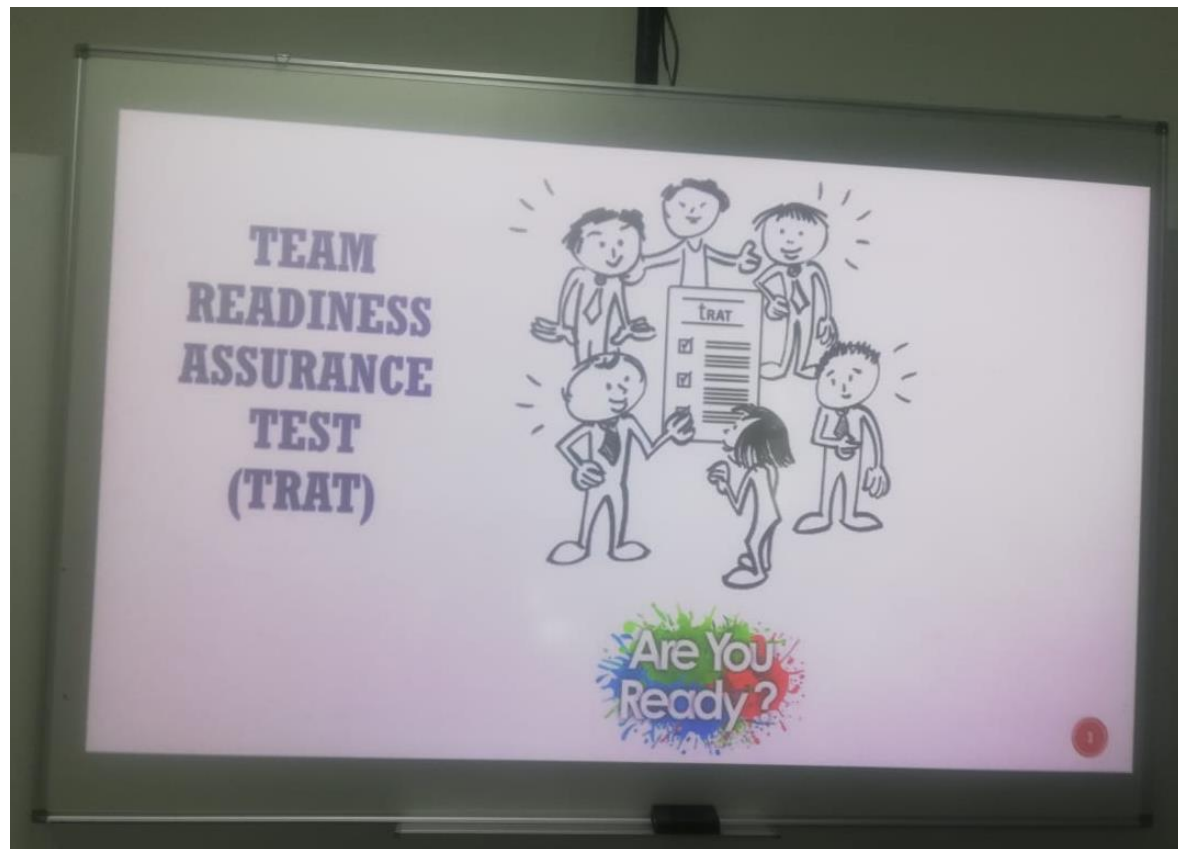
Memory Test



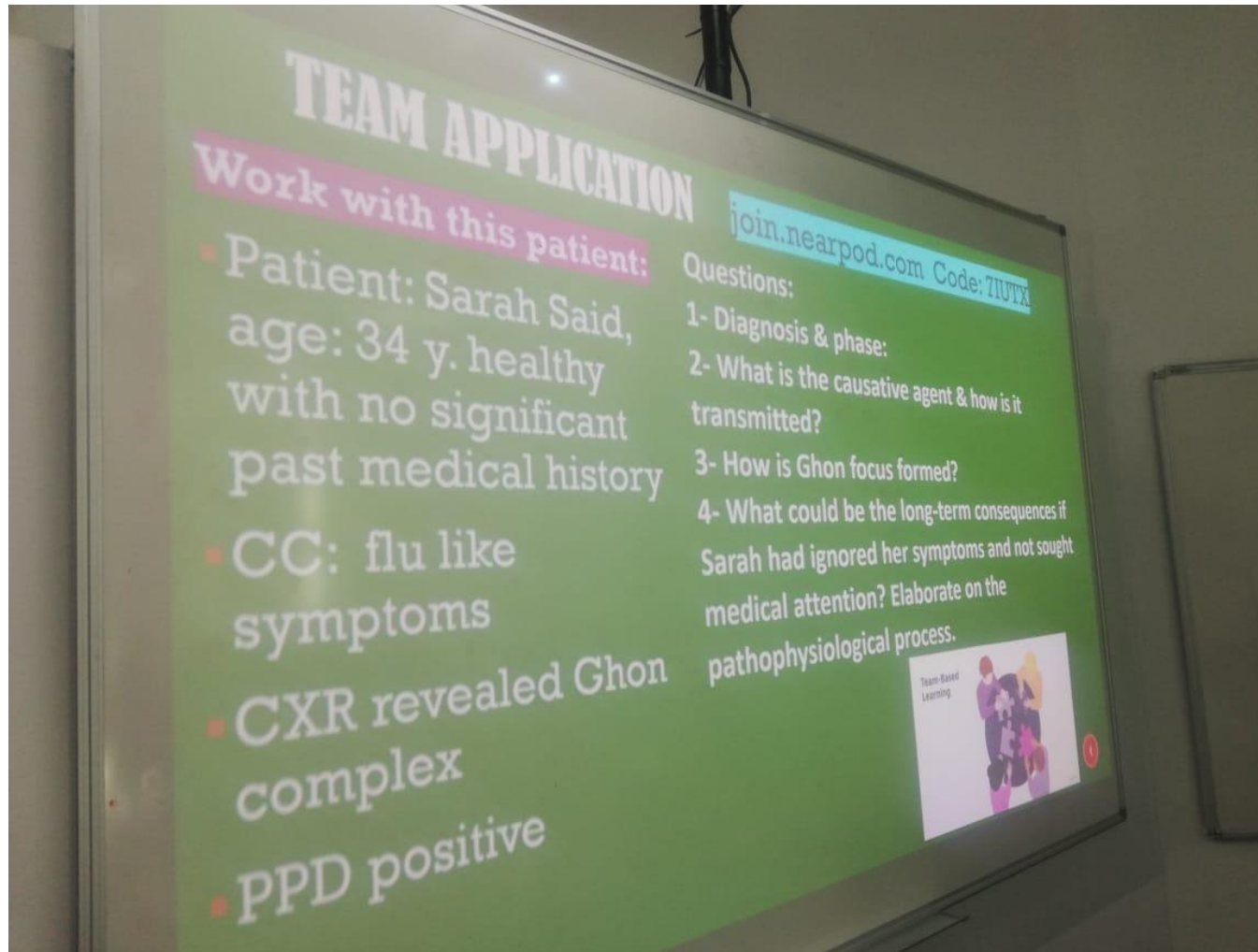


Classroom Redesign





IRAT / TRAT / Team application: Teacher's role



TEAM APPLICATION

Work with this patient: join.nearpod.com Code: 7UUTX

