

# Implementing and Evaluating Team-Based Learning in Undergraduate Medical Education :An Action Research Approach

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**Background:** Traditional teaching methods are often perceived as monotonous by students, limiting engagement, opportunities for clarification, and assessment of understanding. The NMC curriculum also mandates that two-thirds of theory teaching hours be through small group teaching (SGT). However, large batch sizes and inadequate faculty make SGT challenging. Thus, there is a need to innovate methods, like Team-Based Learning (TBL), for large group settings to promote active student engagement.

**Aims and Objectives:** This project aimed to implement and evaluate TBL within the Pediatrics curriculum for 3rd Professional MBBS students.

**Methodology:** This ongoing action research educational project, initiated in August 2024 at a medical college in Haryana, India, follows a mixed-method design with quantitative and qualitative analyses. After institutional ethics committee approval, 133 students from one batch of MBBS, currently in their 3rd Professional Phase I were enrolled and oriented to TBL pedagogy. Two TBL sessions were conducted one month apart for 14 teams of 8-10 students each. Feedback was collected from students and faculty after each session, contributing to iterative improvements.

**Results:** In the first session, 81 out of 133 students (60.9%) attended the classroom phase, with 97.5% scoring  $\geq 50\%$  in iRAT, and all teams scoring  $\geq 60\%$  in gRAT. The second session saw 86 students (64.7% attendance) with similar performance in iRAT and gRAT. Faculty mentioned about additional effort required in pre-classroom phase the faculty mentioned that this teaching method requires more effort investment from the faculty in pre-classroom phase but also that the satisfaction on the students' faces makes it worthwhile. Based on student feedback, adaptations in logistics and team roles were made during the second session.

**Conclusion:** Students highly valued TBL for its interactive nature, teamwork, and improved understanding of topics. The pre-class preparation and problem-solving approach enhanced their learning experience. Students expressed interest in expanding TBL to other subjects due to its perceived effectiveness over didactic lectures.

**Keywords:** Innovative Teaching Learning Methods, Team Based Learning, Undergraduate Curriculum

## References

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