

Evaluation of Team-Based Learning and Learning Intervention Model as a Teaching Methodology for Organizational Behavior Management Coursework

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Abstract

This paper presents a study of team-based learning and learning intervention model (TBL-LIM). A new perspective is the application of TBL-LIM to an OBM course to enhance students' understanding of diagnostic and intervention approaches in OBM education. This study explores how team-based learning and diagnostic intervention improvements were facilitated in undergraduate organizational behaviour management (OBM) coursework in Switzerland. The qualitative case study integrates multiple methods: comparative analysis, evaluative case study, diagnostic analysis, and thematic analysis or pattern analysis. The multiple methodological approach is used to provide insights about how the educational coach and instructor collaborated with student teams to develop their diagnostic problem-solving skills awareness in business and workplace contexts. Students' teamwork reports and self-reflective essays about workplace-identified problems for improvements constituted the data instruments for the study and were analysed using multiple evaluative analyses. Findings describe how students applied team-based learning strategies to develop diagnostic skills, teamwork skills, and reflective skills. Henceforth, this study contributes to the current body of knowledge on evaluation of team-based learning, pedagogical practice and OBM education by introducing TBL-LIM methods. The originality of the study contributes towards the efficacy of TBL-LIM as a useful approach for student's teams learning to analyse and diagnose business and organizational situations from behavioral science theory and practice of OBM. The application of TBL-LIM is shaped from using six knowledge creation perspectives which illuminates subject knowledge and applied knowledge for OBM learners and educational instructors. Building from the TBL-LIM approach implications for future

learning practices and implications for future research are outlined.

Keywords

Educational Case Study, Evaluation Strategies, Instructional Activities, Learning Intervention Model, Organizational Behaviour Management, Professional Development, Team-Based Learning

1. Introduction

The rise of team-based learning methods and its popularity in improving educational practices is based on theory and knowledge development adopted by educational practitioners in contexts of their professional roles. This paper presents a description of how the “team-based learning” and learning intervention (TBL-LIM) approaches were applied to teaching organizational behaviour management to undergraduate learners. The model was developed during three years of teaching OBM education at the Suisse Business School between 2011-2013 Switzerland. The conceptual model was developed to advance teaching OBM with a focus on examining how practitioner-researchers develop research into their practice. The author draws from several approaches and perspectives on deconstructing professional knowledge (Campbell et al., 2004; Eraut, 1994; Fox et al., 2007; Jarvis, 1999). Practitioner-based research enables researchers to research their practice with clients, customers, students, and colleagues. Practitioner knowledge creation processes are suggested as constitutive of five areas: the nature of theory, the nature of knowledge, practical knowledge, tacit knowledge, and professional practice (Eraut, 1994; Jarvis, 1999). For Evans (2002) educational researcher development leads to the development of advanced research skills such as methodological rigour, educational research as an academic pursuit and researcher fulfilment.

Using team-based learning in teaching organizational behaviour management (OBM) classes was influenced from experiences of working as an organizational consultant which included collaborating with client teams and facilitating workshops in team interventions in Switzerland and international contexts. This background experience offered an inspiration to explore ways of designing team interactive classroom learning environment that enable students to understand the OBM coursework and its practice. The creation of theory and practice in OBM education can be challenging to comprehend for students new to the field. Another challenge that confronted students' learners was that classes comprised larger numbers of students which impacted students learning in this Suisse business school. Whitley et al. (2015) suggest that team-based learning helps instructors develop an active teaching approach for the classroom through group work. Therefore, the use of TBL integrating LIM in undergraduate OBM education was designed to enhance students as active participants in learning rather

than being mere consumers of curriculum theories.

The focus of the study is introduced which includes the background of the study and the practical significance of the research using the TBL-LIM strategies as useful in teaching OBM education. The remainder of the paper is structured as follows. Section 2 provides the theoretical and contextual background of the study, contributions of TBL-LIM approaches, professional development practice, research focus and objectives, and application of knowledge of knowledge creation learning (KCL) in OBM education. Section 3 presents the literature review of team-based learning, conceptualization models drawn from educational theoretical perspectives and critical reflection. Section 4 presents the methodological and methods choices with details on theoretical and practical applications of TBL and LIM and identifies learning outcomes from the case study. Section 5 discusses the findings and discussion of themes that emerged and key lessons learned implementing TBL-LIM framework. Section 6 presents the limitations of the study, implications for practice and future research. Finally, the conclusions summarize the focus of the study supported from potential theoretical insights. The focus towards using TBL-LIM strategies of learning resulting in development of scholarship of teaching practice is presented.

2. Theoretical Focus of Learning

There is a growing interest in drawing students to be active learners in classroom environments. Using a common umbrella name outlined as ‘group-based learning’ encompasses a variety of methods including collaborative, cooperative, problem-based learning, learning communities, and team-based learning. Consistent with the research literature on learning, common perspectives suggest the value of involving the learner in the learning process commonly known as student-centred learning, as adding value to learning communities. (DuFour et al., 2016; Hoidn, 2017). According to Ramsden (2003), the role of the teacher in higher education is guided by three theories: teaching as telling or transmission, teaching as organizing student activity, and teaching as making learning possible. The goals of this study evaluate TBL from different educational practitioner and researcher roles in higher education teaching used to model types of higher education learning environments.

Team-based learning in different fields of educational disciplines is designed to navigate learning-centred classrooms that model instructional concepts and frameworks focused on solving real-world problems (Sibley & Ostafichuk, 2014; Michaelsen et al., 2004; Michaelsen & Sweet, 2008; Sweet & Michaelsen, 2012). Team-based learning (TBL) is an educational method that organizes large-group classrooms towards small-group approaches. It combines in-class and out-of-class activities. The method was developed in the 1970s by Michaelson at the University of Oklahoma. TBL empirical studies have been conducted in disciplinary fields of history, biology, economics, chemistry, and business (Sibley & Ostafichuk, 2014). Specifically, the literature review of the empirical study ex-

amined TBL evaluated sample research conducted in various disciplines such as engineering, healthcare education, pharmaceutical, nursing education, psychology, and rheumatology.

Although the above areas of focus are not exhaustive, the use of team-based learning to improve educational learning environments has gained much popularity. This study suggests that team-based learning (TBL) can be used in combination with learning intervention models (LIM) to improve OBM learning as will be shown in the case described in the study. Also, in applied organizational behaviour research successful organizations are argued as good at building teams and teamwork. Four general typologies of work teams that are suggested lists: advice, production, project, and action teams (Buelens et al., 2011). However, missing in this typology is the work of student teams in higher education learning.

2.1. The Contributions of TBL and LIM for Improving OBM Educational Practice

This study argues that teamwork learning examined from the perspective of student teams and instructor strategies is a useful approach for improving OBM education using TBL and LIM methods. The author contributes to the study by evaluating a TBL method that integrates the instructional learning activities and strategies used in OBM instruction. Team-based learning (TBL) is a technique used as an instructional strategy designed to support the learning and development of student teams by incorporating small-group learning into a large-group setting (Haidet et al., 2014). By using TBL the emphasis is placed on creating students small group learning that navigates a learning-centred classroom and enables TBL teachers to understand their practice (Sibley & Ostafichuk, 2014). Michaelsen and Sweet (2008) outline four essential principles of TBL as follows: 1) Teams must be properly formed and managed; 2) Students must be accountable for the quality of their individual and group work; 3) Students must learn to use course concepts to solve problems; 4) Students team assignments must promote both learning and team development (p.10). The seven core elements of a TBL identified by Sibley and Ostafichuk (2014) includes; 1) descriptions of discipline-specific actions to be developed in the coursework; 2) constructing comprehensive assignments enabling students to practice application; 3) identifying content sources to use for the course; 4) developing team readiness assurance processes; 5) developing team tasks or application activities; 6) consideration how students continue working alone or groups inside or outside of class; 7) consideration on module structuration, processes and components of learning sequences. Haidet et al. (2014) drawing from team-based learning literature suggest evidence increase in the educational literature using TBL. However, the authors also challenge scholars for elevated levels of rigor when studying the method to explore further descriptive methods that expand TBL research. Moreover, as reflected in the title of the study, the author suggests that TBL strategies are best put into productive practice in combination with LIM strate-

gies. This marriage advances the theory of TBL by suggesting that it is not an isolated method but also an embedded inquiry that integrates criteria considerations of instructional design models of applied and pedagogic knowledge used in educational research.

The learning intervention model (LIM) is an application of teaching methods and theories designed by the teacher as instructional support for enhancing OBM student-centred learning environments. Hoidn (2017) proposes four perspectives on designing effective learning environments as created from awareness of 1) Knowledge-centred environments; 2) Learner-centred environments; 3) Community-centred environments; and 4) Assessment-centred environments (p.60). Creating effective and productive learning environments requires innovative and skilled techniques used by educators to collaborate with educational stakeholders and learners to design effective learning environments. For example (Burke & Moore, 2003) conducted empirical research with a focus on studying how instructors of organizational behaviour could better engage undergraduate students. The findings of the study suggest that learners are motivated through evidence of applied instructional methods, instructional conditions of subject matter, and instructional outcomes (p.40). Methods are the means or approaches we use to teach material to our students. However, the methods we choose depend on the types of teaching conducted and the educational levels of student learning.

Rather than only using the TBL method alone, this article illustrates an alternative and integrated perspective for undergraduate students studying OBM education. In this study team-based learning (TBL is used in combination with learning intervention models (LIM) as described in the conceptual case model. Organizational scholars and practitioners conduct varieties of OBM research that draw from the integration of theory, research, and practice to study human behaviour levels within individuals, teams, and organizational processes (Buelens et al., 2011; Newstrom, 2011). This study also contributes to organizational behaviour research. It draws notions of practitioner research and professional development in OBM education using TBL and LIM as primary methods to highlight emerging improvements in classroom practices. LIMs influence on educational practice and research makes explicit teacher philosophy and teaching methods as consideration for developing useful pedagogy or educational practitioners.

2.2. Contributions of Professional Development Practice

Reflecting on my own life history as an educational practitioner for over twenty years had an influence of teaching as an art involving collaborating with team-based and group-work learning projects as a major focus of university learning. The educational learning and research approaches are also influenced from varieties of growing and popular practitioner and pedagogical research and learning models. Examples include action learning (McLaughlin & Thorpe,

1993); communities of practice and learning (Sanchez-Cardona et al., 2012); facilitating adult learning (Brookfield, 1986); and learning teams (Raelin, 2006). The common themes of the above approaches aim to create participative learning environments and learning that invite learners and teachers towards the continual process of reflection upon learning activities. The activity and collaborative analysis of learning processes are viewed as co-created between learners and educators or tutors. During my practitioner-research journey, my thinking was first shaped through my presentation of a conceptual and professional development paper presented through a conference at the University of Liverpool titled 'Reflexive Inquiry: Recognizing Diversity, Dilemmas, and Dialogic Voices in Organizational Behaviour Classroom (Moyo, 2013). In terms of my professional identity, I termed this first phase of my professional practice inquiry as an approach that sought to investigate my teaching practice using cooperative and practical ways of student learning using the Group Interaction Project (GIP).

2.3. Conceptualization of OBM Team Interaction Project

The GIP project was designed to enable students to identify workplace issues or problems and practical solutions using the theories of organizational behaviour learning. The main goal of the first project inquiry was to explore how cooperative and participative learning contributed to the OB learning environment. Specifically, the paper examined 1) tensions and possibilities that emerged in how OB team projects developed through shared knowledge and collaborative approaches of working that I outlined as group interactive projects; 2) processes of joint learning that developed between students and tutor; 3) questions and unexpected dilemmas that surfaced and how transformational learning occurred; 4) reflections on students stories and its impacts in teamwork learning; 5) reflections in my professional development practice, which was the main focus of the paper (Moyo, 2013: p.4).

2.4. Application of OBM TBL-LIM Instructional Approach

This current study aimed to critically evaluate the educational practice impacts incorporating team-based practice and learning intervention strategies to explore learning implications for undergraduate students in Swiss contexts. The paper provides the relevance of the study to the development of OBM pedagogy learning by integrating the description of the conceptualized model, critical reflexive accounts of what was done, and lessons learned. The author argues the success of team-based learning is only effective to the degree that it links to specific types of applied learning intervention strategies. This study defines learning intervention strategies as a combination of tools, techniques, and methods used by educational coaches or teachers to facilitate the necessary learning skills and knowledge development for learners. This paper argues the usefulness of TBL through the integration of learning intervention strategies as the basis for coaching OBM learners. The role of facilitating relevant contexts of praxis and

collaborative tasks is the main goal of this study. The study was conducted to explore ways of integrating theory, practice, and design useful methods through creative teaching OBM courses. OBM education is crucial because it provides a working knowledge of theory and practice of why individuals, groups, teams, and organizations think and function as they do. The OBM course was housed within the General Education Department of the Business School. The OBM prepares students to study and understand individual and group behaviour patterns of structure and management to help improve organizational performance and effectiveness (Mullins & Rees, 2023). Students working in teams gain problem solving skills and team role skills in preparation of OBM in real workplaces. Buelens et al. (2011) highlights the team approach as important in managing organizations and argue that successful organizations are good at building teams and exploiting teamwork (p. 326).

2.5. Research Objective and Research Questions

How can educational instructors design and bring relevance to innovative learning that provides students with opportunities to use the theories and practice intervention of OBM learning? In response to the objective of this research project, the author conceptualized a TBL-LIM educational model that guided the design and its implementation in OBM classrooms. This research project contributes to educational theory development and research on TBL and learning interventions in the context of OBM teaching in higher education. The onus is on educators to design courses in a way that encourages students to acquire and develop diagnostic skills in analysing and assessing OBM workplace situations at the individual, group-team, and organizational levels (Gordon, 1999). The author views the TBL application of learning in OBM as constructed from students working in action learning groups with a focus on workplace improvement using behavioral science perspectives to identify problems and solutions to be addressed (Marquardt & Waddill, 2004). Emphasis is placed on student teams using TBL and primary OBM learning intervention strategies in diagnosing practical workplace problem issues, working within teams and teamwork capacities in learning and practice of organizational behaviour management. Therefore, the conceptual review of the literature and analysis sought to address the following five questions.

Research Question 1: How did the application of TBL in the OBM undergraduate coursework increase student learning and their professional development?

Research Question 2: How did the educational instructor and researcher create the learning methods and strategies applied in the development of OBM learners?

Research Question 3: How do team-based learning and learning intervention strategies improve OBM learning in comparison to traditional lecture methods?

Research Question 4: How did the educational institution support TBL-LIM

approaches of the study?

Research Question 5: What are the key lessons that emerge from the study and implications for improving OBM educational learning practices?

2.6. Application of Knowledge Creation Learning in OBM Education

The study introduces the notion of understanding and managing learning environment in OBM education from knowledge creation learning (KCL) perspectives and ways they supported the TBL-LIM method. The KCL perspective closely captures Raelin perspective on the praxis epistemology as concerned with learning and thinking what one does in practice (Raelin, 2006). The author outlines knowledge creation learning (KCL) foundational principles of OBM learning as guided by six guiding perspectives: 1) theory informing the study, 2) nature of knowledge created; 3) practical knowledge; 4) tacit knowledge; 5) professional knowledge (Jarvis, 1999; Light et al., 2009) and 6) critical action learning (Willmott, 1994; Knights & Willmott, 2012). Drawing from the KCL perspectives the author presents the art and science of OBM learning and practice as integrating processes which includes theory building, nature of knowledge insights, practical knowledge insights, tacit knowledge insights, professional knowledge insights, and critical action learning insights. Educators must be guided by perspectives that influence how they teach. Evaluating and implementing TBL-LIM approach in OBM learning are not automatic linear step by step processes. The author believes that the art and science to implement team-based learning and learning intervention strategies must be informed from the educator KCL theories of learning and practice as reflected below.

2.6.1. Theory Building Insights

The study contributes to educational theory. Underpinning the foundation for this study, I refer briefly to my research theory of learning which I have identified as a learning intervention model and influences how I design learning experiences in my educational practice. The learning intervention model as used in this study explores how learning emerges in the OBM classroom as supported by TBL interventions and teacher interventions. To be successful in enacting and implementing effective learning classrooms, I have located my epistemology of learning practice as informed by structuration theory. Structuration theory is defined as an approach to understanding how actors create systems of their work, seeing it as a social construction and as collective consciousness (Giddens, 2001). Drawing this theory perspective, I outlined how it guided how I taught strategic management courses based on my previous practitioner-research inquiries (Moyo, 2023). However, in this particular study with a focus on OBM, the author demonstrates 1) how he used the TBL in combination with the learning intervention model to enable learners to apply problem-solving skills 2) how learners applied the theoretical and practical framework constructs to discuss

understanding and managing organizational behaviour in domains of individual processes, group and team processes, and organizational processes (Buelens et al., 2011; George & Jones, 2012).

2.6.2. Nature of Knowledge Insights

Drawing from this perspective the focus on teachers and learners is not viewed on being opposite side but working together. In this collaborative approach, students become active participators in learning rather than passive learners. Gibbs (2015) suggests employing collaborative learning as the art of mentoring in guiding students learning progress. The primary objective of the approach was to collaborate with OBM learners by providing coaching and mentoring skills to analyse practical organizational work problems and application of theory, research, and practical ways of managing organizational behaviour (Buelens et al., 2011).

2.6.3. Practical Knowledge Insights

Practical knowledge creation examined how learners' and educational coaches' collaborated strategies in team-based learning as important developments using learning interventions. Specifically, the learning activities included learners being coaches in the theory and practice of OBM interventions. Using TBL presentations, workshops, and role-playing the learners identified varieties of workplace problems with suggested solutions. Using the diagnostic approach process learners were encouraged to observe work problem issues, identify specific problems, provide analysis, and suggest implemented solutions. Gordon (1999) suggests that the diagnostic approach enables students to analyse a situation in several ways by applying diverse conceptual and theoretical approaches presented from multiple perspectives.

2.6.4. Tacit Knowledge Insights

Tacit knowledge is learned from experience where individual, or group experience provides sense-making or problem-solving perspectives. The experience of working in teams provided a profound experience where learners learned the art and skills building through engaged action learning activities. Concerning the importance of instructional activities in OBM (Gravina et al., 2023), write, 'There are numerous tools and techniques that can be used to enhance classroom learning such as scenario analysis to engage students in discussions or role play exercises involving OBM procedures' (p.4). The use of role plays was a primary useful teaching tool in the OBM classroom. The role plays were enacted to analyse knowledge creation in domains of individual processes, the group-social processes, and organizational processes of levels (Buelens et al., 2011).

2.6.5. Professional Reflection Knowledge Insights

The professional knowledge building of the study contributes to the development of the researcher's practice. The researcher evaluates the OBM educational practice by exploring learners' development and intervention methods used to

achieve such tasks. A respected behavioral scientist, Kurt Lewin once said there is nothing as practical as good theory. Therefore, as applied in this study, a good theory reflects the story of the researcher collaborating with learners to evaluate the application of team-based learning and learning intervention strategies to support OBM education. As noted by (Gravina et al., 2023) ‘instructors must consider their levels of competence when supporting students in applied projects’ (p.3). The researcher draws from his consulting background experiences in designing learning interventions meeting different team or organizational goals. The learning environment is described as a critical matrix of support (teacher-provided) interpersonal (students-teacher collaborated) and independent (student-performed) created from four dimensions of learning that enhance personal, social, practical, and intellectual development (Light et al., 2009: p. 71). The LIM approach is conceptually designed to support OBM teaching and learning practice to enhance the above dimensions of learning.

2.6.6. Critical Action Learning Insights

Finally, the critical action learning insights provide a process of critical reflection on the nature of management learning emerging from methods choices. The reflections emerge from a variety of developments such as reflecting on contextual and collaborative challenges and opportunities experienced within OBM learning practices. Drawing from critical action learning (Willmott, 1994), the study outlines how team-based learning and learning intervention strategies are interdependent in enhancing effective teacher-student learning practices. Additionally taking the perspective of learning as a challenging process reflection is placed on the classroom and discipline study processes, experiences of teacher-learners, and knowledge of structuration and organizing (Knights & Willmott, 2012).

3. Literature Review

This section discusses the relevant literature informing the theoretical and conceptual background of the study of TBL perspectives. An overview of current TBL theory, research, and practice is presented. Team-based learning literature reflects wider usage of research conducted to enhance a variety of educational programs such as nursing, pathology, medicine, pharmacology, and management (Haidet et al., 2014). The author draws from the literature review to outline a theoretical and modified model for TBL which is TBL-LIM to illustrate how knowledge learning was created in the OBM program. The author aims to (a) describe and critique current empirical work related to the topic, (b) evaluate competing theories on the topic, and (c) provide a justification for a new theoretical and practical model to address the phenomenon. The review is divided into three sections. The first is a brief outline of TBL concerning its fundamental principles and practices and similarities with related types of learning. The second section outlines and discusses some model examples of TBL applied re-

search to identify types of students working in groups, and concepts used to solve problems related to course content. The third section provides the TBL-LIM model as a justification and contributed approach towards OBM education and the professional development of learners.

3.1. Conceptual Framework: Foundations of Team-Based Learning

There is a growing interest in using team-based learning in different fields of educational disciplines to navigate learning-centred classrooms that model instructional concepts and frameworks focused on solving real-world problems (Sibley et al., 2014; Michaelsen et al., 2004; Michaelsen & Sweet, 2008; Sweet & Michaelsen, 2012). Team-based learning is defined as an instructional strategy designed to support small groups in improving learning. Creating effective and productive learning environments is the way educators collaborate with educational institutions and learners to facilitate TBL praxis. In reviewing the TBL praxis, I shall also focus on examining its differences and similarities with related types of learning designed to improve students learning such as small group learning, action learning, cooperative learning, work-based, problem-based, and practice-based learning.

3.2. Converging Perspectives in Team-Based Theories

The strategies of developing TBL praxis may be compared to the strategies of using small groups to improve learning. Sibley et al. (2014) described TBL as a unique and powerful form of small-group learning aimed at harnessing the power of teams and social learning combined with accountability and instructional guideline activities (p.4). Research on small group work can help students develop interpersonal, and collegial interactions among students, and promote leadership, teamwork, and collaboration that enhance practical problem-solving and professional skills (Light et al., 2009). Moreover, the uniqueness of TBL praxis is distinct from types of small-group work with its focus on developing and using learning teams as an instructional strategy (Michaelsen & Sweet, 2008). However, priorities and preoccupations of instructional strategies are not a new phenomenon in pedagogical and educational practice. Hoidn (2017) outlines research on instructional effectiveness and strategies as collaborative efforts between instructors and learners created within dimensions of cognitive and challenging activities, classroom management, and supportive climate (p.141). Additionally, current educational research on classroom learning and instruction suggests professional knowledge competence as 1) content knowledge (CK) – conceptual understanding of the curriculum content; 2) pedagogical content knowledge (PCK) – the ability to design subject-specific instructional strategies using of multiple solution paths; paths; 3) pedagogical/psychological knowledge (PPK) – the capacity to design and teaching and learning outcomes using various instructional and evaluation methods (Hoidn, 2017: p.143).

While educational science and learning in higher education are designed from

a variety of models, the primary aim is to promote student-centred learning as more productive than lecture-centred approaches. The expansion of student-centred approaches of students working in teams includes varieties such as collaborative, cooperative, and project-based learning (Froyd and Simpson, 2008). From my perspective methodological and methods choices may differ, but the critical focus is how educational practitioners and researchers justify the use of their methods in consideration of how contextual and collaborative concerns of the study are addressed. For example, in the initial phase of the research project development, the study sought to explore group work teams and how they constructed diverse and dialogic voices in classroom learning. Using a group method, the previous study captured students contextual and contextual stories and storytelling that emerged. The contribution of the study using co-created and collective learning which was facilitated through group work team methods illuminated insights about OBM classroom learning (Moyo, 2013: p. 3).

Firstly, by drawing from the above theoretical and methodological foundations of TBL it can be argued that group work methods and TBL methods share a similar approach. Critical to the successful implementation of TBL four essential elements must be incorporated 1) Teams must be properly formed and managed; 2) Students must be motivated to come to class prepared; 3) Students must learn to use course concepts to solve problems; 4) Students must be truly accountable (Sweet & Michaelsen, 2012). The scholars and practitioners of TBL define it as an extraordinary and transformative use of small group learning in teaching and learning (Sibley et al., 2014; Michaelsen et al., 2004; Michaelsen & Sweet, 2008). A similar perspective (Burke, 2011) suggests the success of group work methods requires consideration of four criteria: 1) The instructor must decide how to incorporate group work into the class; 2) The instructor must teach students how to work in groups; 3) The third stage requires monitoring the groups; 4) The instructor must develop ways of assessing group work learning (p.88).

Secondly, TBL methods may be compared to research on learning in cooperative small groups with particular emphasis on small groups of students working to complete academic tasks (Webb, 1982). However, Webb argues that student interaction is shaped by characteristics inputs of individual, group, setting, and achievement systems (p.422). Although the research on the role of student interactions and learning in small groups is outlined as beneficial Webb raised challenges and concerns as a lack of cohesiveness due to methodological issues, such as noncomparable designs, lack of detailed observation, inappropriate unit of observation, and simplistic analytic strategies (p.438).

Thirdly, TBL methods may also be compared to cooperative learning, problem-based learning, and work-based learning. As argued by (Jarvis et al., 2003) work-related learning focuses on making the classroom reflect the real world of work, whereas problem-based learning focuses on students working collaboratively in small groups or teams to identify the nature of the problem and propose

workable solutions (p.136). According to (Svinicki & McKeachie, 2014), problem-based learning also orients active learning, group-based learning with its emphasis on students working in small groups to solve problems. Students working from PBL are given the nugget of the situation, the problem, and the introduction material but must figure out how to solve the problem (p.208). However, working with small groups in the classroom has its challenges for both tutors and students. Race and Pickford (2007) suggest that the starting point for considering working with small groups is to establish the aim of group work (p.34). Drawing from my professional teaching experiences small group learning or team-based learning was better facilitated when students worked within their in-class selected teams, and discussions or debates centred on theory teaching theme of the week. As a tutor, I would then walk around in between groups, sometimes participating in their discussions and other times listening to students exchange discussions among themselves. These types of group classroom activities would last 25 – 30 minutes. In the end, I would require one person per group to share learning perspectives from their group. I would conclude the session by providing highlights of the summary topic under discussion. However, on the contrary, when working with larger groups in a learning context there are challenges associated with managing class sizes and dynamics. It is important to consider ways of supporting student learning by using a range of creative learning moments such as creating interactive discussions that focus on student-centred activities. According to Light et al. (2009), the most effective design structures and activities of learning are ones that reflect creativity and innovation in lecturing.

Fourthly, a comparison of TBL converging theoretical approaches reflects how instructors or teachers manage the content and contextual dynamics of their classroom learning environments. From my perspective, the contextual dynamics of the classroom can be viewed as the creation of student teams working from team-based learning techniques to enable small groups to improve learning. However, the content dimension integrates the experience and skill sets instructors bring to the classroom and is often referred to as instructional design used to support students learning. Sometimes it is referred to as collaborative learning techniques used to support students learning (Barkley et al., 2014). Light et al. (2009) also refer to collaborative learning as created within small group activities that support intellectual, social, personal, and practical teamwork skills. Integrated pedagogical practices that focus on students working in groups include a variety of approaches such as active learning, cooperative learning, group work, and team-based learning (Burke, 2011; Gillies, 2003; Siciliano, 2001). The similarity with these approaches is their emphasis on educational instructors or tutors working with student groups, engaged in solving problems and creating new knowledge in educational classroom learning. For example (Raelin, 2007) defines these approaches as pedagogical methods that prioritize practice-related learning and promote three types of knowledge generated within practice outlined as engaging knowledge from practice, extending knowledge from experi-

ence, and originating knowledge from experience (p.509). The implication of the three types of knowledge outcomes and impacts on the study will be further reflected in the discussion section.

3.3. Evaluating TBL Practitioner Research Models

This next section introduces some common TBL practitioner research models. Specifically, it evaluates how educators or instructors facilitated TBL in collaboration with students working in teams. It seeks to review the types of team-based learning models used and to understand the types of subject knowledge, applied knowledge, pedagogic knowledge, and practical knowledge areas of improvement. In studying TBL practice and research it is essential to note that educational practitioners are in various disciplinary studies and work in different learning contexts which reflects diversified activities and techniques of methods selected for the types of problems and solutions addressed. Therefore, based on the content and contextual needs of their research they choose to apply TBL either as an original or modified version. For example, from the empirical model examples, some studies sought to apply the modified versions of TBL while others focused on maintaining the priorities of the original version. There is no ready-made fit approach in creating TBL courses or classroom learning environments. However, (Whitley et al., 2015) perspectives on practical team-based learning planning considerations resonate with my thinking and shed similarities in how I designed instructional design for OBM learning. The key perspectives suggest the importance of team preparation, clarity of learning objectives in TBL, and clarity of application exercises.

3.4. Contextual Selection of Articles

The selected articles illustrate how educators designed and incorporated TBL within the variety models of empirical research as shown in **Table 1** below. The author selected articles between the 2010-2022 publications and citations. The selection of articles from the outlined research was categorized in summary categories reflecting educational context, evaluation strategy, and results implemented. As noted from the empirical studies the TBL educational practitioners represent a variety of study disciplines such as rheumatology, psychology, pharmacy, neuroradiology, nursing, and public health. From the observation of the above six models, the evidence suggests that TBL methods are applied by multiple educational practitioners representing diverse countries. As noted by Thompson et al. (2007) there has been increased growth of TBL in professional schools and college campuses over the past two decades. The increase in the number of empirical studies using TBL recently presents expanded opportunities to those wishing to plan and implement TBL in colleges and universities. For example, the above-reviewed models illustrate the realities of the educational contexts that prompted educational practitioners to implement the TBL method, and the evaluated strategies highlight achieved results toward improved educa-

tional practices.

Table 1. Summary of TBL comparative empirical studies.