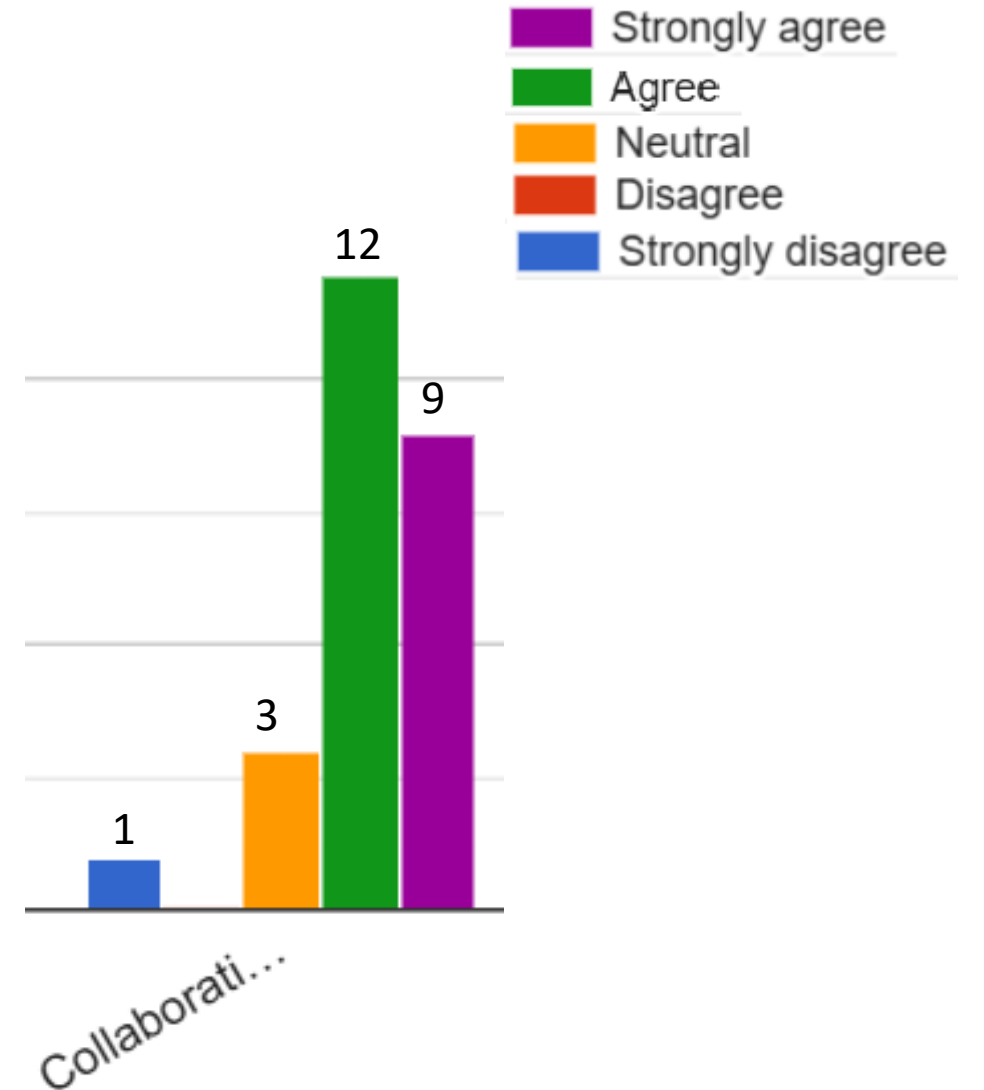
- Patient: Sarah Said, age: 34 y. healthy with no significant past medical history
- CC: flu like symptoms
- CXR revealed Ghon complex
- PPD positive

Questions:

- 1- Diagnosis & phase:
- 2- What is the causative agent & how is it transmitted?
- 3- How is Ghon focus formed?
- 4- What could be the long-term consequences if Sarah had ignored her symptoms and not sought medical attention? Elaborate on the pathophysiological process.

