

Team-Based Learning: Pedagogy Used in Teaching Numeracy for Special Needs Students

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Abstract

Team Based Learning (TBL) – a modified flipped classroom approach was implemented in 2015 to achieve the following: a) customise the learning according to students' abilities and interests to keep students engaged; b) develop self-directed learners; c) develop social skills and d) promote staff collaboration to improve their pedagogical practices. In TBL, first group of students (2-6) learn content customized for them via videos uploaded online independently. All these video clips are uploaded in google website for students to access from school and from home. They view video-clip several times until they gain mastery. Next, student will attempt an Individual Test (5 MCQ questions). Then students get into their teams to attempt the test as a Group. This segment provides opportunities for students to verbalise their understanding, practise their social skills and learn to compromise to arrive at a final answer. They then check their answer using the 'IFAT card' (Immediate Feedback Assessment Technique). If response is correct, a 'star' will be revealed on scratching the card and a blank if incorrect. The whole process is repeated until the star is revealed. Students do a peer evaluation to check effectiveness of their teamwork. Teacher gets to evaluate the effectiveness of TBL by observing students in action and viewing scores from both the individual and group tests. TBL has changed students from passive to active learners. Students can now learn at their own pace in the absence of the teacher using online resources. This is a relevant skill for them to practise continuous learning when they leave school. Through TBL, students can select the content they want to review. In small groups, they are more forthcoming to share their views, learn to accept differing views and make consensus. Survey results show that TBL has made learning more exciting for the students. TBL has allowed staff to do differentiated teaching. While teacher attends to one group, another group can be actively working on their own using TBL. Through preparing the customised TBL resources, staff work as a team, taking collective responsibility for students' learning and outcomes through actively calibrating their teaching practices with their peers.