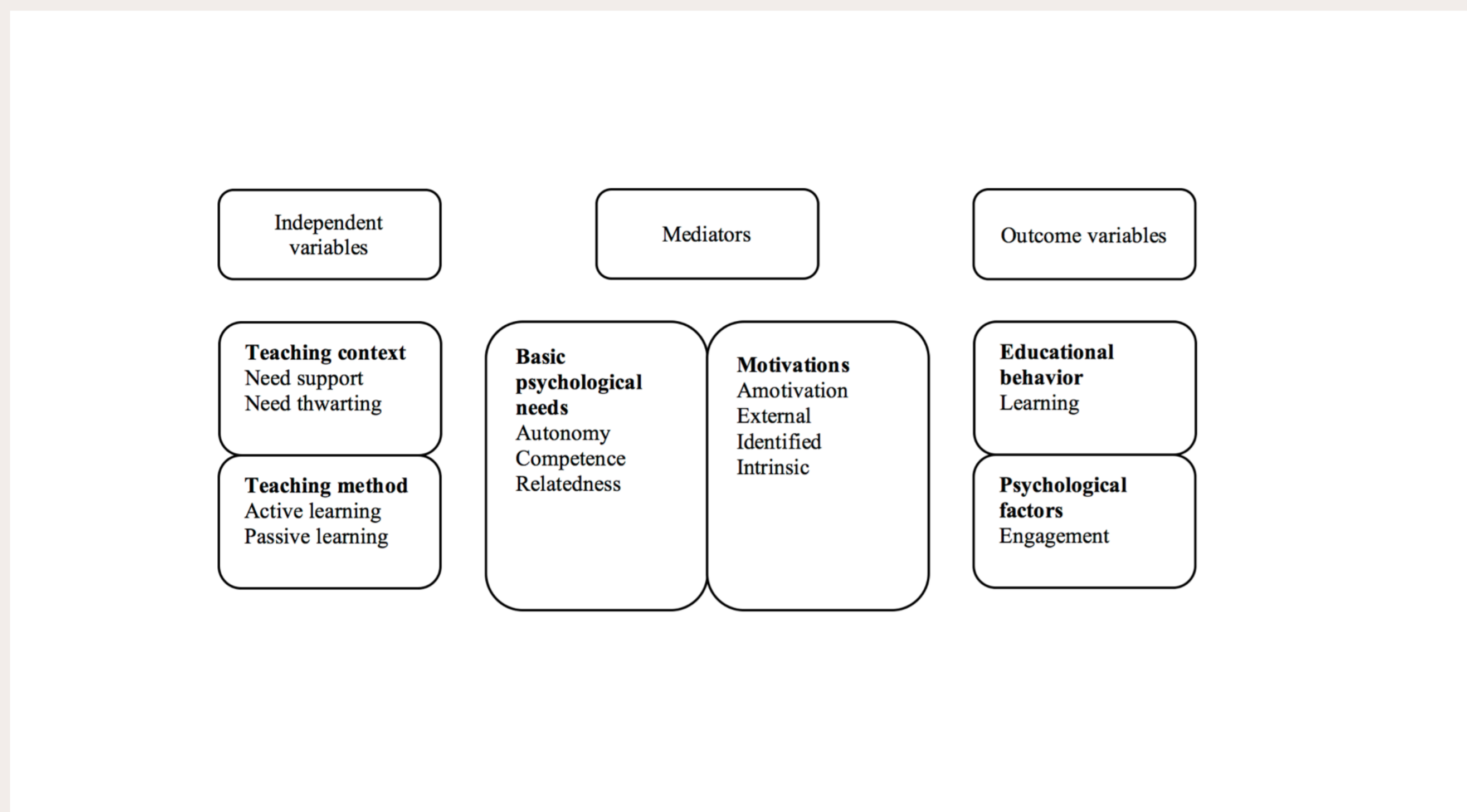


# The motivational dynamics of Team-Based Learning

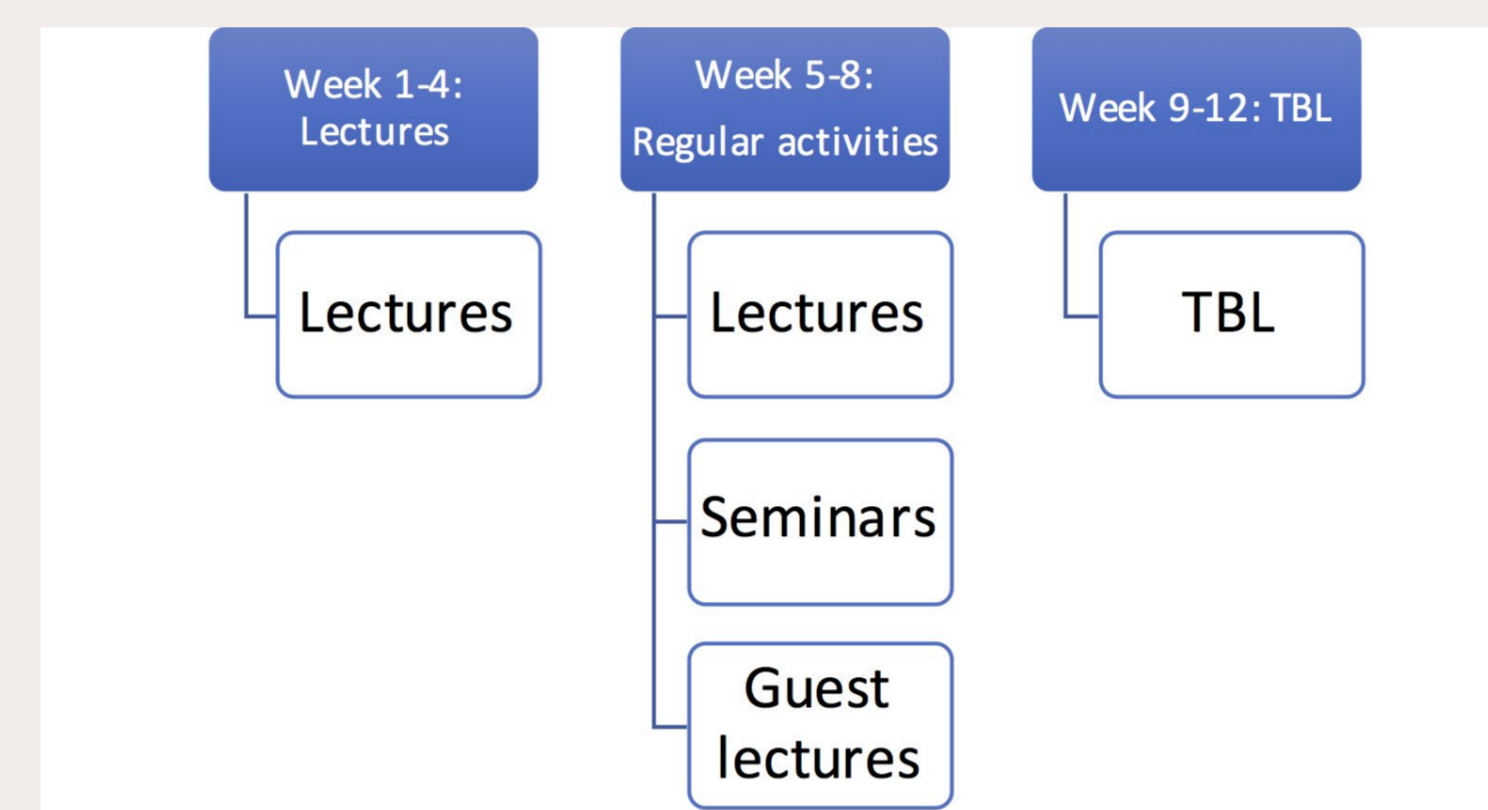
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## Methods

Sixty-four physiotherapy students participated in a quasi-experiment lasting 12-weeks.

## Procedure



## Conclusions

We have found some initial support for the motivational benefits that TBL can have on higher education students in physiotherapy.

Specifically, implementing active-learning approaches, such as TBL, compared to passive-learning approaches such as traditional lectures, could improve students' autonomous motivation, competence, engagement, and learning over time.

