

**Team-Based Learning Collaborative**  
**Key Competencies for Team-based Learning Certifications**

Please review these competencies and reflect on your own practice and understanding of TBL. The competencies help define your learning goals as you progress toward certification as a TBL practitioner or trainer-consultant. Candidates are not expected to demonstrate all competencies at the time of application for certification. The goal is to establish your current competency level and help you work toward achieving the competencies necessary for certification. The TBLC Training and Certification Committee wants to be flexible in affirming various pathways for achieving these competencies.

Six key competencies have been established to offer guidance to individuals who seek certification. These competencies may also be used by educators as (1) a basis for self-evaluation and (2) a stimulus and guide for future professional development. An experienced trainer-consultant certified by the TBLC will be assigned as a coach/mentor to all candidates seeking certification.

**Two types of certification are available: (1) practitioner of TBL; (2) trainer-consultant in TBL**

The four key competencies for certification as **practitioner of TBL** are:

- KC1 – Have a fundamental understanding of TBL
- KC2 – Be able to create a complete TBL module
- KC3 – Design and implement a peer evaluation process
- KC4 -- Demonstrate effective facilitation skills

Two additional competencies (6 altogether) are required for certification as a **trainer-consultant in TBL**:

- KC5 – Deliver basic TBL workshops for educators
- KC6 – Mentor and guide others in their practice of TBL

**KC 1 = Fundamental Understanding of TBL**

***Objective:** Candidates will establish understanding of essential TBL principles and practices, forming a foundation for development of all other competencies.*

**Questions** - What is TBL? How is TBL different than other forms of group learning? What are the key components of TBL? How do learners and facilitators interact during a TBL session? What is the optimal instructional sequence in TBL?

**Topics** - accountability for learning, motivation for learning, readiness assurance process, application activities, peer evaluation

Mentees must demonstrate a fundamental understanding of TBL and how it differs from other instructional methods. This includes, but is not limited to, the “4 S” criteria for applications, the difference between “make a list”, “make a choice”, and “make a specific choice” application activities, the fundamentals of team formation, strategies for orienting learners, the readiness assurance process, backward design of instructional modules or courses, peer evaluation, and accountability of individuals, teams, and faculty in TBL.

## KC 2 = Creating a Complete TBL Module

**Objective:** *Candidates will be able to create a TBL module from scratch or convert a conventional instructional unit (e.g. lecture, small group discussion) into a TBL module.*

**Topics** – learning objectives, writing quality multiple choice questions, application activities, readiness assurance test, selection of learner’s preparatory assignments.

Candidates will be able to create a TBL module from scratch or articulate the conversion process for a conventional instructional unit (e.g. lecture) into a TBL module. The complete module must include learning objectives, application(s), readiness assurance test (RAT), preparatory study assignment, and a faculty guide for using the module. Ideally, each application and RAT question should be linked to one or more learning objectives. The complete module must be designed by the candidate and facilitated in a live session. Candidates who co-design a new module must contribute at least 50% of the work.

## KC 3 = Peer Evaluation Process

**Objective:** *Candidates will be able to design an effective peer evaluation process for a course or series of instructional units (modules).*

**Topics** – formative peer evaluation, summative peer evaluation, self-evaluation, qualitative evaluation, quantitative evaluation, grade weighting, logistics

Candidates will understand and be able to describe the strengths and weaknesses of different peer evaluation approaches (quantitative vs. qualitative, formative vs. summative, etc.). They will be able to explain why approaches may vary according to specific instructional contexts and learning cultures. To demonstrate competency, the mentee will describe the complete peer evaluation implementation used in their setting OR describe what would be done (in situations where the mentee cannot implement peer evaluation because of external/institutional constraints).

## KC 4 = Facilitation Skills

**Objective:** *Candidates will be able facilitate TBL effectively in a variety of environments.*

**Topics** – classroom logistics and management, methods for facilitation of engaged discussion, rationale and methods for co-facilitation, evaluation of facilitation skills by peer educators and learners.

Candidates will successfully facilitate TBL in a variety of contexts and situations, such as classrooms, online, educators’ workshops, and partnering with educators from different disciplines. Specific skills include the ability to draw out the thinking of the learners, framing questions to motivate engaged inter-team discussion, time management, and appropriate role of faculty content experts. Candidates should model activities that promote the development of high performing learning teams.

## **KC 5 = Delivering Basic TBL Workshops**

**Objective:** *Candidates will be able to effectively deliver basic TBL workshops for educators.*

**Topics** – development and/or selection of preparatory study materials, readiness assurance questions, and application activities, timing, sequencing, and logistics including team formation, use of materials, printed resources, mechanisms for simultaneous reporting, and visual aids.

Candidates will design or adapt learning activities for a basic TBL workshop and deliver that workshop. The workshop should include, but not necessarily be limited to, “Fundamental principles and practices of TBL” (“TBL 101”) and “How to Create a Module”. The workshops should be appropriate for a variety of educational settings.

## **KC 6 = Mentor and Guide Others with their TBL Practice**

**Objective:** *Candidates will be able to effectively mentor another educator to improve existing knowledge, skills, and implementation of TBL.*

**Topics** – review of context and situational factors, review of TBL components (objectives, application activities, readiness assurance, peer evaluation, preparatory assignments), review of logistical considerations (team formation, classroom configuration, and student orientation process).

TBL practitioners and trainer-consultants often teach in new instructional contexts and are asked to provide concise targeted feedback for improvement of existing TBL programs. The candidate will establish a mentoring relationship with at least one other educator for the purpose of developing that person’s skills in TBL. It is important to be able to discern the particular factors which enable the success of a mentee. Are proper incentives being used? Do learners understand and buy into the TBL process? Are there too many RATs? Is the size and composition of teams an issue? What is the instructional context surrounding the course? (type of program, student attributes, attitudes of students and faculty, culture norms). The candidate will submit, as part of their portfolio for certification, a complete TBL module of instruction developed and implemented by her/his mentee.

Revised, August 2019, PK

Approved by Training-Certification Committee: