Team-Based Learning (TBL) Implementation in General Embryology at the Faculty of Medicine – Jazan University, KSA

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ABSTRACT

Background and Objectives: Team-based learning (TBL) is composed of pre-class self-study, readiness assessment tests individually (iRAT) followed by readiness assessment tests in the team (tRAT), and peer feed evaluation. TBL was implemented in the course of General Embryology taught in the 2nd year in the Faculty of Medicine, Jazan University (FMJU), KSA, in the Male and Female Sections through the years 2015-2019. This study aims to analyze this experience in two aspects: whether it was implemented accurately, and whether it achieved the planned outcomes.

Method: TBL implementation at FMJU was calibrated against a Logic Model for TBL implementation. Methods: Data was obtained from records of students including the number of students, attendance, exam marks, and peer feedback. There was also a description of the facilities and faculty.

Results: TBL components were used, a multidisciplinary faculty was involved, and an electronic exam in iRAT replaced a paper exam, showing that there was room for improvement. Conclusion: The student shows a high percentage of attendance, high marks in the tRAT compared to iRAT and traditional exams, and high opinion about participation in teamwork.

Conclusion: We concluded that TBL deployment was successful in the early stages and achieved the desired results.

Keywords: Team-Based Learning, Self study, Faculty, Students

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