## ABSTRACT

We investigate the effects of team-based learning (TBL) on motivation and learning in a quasi-experimental study. The study employs a self-determination theory perspective to investigate the motivational effects of implementing TBL in a physiotherapy course in higher education. We adopted a one-group pretest–posttest design. The results show that the students' intrinsic motivation, identified regulation, perceived competence, and perceived autonomy support significantly increased going from lectures to TBL. The results further show that students' engagement and perceived learning significantly increased. Finally, students' amotivation decreased from pretest to posttest; Path analysis shows that increases in intrinsic motivation, perceived competence, and external regulation positively predict increases in engagement, which in turn predict increases in perceived learning

## Overview

The most researched and supported active learning method is Team-Based Learning(TBL). However, the motivational dynamics has not been investigated.

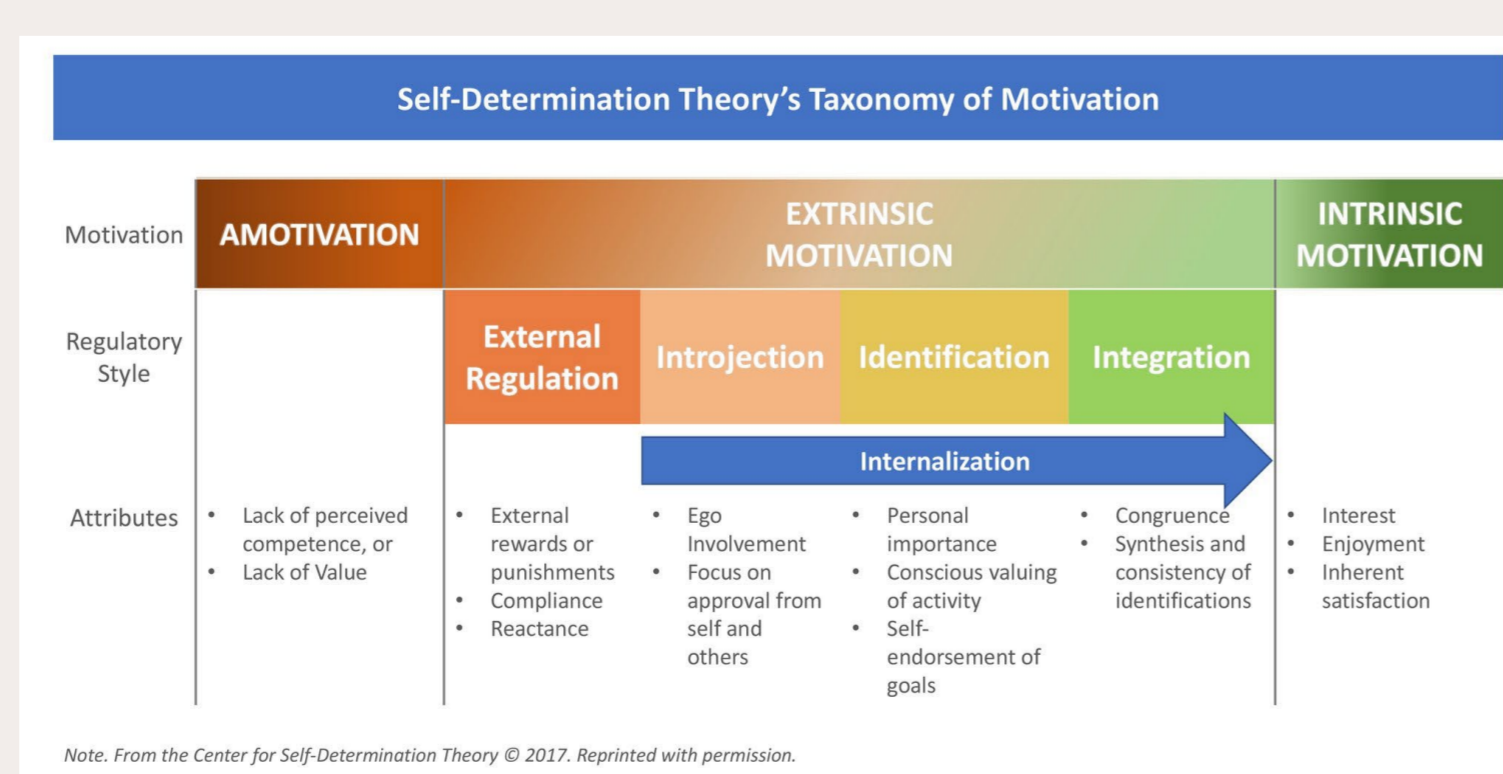
## Team-Based Learning

Four stages of TBL: 1) student preparation, 2) readiness assurance, 3) application, 4) peer assessment

To assess the motivational dynamics of TBL, we employed the macro-theory of Self-Determination Theory (SDT).

