

TEACHING AND LEARNING IN HIGHER EDUCATION



# Using Group-based Learning in Higher Education



EDITED BY  
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# Using Group Based Learning In Higher Education

**JE Gale**



## **Using Group Based Learning In Higher Education:**

Using Group-Based Learning in Higher Education Roy Gregory, 2017-06-28 The research papers and case studies contained in this volume explore the technique of group work in higher education The contributors explore project work self development groups the management of group projects peer evaluation and learning team techniques *Using Group-based Learning in Higher Education* Gregory, Roy, Thorley, Lin, 2013-09-13 The research papers and case studies contained in this volume explore the technique of group work in higher education The contributors explore project work self development groups the management of group projects peer evaluation and learning team techniques **Team-Based Learning** Larry K. Michaelsen, Arletta Bauman Knight, L. Dee Fink, 2002-12-30 Team learning is an especially powerful way of using small groups Different authors have used different terms when writing about small groups learning groups collaborative learning cooperative learning and team learning Despite the varying terminology all refer to the same idea putting individual students in a class into small groups for the purpose of promoting more active and more effective learning By creating a course structure that involves small groups in the initial acquisition of course content in learning how to apply that content and in the assessment of student learning the procedures of team learning offer teachers an extremely powerful tool for creating several kinds of higher level learning The key to using this tool successfully lies in understanding a few key principles of team dynamics and then learning how to apply those principles to specific subject matter and in a variety of teaching situations This book explains those principles and shows how team learning transforms the structure of the course transforms small groups into teams and transforms the quality of student learning **Peer Learning in Higher Education** David Boud, Ruth Cohen, Jane Sampson, 2001 In everyday life we are learning continually from each other Whatever the situation most of us draw on the knowledge skills and experience of our friends and colleagues Within any educational setting learners naturally engage in informal peer learning to make sense of their course test their ideas and share their concerns This book explores how educators can formalise the use of this powerful approach to learning and shows how to understand encourage and make explicit reciprocal peer learning It investigates how peer learning can be integrated into the design and delivery of courses in higher education and looks at what role it can play in encouraging more effective learning Based on the experiences of a leading team of educators the book draws on the practical guidance of those working with formalised peer learning and explores what is peer learning and how can it help students how to introduce and foster peer learning ways of learning effectively the benefits and limitations of peer learning issues that need to be considered by teachers and students Reciprocal peer learning is an approach to teaching and learning of growing interest in higher education today This book considers the benefits and issues for those in higher education It will guide educators course developers and academic leaders to review the implications of their teaching and learning roles With practical consideration of issues such as assessment planning student resistance and reduced resources it will be valuable reading for many in higher further and

continuing education *Teaching with Team Projects in Higher Education* Janice Whatley, Chrissi Nerantzi, This book has arisen from a Higher Education Academy funded workshop held in October 2012 to bring together academics who regularly use team projects in their teaching in higher education The attendees at the workshop were all devoted to using team projects in some form or other and at the event they shared best practice In closing the workshop there was agreement that the reported good practice and ideas could be shared more widely so the concept of this book was born Many ideas in the book may not be new but this is the first time descriptions of a wide range of activities and effective practice has been put together in one volume together with discussion of the issues that commonly arise to offer suggestions for avoiding or reducing the impact of difficulties for learners In making the volume free to read online we hope to reach a wider readership including those short of resources who may obtain ideas and insights into the practice of using team projects in their discipline from which they can develop new activities with some justification Contributions were sought from further afield than the workshop attendees to also allow for effective practice to be shared from those unable to attend the workshop Many of us in higher education use team projects in our teaching with varying degrees of success in that the many issues that may arise often prevent the activity from being completely successful Professionals in Higher Education who teach or who support learning often achieve success in some areas and can be said to be applying effective practice it is by bringing together cases that present good or effective practice that potential solutions to issues arising in others implementations may be found *Small-group Learning in Higher Education* Neil Davidson, Claire Howell Major, Larry K. Michaelsen, 2014

Interdisciplinary Research in Engineering: Steps towards Breakthrough Innovation for Sustainable Development Aurel Vlaicu, Stelian Brad, 2013-06-27 Selected peer reviewed papers from the Interdisciplinary Research in Engineering Steps towards Breakthrough Innovation for Sustainable Development INTERIN 2013 25 February 1 March 2013 Cluj Napoca Romania Boletin Internacional de Bibliografia Sobre Educacion, 1996 **Team-Based Learning in the Social**

**Sciences and Humanities** Michael Sweet, Larry K. Michaelsen, 2012-03-27 Team Based Learning TBL is a unique powerful and proven form of small group learning that is being increasingly adopted in higher education Teachers who use TBL report high levels of engagement critical thinking and retention among their students TBL has been used successfully in both small and large classes in computer supported and online classes and because it is group work that works it has been implemented in nearly every discipline and in countries around the world This book introduces the elements of TBL and how to apply them in the social sciences and humanities It describes the four essential elements of TBL readiness assurance design of application exercises permanent teams peer evaluation and pays particular attention to the specification of learning outcomes which can be a unique challenge in these fields The core of the book consists of examples of how TBL has been incorporated into the cultures of disciplines as varied as economics education literature politics psychology and theatre The authors explain why they felt a need to change how they taught and why they chose TBL Furthermore each chapter provides

examples of the assignments and exercises they use to help their students achieve the specific learning outcomes of their courses At a time of increasing course sizes and emphasis on learning outcomes TBL offers the means to meet such demands while connecting students to their coursework and stimulating their intellectual engagement Government Reports

Announcements & Index ,1988 **International Journal of Continuing Engineering Education** ,2001 **Working in Groups** Isa N. Engleberg,Dianna Wynn,2000 Working in Groups provides students with strategies for using theory and contemporary research findings to enhance group communication group productivity and member satisfaction

**Distributed Problem-based Learning** Ulric Björck,2004 Journal of Engineering Education ,1999

*Problem-Based Learning in the Information Age* Dave S. Knowlton,David Sharp,2003-10-30 This issue provides information about theories and practices associated with Problem based learning PBL Partially because of changes in the Information Age that are transforming the nature of knowledge and the types of problems that people face professors are adopting PBL in order to facilitate a broader and more up to date role of what it means to learn Professors will encounter however their own set of problems when designing and implementing a problem based curriculum Not unlike PBL assignments to their students the issues and obstacles professors will encounter require practical solutions The authors of this issue have practical experience in the design and implementation of PBL Based on their experiences they offer insightful commentaries and useful guidelines about various aspects of PBL These guidelines include ideas for designing useful problems that can serve as the basis of PBL activities creating environments conducive to problem solving facilitating students problem solving activities and assessing students efforts in problem solving This is the 95th issue of the quarterly journal *New Directions for Teaching and Learning* **Proceedings of the Annual Convention** National Association of State Universities and Land-Grant Colleges,1904 **Studies in Higher Education** Purdue University. Measurement and Research Center,1930 **Bulletin** United States. Office of Experiment Stations,1909 **Otto E. Miller, Plaintiff-Respondent, Against Fred W. Smythe, Defendant-Appellant** , **Nelson's Perpetual Loose-leaf Encyclopaedia** ,1920

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