<i>Practitioner</i>	<i>Educational Context</i>	<i>Evaluation Strategy & Results</i>
<i>Model One</i> Faezi et al., 2018	Evaluated TBL in a course of rheumatology in Tehran University Education	Using a quasi-experimental design assessment examined the effects of TBL on knowledge over time
<i>Model Two</i> Rania et al., 2015	Enhancing MTBL in a course of Psychology in Italy University Education (MTBL) Methods of Team-Based Learning	Using constructive experience implementation of MTBL improved the performance of participants
<i>Model Three</i> Whitley et al., 2015	Application of TBL processes in a course of pharmacy in USA University Education	Using TBL quality improvement and assessment increased students, faculty, and course assessment expectations
<i>Model Four</i> Smeby et al., 2019	Examined the effects of engaging TBL application tasks in a course of Neuroradiology at Norway University of Science & Technology	Using a modified and time efficient TBL method called Express TBL (eTBL) was used to solve real-life complex cases
<i>Model Five</i> Yang et al., 2022	Examined the effect of the TBL model on student learning increasing community care competencies in a course of nursing at the University of Taiwan	Using a quasi-experimental research design in a TBL group & traditional learning
<i>Model Six</i> Van der Putten & Vichit-Vadakan, 2010	Conducted to determine the impact of TBL on graduate students of Public Health in Thailand, University of Thammasat	A case study research design was used to ascertain the effects of the TBL instructional format

3.5. Comparative Analysis

Evans (2002) suggests comparative analysis offer a mode of methodological enhancement to make contribution to methodological and epistemological development. Precisely in this study the use of comparative analysis has provided comparative understanding of theory and practice of TBL methods. However, to better understand the contextual and unique features of the empirical research, it is important to note that model two and four in the examples above improvise TBL methods that reflect modified elements in the TBL method (MTBL and eTBL). On the contrary all other models attempted to address their empirical studies as closely by implementing the four design elements of TBL using four practical considerations comprising: 1) students properly formed teams; 2) students' preparedness and motivation for class participation; 3) students learning

to use course concepts to solve problems; 4) student must be accountable (Sweet & Michaelsen, 2012). Using a constant comparative method requires qualitative researchers to find other cases to assess provisional hypothesis (Silverman, 2014). Another example drawing from TBL empirical studies examined in this study it shows variations of different themes that emerge in qualitative data analysis. Creswell (2013) propose the importance of describing and developing themes as revealing accounts of people, places, or events in a setting in qualitative research. An illustration of this thematic conceptual matrix knowledge creation is shown in the summary Table 1 and Table 2 sections as well as in Appendix A, B, C to sum broad trends with earlier studies and focus on relationship patterns among observed data.

3.6. Critical Evaluation

It is important to note that there are different assumptions associated with how the evaluation of TBL performance is best measured. For example, the empirical studies TBL (Roossien et al., 2022) emphasize the importance of knowledge development in each phase (preparation, readiness assurance, and applications) as learning performances of TBL and suggest interventions in each phase as a total improvement of TBL (p.1125). Moreover, related associated criteria evaluations of best practices of team-based learning are suggested as implementing seven core elements which include team formation, readiness assurance process, immediate feedback, sequence in-class problem solving, team application exercises, incentive structure, and peer evaluation (Farland et al., 2013). Although the above study focused on team-based learning with a focus on pharmacy education, courses using teaching teams also recommend the above practices. As noted in the expanded literature reviews of forty articles, evidence of variations of TBL-implemented programs reflecting evaluated strategies and positive learning improvements in educational programs show a variety of approaches (Haidet et al., 2014). Despite evidence of method maturation of TBL remaining questions suggest further inquiries related (1) to student's perceptions of the method; (2) how student's perceptions relate to learning in TBL environments and (3) how teacher methods relate to and influence the success of TBL (p.7). Therefore, the questions related to this study including the above questions provide stimulations toward developing the TBL method further. Although the quality of TBL evaluations from the reviewed literature draws from multiple disciplinary fields of study, the author suggests an alternative model of expanded learning and constructed new knowledge created from experiences teaching OBM education. In the next section, I shall discuss the TBL-LIM approach, to explicate methodology and intervention methods used in coaching and facilitating learners in the OBM undergraduate program.

4. Methodological Approach

The TBL-LIM model used in this study was designed as a method to enhance

educational learning using coaching and facilitation as a qualitative case study in OBM education in Switzerland. The study adopts an educational researcher engaged in creating a team learning environment and implementing learning intervention methods applied in the research. As [Jarvis \(1999\)](#) noted, practitioner-researchers conduct case study research to be used for teaching or management purposes or publication purposes to get a critical audience for the research undertaken (p.78). My professional training is in organizational behaviour management. This remote background and personal history influenced the instructional approaches I used in teaching OBM programs. The defining feature of OBM entails the application and evaluation of behavioral principles to individuals, and groups in analysing business and industry issues. It involves making a systems analysis and focuses on how practitioners and researchers collaborate with client individuals, groups, and organizational intervention to improve learning or assignment of tasks related to OBM interventions ([Wilder et al., 2009](#)). Specifically, [Gravina et al. \(2023\)](#) outlines the importance of instructional activities to facilitate and enhance experiential learning opportunities, and intervention of OBM learning. To illustrate the way the TBL-LIM model was used to capture the instructional activities a case study is used to discuss the learning implications. The conceptual model provided an understanding of how the teacher or instructor, and students collaborated in OBM classroom learning integrating methods and instructional guidelines adopted.

4.1. Method

The educational research taken was to conduct a qualitative evaluative case study. The key feature underpinning evaluative research is whether a practice, method, or intervention works better than alternatives ([Foreman-Peck & Winch, 2010](#)). Educational research is conducted to improve educational practice or policy by those engaged in the practice. [Pring \(2000\)](#) also suggested that educational research must address what it means to learn and use analysis in diverse types of learning. For example, this study evaluates the model of the TBL-LIM approach to teaching OBM in a Switzerland context. Firstly, it evaluates how students working in teams by integrating the theory and practice of learning using diagnostic learning to address real work problems improved their understanding of the subject. Secondly, it evaluates the types of educational activities (TBL-LIM strategies) that the author employed in teaching OBM and reflects on challenges and lessons learned as discussed in the case illustration.

The methods of data collection included analysis of documents 1) TBL group projects which included role plays, scripts accounts, and group reports; 2) Self-Reflective Report which comprised descriptive and evaluative aspects; 3) OBM Written Exam. The data for this study emerged from three processes starting from the beginning, middle, and final stages of the program duration. First, the data at the beginning of each new semester the teacher presented the scheme of work and program outline for the whole class. The teacher asked the

students to form their TBL groups which they would work with throughout the semester. Secondly, during the middle program, the TBL groups begin to present their group work projects. Finally at the end of the program students present a written account exam that evaluates their understanding of the theory and practice of OBM.

The data was analysed using qualitative evaluative criteria (Patton, 2002) using summative evaluation (SE) and formative evaluation (FE). The FE focuses on improving a program, while the SE aims to determine the program's effectiveness. For example, the case study example is an examination of the extent to which the program's stated objectives were achieved, or how it incorporated the instructional activities of OBM such as considerations for instructors, explicit class assignments, assignment description, class discussion or presentations, and performance diagnostic checklist (Gravina et al., 2023). Additionally, the evaluative research provides formative and summative judgments, generalizability of the program to other situations, and recommendations for improvements (Patton, 2002: p. 224). To provide rigor in evaluative analysis, a clear set of phases was followed in the data analysis outlined by (Hott et al., 2021). These included phases of the program evaluation (1) need assessment, formative evaluation, formative evaluation, process evaluation, and summative evaluation. This type of systematic process analysis provides synthesized knowledge that examines program effectiveness, efficiency, goal progress, context-specific issues, and evaluation reports from stakeholders (Hott et al., 2021). The focus of the qualitative analysis was not aimed at using statistical test to reveal significant outcomes of the research. Qualitative data analysis is all about identifying themes and patterns through thematic analysis or pattern analysis (Patton, 2002: p. 453). Through the study the author has developed conceptual framework, illustrated with diagrams to identify key factors and constructs for describing and understanding TBL-LIM applications for improving OBM learning. Miles and Huberman (1994) argue that conceptually ordered displays, case-ordered displays and patterns or thematic displays strengthen explanations in qualitative case analysis of the phenomenon studied.

4.2. Instructional Guidelines Using TBL-LIM in OBM Teaching

Students are organized into groups of five to seven people, depending on the class size. They will select a specific topic from the OBM weekly teaching which must be approved by the faculty responsible. It is recommended that each group presentation (incorporated into a CD) should last for no more than 20-25 minutes followed by a class discussion. It is however up to student teams to decide how best to use their time allocated. This group project requires full participation of all team members and non-participating group members will receive marks deduction or no marks given at all. The project should address an organizational issue, indicating a problem identified and its impact on employees or stakeholder relationships. It should demonstrate the diagnostic processes and

action plans applied in solving the problem.

4.3. The TBL-LIM: A Framework to Guide Evaluation

The framework integrates group project (40%) which includes the following elements: TBL group presentation evaluation (20%); Individual report evaluation (20%) and final exam evaluation (60%).

1) TBL-Lim Group Presentation (20%): The evaluative presentation needs to identify a problem issue and demonstrate how the OBM diagnostic action plans were applied in the problem-solving processes. Additionally, the project should indicate the selected OB intervention tools that were used; the learning outcomes that emerged, and how it impacted people and work environments. The presentation should be conducted in an interactive approach that integrates a clear understanding of OBM knowledge using theory and practice. The project may include a PowerPoint presentation to share the key findings within the class. This is 40% of your course grade. The group project policy applies i.e., all team members are required to participate, and records should indicate how each member participated (See Appendix A).

2) TBL-Lim Individual Report (20%): The evaluation needs to provide a summary report of the presentation, containing the group contract to include all your group organizational planning and communication processes. Marks will be awarded for the quality of criticality of written work and rigor of academic work based on the criticality of your evaluated report demonstrating insightful outcomes as you reflect learning in progress, emphasizing specific activities to highlight changes captured into realization and giving critical focus of future changes you intend to implement based on your understanding of required interventions.

3) TBL-Lim Final Exam (60%): The final OBM exam provide a choice of four questions comprising selection options from Q1-A, Q1-B; Q2-A, Q2-B; Q3-A, Q3-B; Q4-A, Q4-B. Each of the question weighed 25% and totalled a maximum pass of 100%. Criteria of exam evaluations assessed the written work ranging from levels of below pass (55%/below) basic pass (59% - 56%) accurate analysis (69% - 65%) greater analysis (74% - 70%), sound understanding of concepts, (79% - 75%), great insights-originality (84% - 80%) distinguished grasp of concepts (89% - 85%) and exceptional gasp (Over 90%) understanding of theory and practice OBM.

4.3.1. Outline of three Evaluation Methods Used in TBL-LIM Approach

In **Table 2**, the TBL group presentation, TBL individual report, and exam learning outcomes are compared. The author identifies the above as instructional and intervention learning strategies used to identify problems, and generation of theory and intervention in using TBL-LIM towards understanding of the conceptual model used in OBM knowledge and learning creation. As already stated, the TBL-LIM approach draws from diagnostic and intervention theories of managing problems and learning in educational management practice. Using

this theoretical approach, the case study reflects the qualitative evaluation to identify patterns, themes, and conclusions from the information (Patton, 2002). From this perspective data analysis is a continuous and interactive model that integrates data collection, data reductions and data display to reveal conclusions (Miles & Huberman, 1994: p. 12).

Table 2. A model to explain TBL—LIM evaluation methods

	Team Presentations	Individual Report	Exam coaching
Goal of educational research & learning	Exploration of problem issues and solutions	Theory and practical knowledge integration	Formative and Summative preparation
Diagnostic and Intervention focus	Problematized areas of concerns are presented	Deep reflective learning captured	Learning problem solving skills
Background learning	OBM content and strategic action plans	Accounts of descriptive & evaluative learning	Theory, research & practice of OBM
Context of use	OBM studies & organizational contexts	Reflects personal & group learning insights	Themes reflects OBM, topical choices
Data generation	Diagnostic role plays	Self-reflective report	Instructional activities
Multiple analysis	Emerging themes	Learning practice	Intervention outcomes
Focus	Content & creativity	Critical reflection	Grounded contexts
Role of the TBL group	Team interactivity	Develop team skills	OBM work practice
Role of the facilitator	Facilitates team praxis	Improve team learning	OBM work life learning

4.3.2. Qualitative Evaluation of Common Elements in TBL-LIM Methods

The outline illustrates evaluated goals of learning and research that was implemented in team presentations, individual report, and exam coaching. The three methods are briefly discussed and their contributions in TBL-LIM evaluation processes.

1) Team Presentations: In small groups of 5 to 7, students will select OBM topics, conduct research and explore a topic of interest to present a workplace problem issue, and offer solutions using theories from the OBM textbook. One class session will be utilized for preparing class presentations during which the instructor will provide advice and related guidance as required. Teams were required to have their team projects approved by the instructor to avoid duplication of team presentations. The presentation will be made to the class lasting 20 mins and followed by 10 mins class discussions. All students required to contribute to their team presentations.

2) Individual Report: The individual report offers students to write a reflective report of their work within the team. Since the students would have been coached about Belbin team roles and in this report, they will discuss the role each member contributed to the team preparation and presentation of their students' projects. Guidelines offered by the instructor required a deeper analysis on the following considerations: articulating diverse team communication processes and action steps taken; how team performances and creating understanding was; types of team roles facilitated and how new knowledge was created. Overall, this practice-based learning report needs to integrate the theories of OBM and practice of learning experiences emerging from teamwork synergies.

3) Examination focus: The purpose of the examinations is to support student ability to learn to diagnose and offer suggested solutions towards improving workplace issues using the theory and practice of OBM. The diagnostic identification required student learners to outline challenges or problems in need of change. Additionally, identification of new goals and strategies to be implemented in need of change. The theory identification required the students to outline the theory used in their proposed intervention change. An exam example model: 'The manager of your company has tasked you to design a self-managed work teams as a means towards coordinating a specified organizational project. How would you apply an ecological model of work team effectiveness to manage identified processes. Discuss how you would apply strategies that integrate organizational context, work team effectiveness and team effectiveness criteria?

The purpose of the above evaluation assignments was to provide students with actual tasks of OBM in real life situations. Roberson and Franchini (2014) outline effective task design for TBL classroom as students practice using targeted disciplinary content of the course which includes kinds of content knowledge, instructors' activities and required tasks assignments. The OBM targeted disciplinary content sought to help students learn to deliver a diagnostic intervention that improves organizational work issues according to the concepts, theories and knowledge gained from learning activities and in-class experience as further illustrated below.

4.3.3. Trustworthiness Considerations in TBL-LIM Evaluation Methods

To ensure trustworthiness of the study in terms of validity and reliability in qualitative research designs and conceptualizations purposes of the study were considered. This is particularly important for educational case study research conducted in practice. Tests of the respect for persons who participated in the study were considered. The data was anonymized to respect and protect the identity of the participants. Additionally audit trail allowed a detailed account of the methods, procedures in conducting the evaluation methods as outlined below. The evaluation methods were peer reviewed and examined by the internal and external educational processes conducted by the institutional systems to ensure integrity of quality assurance in decision points relating to educational practices.

4.3.4. Educational Course Perspectives

When students enrolled in OBM course work the author introduced them to the course overview that included the qualitative evaluative elements of TBL-LIM methods. Students were introduced to OBM classes in consideration of learning and instructional methods. Brookfield (1986) suggests that a key facilitator role in adult learning requires making explicit methods of learning. As outlined in the table above four definitional features are central to the conceptual model. First students were presented the overview goals of OBM learning combining theory, research, and practice (Buelens et al., 2011). Second, the students were introduced to processes and practices of team presentations, individual report writing and exam coaching. This is consistent with pedagogical literature highlighting the importance of assessing for understanding context of learning associated with deep and surface learning (Ramsden, 2003). Third, collaborative learning of teams was organized around student learning in teams and selected by students. The literature on students' teams in higher education suggests that the instructor should select students' teams to balance students learning synergies (Slavin, 1988). However, it is important to note for this OBM semester six study project, the author allowed students to select their own team members. The student argued that from semester one they engaged in group work activities. This unique experience demonstrates that students look for certain traits in their team members such as: ability to fully participate in team planning and implementation activities, dependable and responsible teammates, and placing importance on achieving high grades. Therefore, informed from these team dynamics, students preferred the freedom to choose their own teammates rather than chosen by faculty or tutor.

One key feature of course perspective was facilitating students' teams through explicit instructional activities. Moreover, a related empowerment activity of adult learners (Brookfield, 1986) suggests the need for educational coaches to provide guidance and engaging students in team building activities that are self-directed by student teams to foster initiative-taking learning in continuous recreation of their personal relationships. Another important OBM feature used to empower student learning was through role-playing that captured students' experiences and creativities. Application of cases of role play knowledge addressed 'real life problem issues, making suggested solutions and recommendations were tasks required of student's teams (See Appendix A). However, our approach differed from using analysis of role-plays for management learning which focuses on lectures acting in class (Baruch, 2006). Drawing from behavioral aspects teaching can be enhanced to facilitate role playing in teaching taking into consideration combined set of factors such as the lecturer, the class, culture of both university and the country (p.49). It must be noted in this type of model the lecturer is the actor and may employ varieties of roles such as debate manager, chess player, judge with jury, standup comic, emperor, storyteller. This type of model aims to dramatize teaching and centred on the teacher.

On the contrary the OBM role playing activities centred on students' teams being the creators of knowledge rather than using the model centred on lecturer being the theatrical approach to teaching centred on the teacher. In all the OBM courses of role plays enacted, students experiences revealed that they gained an expanded understanding of the subject that would be impossible through teacher centred lectures alone. Additionally, an observation by Dr Smith when she visited the OBM classroom made the following remarks 'The scholarship approach observed in Professor Moyo classroom was guided by his vision of an integrated methodology of teaching and learning which combined both theory and practice. The practice-based learning methodology was demonstrated through student led projects facilitated by him. Students engage workplace issues using creative tools such as role plays and case study analysis through collaborative teamwork approaches that reflect creative and innovative learning.'

4.3.5. OBM Learning Design Program: 2011-2013

OBM studies is a behaviour science course designed as an application of levels of analysis in individual, group, and organizational levels of assessing behavioural issues. There are two units (modules) per course module. The first part of the module unit comprised lecture series that sought to instruct students on theories of OBM. The second part of the module included application-oriented activities where students teams were provided opportunities to present their team presentation topic on a formative basis. During the formative sessions students presented their role play preliminary presentation with feedback from the coach (author) and students from the course. This participative approach of learning promoted collaborative skills exchange of student teams learning from one another and the coach. From this perspective knowledge creation of OBM learning is viewed as contextual, collaborative, and continuous improvement of learning with others. The third part of the module building upon formative preparations focus on summative assessments of team presentations, individual reports and examination coaching as shown in table above.

4.3.6. Sample

The study sample comprised of OBM undergraduate students at the Suisse Business School. The sample is appropriate using documentary material and observation of groups in qualitative case study analysis (Creswell, 2013). An illustrative example in **Table 3** below shows the year, semester, number of student participants, and TBL – LIM group categories that participated in the OBM. The 2 years and a half-long program using the TBL-LIM learning practices in the OBM classroom was attended by a total of 632 students and comprised a total of 97 groups who participated in the program. All the participants were undergraduate students of the OBM and were in the final year of completion leading to their graduation. The classes comprised an international mixture of student body between the ages of 20 years to 30 years from many countries' representatives from Europe, Asia, Africa, and Middle East regions.

Table 3. OBM sample: Illustrated by year, semester, student numbers and TBL group.

Year Conducted	Semester Schedule	Students Attendance	TBL Groups
2011	Semester 1 (Jan-June)	136 Students	25 Groups
	Semester 2 (July-Dec)	117 Students	18 Groups
2012	Semester 1 (Jan-June)	127 Students	15 Groups
	Semester 2 (July-Dec)	137 Students	21 Groups
2013	Semester 1 (Jan-June)	115 Students	18 Groups
Total Semester: 7		Total Students: 632	Total TBL Groups: 97

To engage effectively in the study the author used purposive sampling because it reflects the participants in the study program, educational setting, and educational research practice (Creswell, 2013; Evans, 2002). Additionally, by focusing on the educational research practice, the author acknowledges the contributions of support from the business school management systems and related faculty members that collaborated and supported the OBM project from 2011 to 2013.

5. Findings and Discussion

The purpose of the study was to examine the contribution of team-based learning and learning intervention strategies applied in creating a learning environment in the OBM program in the Switzerland Business School. The educational case study was examined from multiple analysis such as comparative analysis, critical evaluation analysis, team-based learning analysis and instructional levels of analysis. Several theoretical and practical knowledge outcomes are discussed that sought to address the research objectives. The study presented findings across five identified themes which are outlined as follows: The role of the educational instructor and researcher in TBL-LIM implementation; the role of student's teams in shaping learning environments; the role of institutional support; challenges and opportunities in TBL-LIM implementation; key lessons learned in developing OBM learning environments. To understand the relevance of the above dynamics the author adopts an analytic method of interpreter researcher also known as constant comparative methods. Miles and Huberman (1994) argued that constant comparison method involves going through your data to compare different theme elements that emerge with constructed meanings in the situation of study. shall discuss the key themes that emerged in the following section below. It is important to note that the theoretical and practical implications of the findings and discussion sought to answer the five research questions relevant to the study.

5.1. Theme 1: The Role of the Educational Instructor/Researcher in TBL-LIM Implementation

First, the creation and implementation of TBL-LIM in OBM education draws several contributions. That is, the educational instructor develops learning envi-

ronments using integrated based intervention that combine art, experience, improvisation, and methodological approach for improving educational practice. The author's theory and intervention learning method applied in the study was primarily influenced from my biography experiences. As an OBM educator I draw from an applied behavioral sciences approach with focus on management of change as application of diagnostic processes of analysis of problems and implemented solutions. Secondly, my work as organizational consultant and researcher has developed greater focus on teams and teamwork in educational and organizational contexts. Finally, both above role experiences had a profound influence in the subject matter of the study. Like [Walford \(2001\)](#) I found that doing educational research led me to examine the types of tools I use in my educational practice. As Walford stated all research is researching yourself and are a result of complex interactions between prior interests and accidents of personal histories (p.99). It is important that OBM instructors and researchers consider the types of tools they bring to their practice. The role of educational instructor in OBM is critical to the extent that learners are provided tools that enhance their understanding of theory and practice of the field. The TBL-LIM theoretical model was conceptualized to support the integrated elements of teaching OBM classroom. The educator's role is to support individual and collective team developmental learning that integrate research and instructional application processes. The OBM instruction is both research and practice oriented in three levels of analysis to develop understanding in individual, group-social processes and organizational processes and problems. Therefore, the role of instruction requires adopting and designing teaching to link goals to TBL-LIM methods in OBM education). The scheme of work (SW) outlined the course overview, learning outcomes, main curriculum themes/content, teaching methodology, assessment calculated percentages, assessment methodology, and learning resources. (See Appendix A, B, & C) as shown in OBM learning practices.

