Driving Critical Thinking with Team-Based Learning (TBL)

Bill Roberson and Tine Reimers
University at Albany, State University of New York

Thursday, January 31
1:30–3:30 p.m.
Milton Hall Room 50

TBL is not what you might think. We’ve come a long way since we started putting students into groups for cooperative or collaborative activities. TBL is a more comprehensive, systematic approach to course design and organization that (1) raises the bar for student intellectual engagement, 2) puts a premium on students’ responsibility for their own learning, (3) ensures extensive practice in analytical and critical thinking, and (3) holds students accountable for their work both as individuals and as members of a group. The method, developed by Larry K. Michaelsen, is effective in all disciplines and in classes of all sizes. In this workshop participants will experience specific TBL practices, and experience the dynamic unique to the TBL classroom. Even if you don’t become a TBL devotee as a result of this workshop, you’ll experience several pedagogical principles that are transferable to nearly all classrooms, however they are organized.

Bill Roberson, Ph.D. Since entering academe in 1987 as a faculty member and later as a faculty development professional, Bill Roberson has been in pursuit of teaching excellence—for for individual instructors, for academic programs, for institutions, and for himself. His primary area of interest is the design of courses, activities and assignments that ensure intellectual engagement of students and the development of their ability to think critically. His career in university faculty development includes positions at UNC-Chapel Hill, Indiana University and the University of Texas at El Paso. He served as founding executive director of the Instructional Support Services division of the University of Texas-El Paso and came to New York in 2006 to establish the Institute for Teaching, Learning, and Academic Leadership at the University at Albany, State University of New York.

Tine Reimers, Ph.D., has been a university teacher in settings ranging from large Research I institutions to small colleges, including international appointments in France and Japan, as well as institutions in multiple regions in the US. Her 20 years of classroom experience, overlapping with 15 years in faculty and instructional development, have helped her build a thorough understanding of the strategies best suited for effective learning in higher education. After positions at UNC-Chapel Hill and Indiana University, she went on to direct the Center for Effective Teaching and Learning at UT-El Paso for 6 years, before serving as founding Executive Director of the NSF ADVANCE program at Cornell University. She was most recently hired as Director of Faculty Development at the University at Albany, State University of New York.