Student’s Perspective of Teaching Skills in Team-based Learning

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Purpose: Previously we described the implementation of Team-based Learning (TBL) at the Medical University of Vienna (1). The present study examines the student’s perspective of desirable teaching skills for facilitating TBL.

Methods: The narrative evaluation approach in which students respond with their own statements to open-ended questions was used. Multiple statements were encouraged. Paper-based surveys were distributed to students at the end of TBL courses in the 4th year of the medical curriculum in the academic year 2012/13. Open-ended survey responses were qualitatively analysed according to Miles and Huberman (2). Subjects emerged from open coding and frequency counts.

Results and Conclusions: 147 students participated in the courses. The response rate was 78% (n=115, 54% females). Most commonly listed characteristics of effective TBL instructors were “Communicate effectively and are rhetorically skilled” (54%), “Enhance motivation through personal enthusiasm” (43%) and “Are appreciative and sensitive to student achievement” (42%). The most important characteristics of ineffective TBL instructors were identified as “Show poor rhetoric qualification” (51%), “Behave arrogant and dictatorial” (36%) and “Provide unclear and confused explanations” (35%). Thus our results indicate that even in 4th year students style is valued more highly than substance.

References: