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IITG Project Title 2014-Stony Brook-Timoney-Implementation of Team-Based

Have you applied for, or received additional funds? (choose all that apply):

- Other (please specify in text box below)

Plan to apply for private funding to continue implementation of TBL and dissemination of results.

1st Choice: Connected Learning Models

Connected Learning Models

- Team-Based Learning

2nd Choice: Instructional Design

Instructional Design

- Hybrid/Flipped/Blended Learning
- Online Education
- Student Engagement

3rd Choice: Instructional Technologies

Instructional Technologies

- Cloud-Based Teaching & Learning Environments

What recommendations would you make to scale-up or share your project more broadly (within an educational sector, or perhaps SUNY-wide)?

Implementation plan has been shared at several national and local conferences via poster presentations. Results have been shared at two national conferences via podium presentations and the abstract has been selected for two additional conferences in the upcoming year, with one pending.

If you would like to create a community of practice within the SUNY Learning Commons, please describe "members of your community" who would be most interested in your outcomes. Please be specific (e.g., math faculty, instructional designers, student services, registrars, administrators, accreditation or assessment specialists).

Distance education faculty

Do you intend to create an ongoing "Community of Practice" within the SUNY Learning Commons to continue work and dialog regarding this project?

Yes

Overall, how successful was IITG in meeting your project goals? (You may elaborate on your response in the final question if not addressed elsewhere.)

Very successful

Do you wish your current abstract to be used?

No

If you wish to re-word the abstract to reflect updates or outcomes, you may do so in this text box (please keep it brief less than 150 words - you can expand on this in your files and links)

The learning activities of the neonatal pharmacology course were revised to incorporate principles of team-based learning. Learning activities consisted of individual reading assignments, completion of individual readiness assurance tool, followed by a team assignment, and completion of a group readiness assurance tool. Team clinical applications were completed and posted on a discussion board to be reviewed by all students in the course. A validated assessment tool adapted from Gomez et al measured students' perceived learning, motivation, engagement, and satisfaction. Individual pre-test and examination scores were compared with the scores of students in the course as it was previously delivered.

Findings of this study demonstrated effectiveness of TBL as a teaching strategy in distance education. Implementation of TBL in the NNP program introduced the concepts and skills necessary to build effective teams while promoting student learning. Team-based learning complements the use of evidence based

practice. Effectiveness of TBL as a teaching pedagogy in this course will lead to expansion of TBL in other distance education courses.

File One Upload and Brief Description

- Full abstract
- [Timoney-Poster-Abstract.docx](#)

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