

Video Script – Team-Based Learning™ and Simulation

Team-Based Learning(tm) and Simulation are unique and powerful learning experiences that provide training participants opportunities to apply course concepts in a realistic setting.

[Camera pans around a training room at the Child Welfare Resource Center, where training participants are seated around tables in teams.]

In Team-Based Learning(tm), session participants come to the classroom prepared to learn and prepared to apply course concepts to solve real-world problems.

[A training participant sits at her desk in a cubicle; the online training is open on her computer screen.]

First, participants take online courses at their own pace prior to attending in-person classes.

[Back in the training room, an instructor passes out papers to participants.]

Next, participants take an Individual Readiness Assurance Test, referred to as an “iRat,” to determine whether they are prepared to participate in the classroom.

[The instructor holds up a T-Rat scratch card and speaks to the teams.]

Third, the participants complete the same test, but this time in small teams, which provides them the opportunity to negotiate and use their critical thinking skills to arrive at the team’s answer. This negotiation builds the participants’ ability to work collaboratively in a team format. The focus is on the rationale for answers, resulting in a more in-depth discussion and the growth of critical thinking skills.

[Teams are engaged in discussion. Close-up shot of a participant selecting answers on a scratch card.]

Participants select their agreed upon answers on a special scoring card by scratching off a coating over their answer choice. If they find a star, they have the correct answer, creating the sensation of a win. If they do not see a star, the team continues to discuss the question and attempt to correctly answer the question.

This overall process creates a high-energy learning event.

[The instructor is speaking to the teams.]

The instructor collects the scratch cards and quickly looks over them to determine which concepts were understood or problematic for the participants. If there are any concepts that are problematic, the instructor provides a brief lecture clarifying those concepts.

[Teams are engaged in discussion.]

In the next step of the TBL(tm) process, the participants, in their team, solve together realistic significant problems related to child welfare practice. Each team will be presented the same problem requiring them to make a specific choice from limited options.

[One participant in each team holds up a card with the letter A, B, C, or D on it, representing their team's selected answer. The participants engage in discussion across teams.]

A simultaneous report out of the teams' selected answers stimulates additional energy and enthusiasm for the process and motivates the participants to engage enthusiastically in the discussion focusing on how the teams arrived at their different decisions.

[The scene shifts to a different classroom set-up, this one mimicking the layout of a courtroom. A training participant is on the "witness stand" and is being questioned by an individual representing an attorney.]

In Simulation-Based Sessions participants also come to the classroom prepared to learn and prepared to practice course concepts with realistic scenarios and settings.

[A participant sits at a kitchen table with a man portraying a parent in a simulated home environment. Other participants watch from the classroom on a video feed.]

After each simulation, the participants debrief the experience with their instructor, peers, and standardized clients. In several of the simulation sessions, participants will interact with standardized clients.

[A participant is greeted by a standardized client at the doorway of the simulated home environment.]

Standardized clients are individuals who have been trained to provide a realistic portrayal of a client in a scenario and to provide meaningful behaviorally-based feedback to the participant.

[A court scene with a judge, a participant giving testimony, and standardized attorneys representing the parent attorney and the agency solicitor.]

In a court scenario, attorneys have been recruited to conduct direct and cross examination of participants to provide a realistic courtroom experience.

[Brief clips of teams engaged in discussion, simulation with standardized client, and instructor speaking.]

Through Team-Based Learning(tm) and Simulation-Based learning we are providing new child welfare professionals unique and powerful learning experiences to prepare them for child welfare practice and to build their competence, confidence, and compassion.

[End of video.]