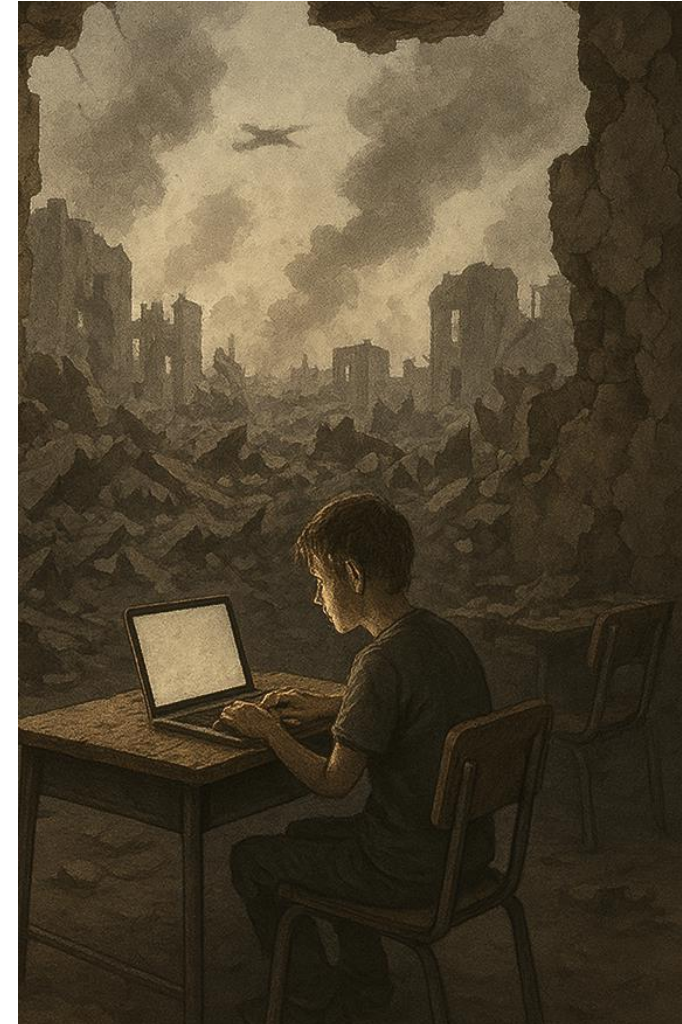
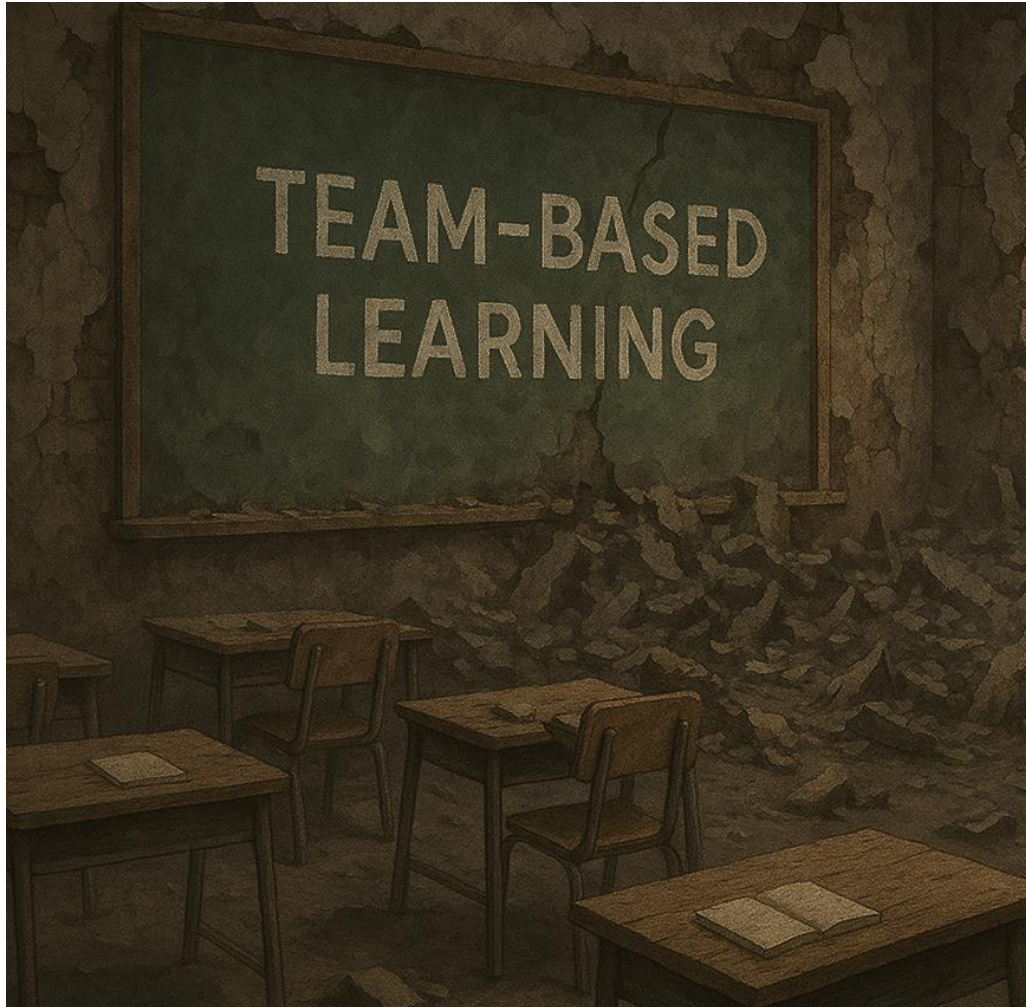
Team-Based Learning





Collaboration with my team members during class contributed positively to my learning

Impact of War: Team-based work suspended Continued with IRAT after resuming online teaching



The course sections:

First part: (My part was taught using TBL)