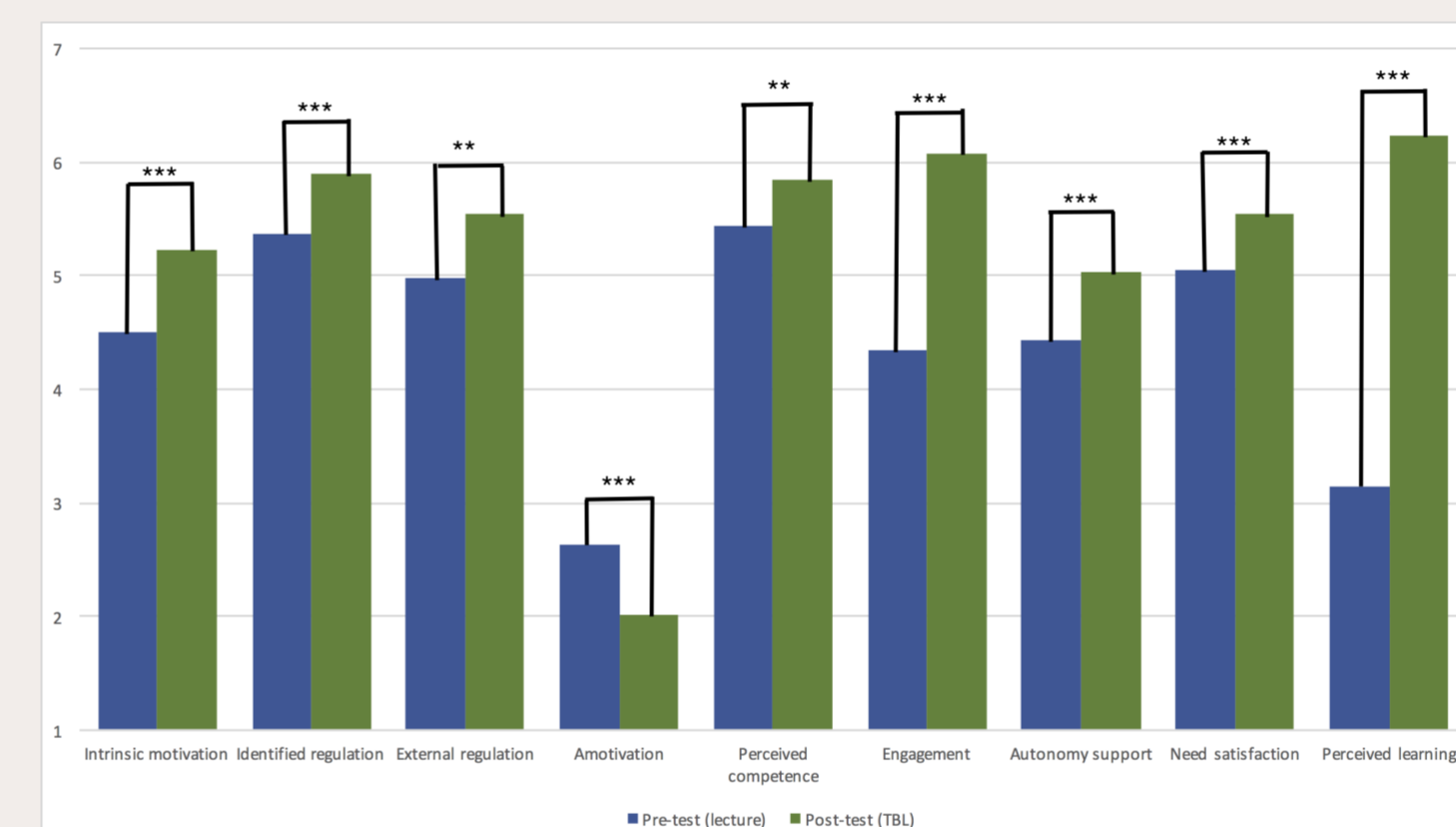
## Self-Determination Theory

Support of the basic needs for *autonomy, competence, and relatedness* enhances optimal motivation, engagement, and learning

