

Assessment, Collaboration, and Empowerment: Team-Based Learning

By Melissa H. Weresh. 68 J. Legal Educ. 303 (2019).

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Reviewer's Summary:

In this article, Weresh describes the use of Team-Based Learning (TBL) in her first-year legal writing course and suggests ways that it might be used in other law school courses. TBL is a type of flipped instruction that incorporates permanent teams, individual and group quizzes, and peer assessments. After providing an overview of TBL, the author describes the main components that she used in her own course: course policy materials explaining TBL, carefully selected permanent teams, readiness assurance materials, application exercises, the use of TBL in grading, and formative assessments. The article includes a detailed discussion of these TBL components both in general and in the context of the author's writing course. Weresh also discusses some challenges and the many advantages to using the TBL approach. She observes that the challenges of administrative burdens and student skepticism are easy to address and describes how she did so in her course.

Summarized by: Alisa Holahan, Tarlton Law Library and Jamail Center for Legal Research, in 2021.