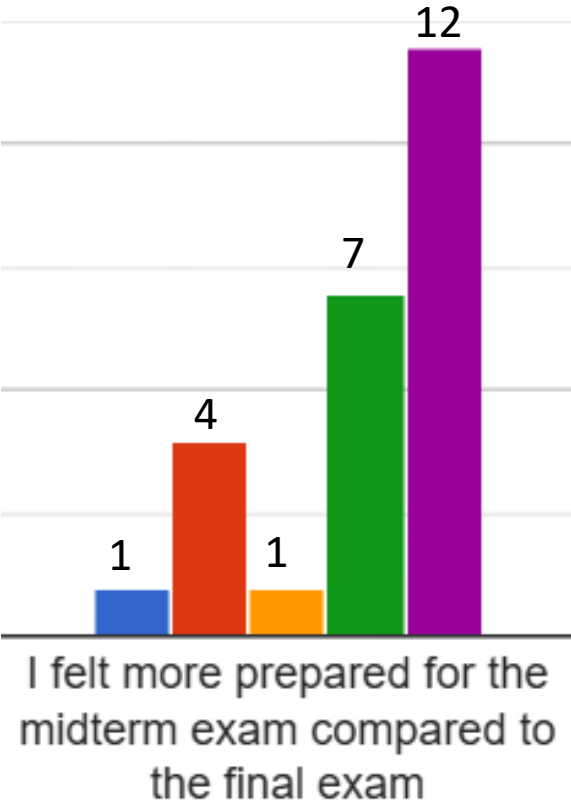
- 7 in-person sessions
- 7 online sessions

Second part: (Co-instructor's part)

- In-person

- **Midterm Exam:** Covered the first part of the course.
- **Final Exam:** Covered the second part of the course.

	Midterm exam	Final exam
A	9	1
A-	1	1
B+	3	1
B	1	3
B-	2	0
C+	1	6
C	2	5
C-	4	2
D+	4	4
D	1	2
F	2	5



A ≥90	B+ 83-86	C+ 73-76	D+ 63-66	F < 59
A- 87-89	B 80-82	C 70-72	D 60-62	
	B- 77-79	C- 67-69		

Academic year-wise comparison of grades between TBL and Lectures.

Academic Year	Instruction Method	Exam Grades (N)									
		A+	A	B+	B	C+	C	D+	D	F	Total
First	Lecture	0	3	2	8	5	7	3	3	3	34
	TBL	1	7	11	11	3	0	0	1	0	34
Second	Lecture	4	4	5	14	13	10	0	6	4	60
	TBL	6	33	15	6	0	0	0	0	0	60
Third	Lecture	4	8	10	10	3	5	0	1	3	44
	TBL	0	13	23	7	1	0	0	0	0	44

Nawabi S, Bilal R, Javed MQ. Team-based learning versus Traditional lecture-based learning: An investigation of students' perceptions and academic achievements. Pak J Med Sci. 2021 Jul-Aug;37(4):1080-1085. doi: 10.12669/pjms.37.4.4000. PMID: 34290787; PMCID: PMC8281172.

"TBL was really beneficial and that became more evident when we were studying for the final."

"The difference between the midterm and the final was that for the midterm I felt like I know this chapter and I went over it multiple times."

"Studying for the final was overwhelming and I felt like I wasn't confident entering the exam room."

"The professor mentioned that the last chapters were lighter and more straightforward but trust me we didn't feel this way."

C. Suggestions that might improve the course experience

What were the best aspects of this course?

Comments

The IRAT helped me study day by day

This course is important as we will use it in our clinicals and jobs later.

Her implementation of irat and tbl was good it made us really familiar with the material that improved our understanding during class and for the midter

The Irat was an effective method making sure we study in time

By approaching the end of the semester, I believe that the way Mrs.El Hajj used to help us acquire the information (watch videos before class–assesment in them etc..) helped us acquire the course material better.

It was greatttt

I would like to provide feedback on the pathophysiology course, particularly regarding the structure, workload, and teaching methods. At the beginning of the semester, when Mrs. Madeleine introduced the IRATS (Individual Readiness Assurance Test) for us, I found it to be an incredibly effective teaching method. The way the material was presented through a combination of animations, videos, and text-based slides provided a comprehensive approach to learning. This allowed us to study the material visually, which helped in grasping complex concepts more easily.

Furthermore, the use of both individual quizzes and team-based assessments proved to be a highly effective strategy. The individual quizzes helped me to assess my understanding of the material, while the team quizzes facilitated collaboration. This teamwork allowed us to learn from one another, exchange knowledge, and strengthen our understanding of the content. I found that the group work encouraged a sense of accountability, as we had to help each other and make sure that everyone understood the material thoroughly.

One of the best aspects of this approach was the structured learning plan. The deadlines and rules set for us created a sense of discipline, which helped keep the students on track and ensured that we were using our time wisely. This method prevented procrastination and encouraged us to study consistently, ultimately improving our chances of achieving better grades. It also ensured that we were focusing on the right material at the right time, which is crucial for understanding pathophysiology.

**COULD
IRAT
BE THE MOST
IMPORTANT
COMPONENT
OF TBL?**