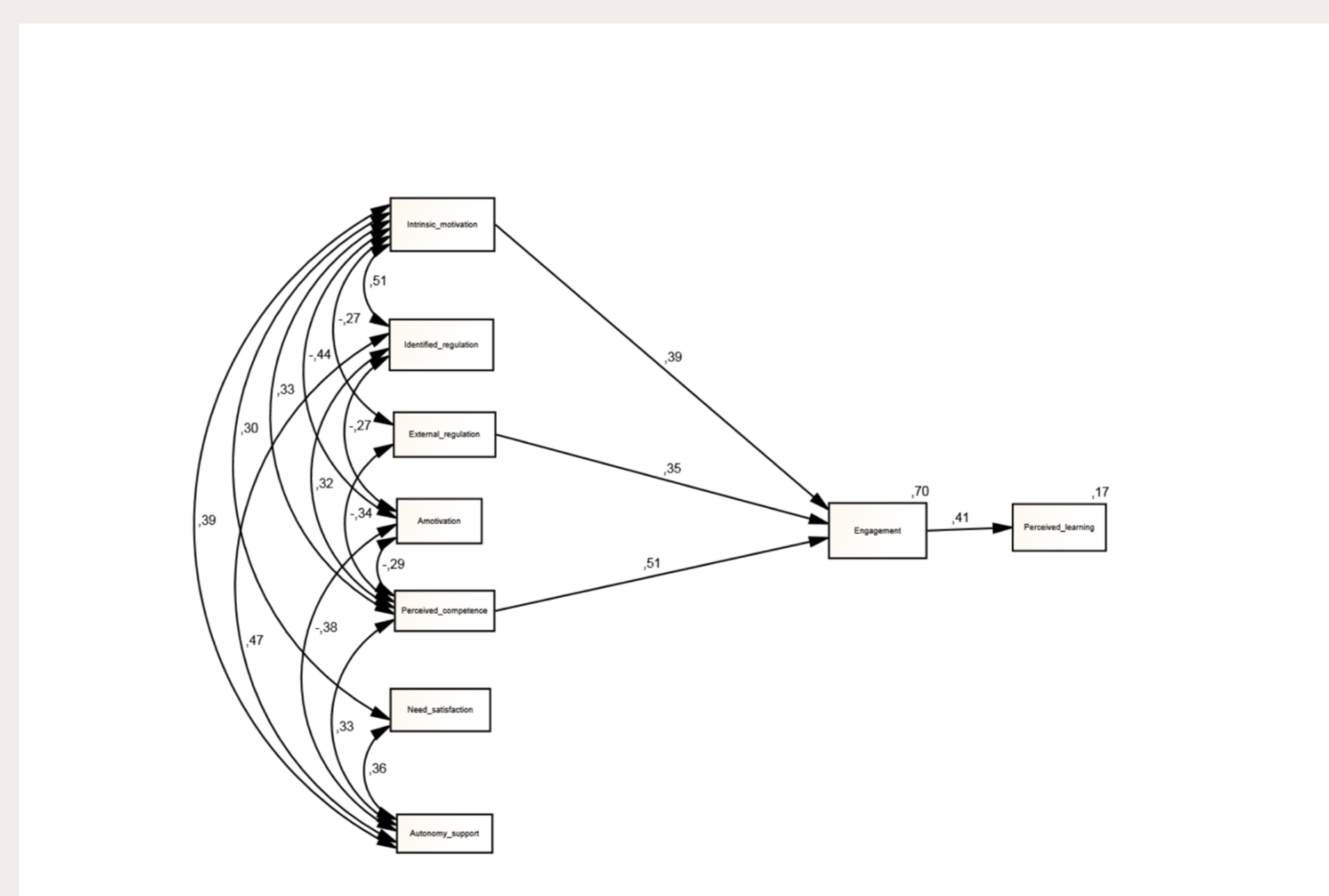


## Results

### Change scores



### Path-analysis



## Implications for active learning

Provide a learning context within TBL that:

- Provides meaningful choices and rationales
- Provide optimal challenges, effectance-feedback, positive feedback
- Be caring, supporting, and nurturing toward your students

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