Drawing all above perspectives, the OBM educator is a course designer, educational practitioner, researcher, and facilitative coach focused on engaging undergraduates in their studies. The empirical case analysis findings show that team-based learning is not a magic process or automatic outcome. The course instructor provides adaptive learning support by facilitating students learning in teams. The instructional strategies as discussed in this study constituted OBM effective learning for students and course instructor. This finding is supported by research on the teacher role of teacher knowledge and practice as an instructional designer informed from conceptualization of construct ([Evans, 2002](#)). The four elements of the construct process are: the identification of key concepts for clarification; conceptualization and construct clarification, communicating and matching constructs and conceptual clarity and dissemination (p.61). The relevance of this study especially the methodological and method selection of TBL-LIM has been influenced from a desire to advance the above educational research perspectives. Expanding the work of [Jarvis \(1999\)](#) the role of practi-

tioner-researcher is to research their own practice to develop knowledge about practice leading to improving phenomenon aspects of practice (p.30).

5.2. Theme 2: The Role of Student's Teams in Learning Environment

Students are required to form students' teams to interact with each other in small groups to solve problems and apply concepts towards problem solving in business and organizational contexts. Moreover [Siciliano \(2001\)](#) argues that team learning is more than putting students in teams. According to Siciliano cooperative learning strategies evidence success when faculty instructors create learning frameworks that reflect accountability, promotive interaction, team development skills, student learning responsibilities and improvements of team processes ([Siciliano, 2001: p. 12](#)). Siciliano listed the above strategies as a criterion to enhance effective students learning in teams that require forming teams and assigning roles and in class team exercises (p.13). The importance of guided class activities, hand-on assignments and supervised projects was outlined as enhancing teaching strategies in OBM objectives and teaching strategies in OBM education ([Gravina et al., 2023](#)). To elucidate the learning intervention strategies, the TBL-LIM model was developed to improve team processes for students to develop understanding the course concepts. All OBM class preliminary activities included formative activities which were designed to prepare students familiarity about forming teams and assigning roles. Three formative activities are described to illustrate the TBL-LIM from work in application. The first activity of each semester dealt with introductions of the course which included introductions to foundations of OBM studies and overall scheme of work was presented to student teams. The second activity focused on preparing students on TBL practice. Practices that encourage what [Hodges \(2017\)](#) call effective group work include the following: clarifying and sharing goals for student learning, proactively anticipate and address student resistance, help students maximise their experience in good group practices, train students in effective group function, clarify tasks for the group, create appropriate grading criteria and include reflection by students and instructor.

Drawing from [Belbin \(1993\)](#) student teams were coached about distinct roles in teams to enhance broader role categories do roles, think roles and social roles. Belbin suggested that team participation and learning is effective to the degree that team members can identify the roles they perform in the team. At the beginning of each semester students formed into teams selected by them. The educator coach worked with students to ensure that they identified and applied appropriate roles in performing team-based learning activities. [Hansen \(2006\)](#) provided a list of suggestions for improving student teams experiences as emphasising cooperation of teamwork, teaching teamwork skills, conducting team-building exercises, conceptualizing method of team formation, establishing clear goals, requiring team members to have specific and assigned roles, organ-

izing class time team meetings, requiring team members and peer evaluations as part of grading team effort (p19). The characteristics and significance of TBL-LIM model was designed to support the enhancement of student's teams of OBM education and incorporated the above listed suggestions. Slavin (1988) noted that research evidence an increase of students learning using integrated team based instructional methods than single teacher centred methods. The future development of student's teams will continue to be vital in OBM learning to the extent that students acquire not only team skills while in higher education learning, but also getting inducted into skills of self-managed team for their future work life. Self-managed teams are referred to as action learners, action work groups or self-directed work groups. The recurring theme in education has sought to explore ways of preparing students for the world of work. Drawing from this perspective students' teams in OBM acquired teamwork intervention skills while also integrating theory application of behavioral principles in diagnosing workplace and industry related issues.

5.3. Theme 3: The Role of Educational Institutional Support

Educational practice and research are not only shaped from inside classrooms domains of educator theories and methodological approaches adopted. There are also created from collaborative support systems developed within educational contexts. In this study I also discuss how the educational institutional systems contributed towards OBM education and expansion as institutional support of professional and faculty development. First, institutional support required its faculty members to execute distinct roles in facilitating student learning. Supporting student learning was a priority focus expected of faculty teaching in the school and guidelines were elaborated in the faculty handbook. Additionally, the educational institution encouraged and supported non-teaching roles such as research. Some faculty were appointed with research as part of their role as a member of faculty with agreed targets for their research publishing and presentation at conferences. Second, since the educational institution encouraged professional development of their faculty, a key area of interest in my professional development and learning sought to understand the role of student's teams or team-based learning in higher education. While my faculty roles remained primarily focused on teaching, my researcher identity became a part of my professional development. My first educational research in practice was thus on the experiences of undergraduate's students in OBM classroom. The group interaction project outlined the borders between OBM science and development of undergraduate student experiences of group work learning. In the end I first published a conference paper on experiences of dialogic and dilemmas interactions in students' teams of OBM (Moyo, 2013). I have discussed the choices of my current research project within this study to underscore that the contextual and collaborative opportunities that emerged from educational practice. The professional opportunities of my workplaces inspired me to not only research team-

based learning in isolation, but as integrated to the types of instructional methods applied in working with students of OBM education. It is also important to note that undertaking research as part of my professional and scholarly activities was supported by the Dean of the School. It was also supported by the Director of Research as a contribution to the institutional research agenda contribution. It is also important to emphasise that the school institutional support in classroom learning was rendered through formal observation processes by other faculty members during my OBM classroom sessions. These institutional practices also supported learning as created beyond solely classroom practices but also from integrative institutional systems.

5.4. Theme 4: Challenges and Opportunities in TBL-LIM Implementation

The study reflects the experiences of my professional practice as lecturer of OBM in higher education program. This current study reflects the developmental thinking and learning that emerged from my role as educational practitioner-researcher while during my employment tenure at the cited institution. However, my own journey to nexus of scholar-practitioner ways of studying one's practice begun during a training program at London City University (UK). The benefits of the training program modelled practitioner-based research as opportunities to study one's practice in organizational context to find out what works, challenges encountered and what be improved. Since the research runs parallel to one's organizational workplace roles researchers engaged in this type of research may encounter various conflicts of interests. However, in my case there were no issues of concern since my practitioner-based research contributed useful change in the implementation of TBL-LIM approaches of improving OBM learning environments. As already highlighted these scholarly activities of my study were supported by the institutional management of the school. Having outlined the above supportive benefits, there were several challenges I encountered.

The two main challenges relevant to implementing TBL-LIM include: 1) challenges of implementing OBM instruction from inclusive approaches; 2) challenges of managing student teams; Firstly, the research findings associated with organizational behaviour education for undergraduate students (Burke & Moore, 2003) suggests integrating instructional methods, learner motivation, instructional conditions and instructional outcomes (p.40). The authors also argue that students of OBM perceive studies as dull hence it diminishes students interests and curiosity. By applying, TBL-LIM framework this study has shown that OBM students were better motivated when goals of learning and research clarified the types of TBL-LIM methods applied as well as the anticipated learning outcomes of the methods. Secondly, management of student teams in higher education has remained an ongoing challenge. An example from my practice, a team accountability required all members to design their own guidelines and

rules to be followed to achieve the goals required to achieve teamwork assignments. We called it a 'Team Contract' in Organizational Behaviour Management.' The purpose of a team contract was a guideline set by student teams on how the teams would interact with one another in pursuing their tasks. It also included principles such as respect for one another and methods for decision making. [Stein et al. \(2015\)](#) suggested that accountability of team-based learning classes is maintained through activities created in the course structure and contracts made by students' teams. They further argue that effective teamwork requires the contributions of individual members and suggest the importance of holding student's accountability (p.2). Managing and monitoring student accountability was an essential guideline of the TBL-LIM model. [Hansen \(2006\)](#) stated that familiar challenges students' teams face includes lack of leadership, scheduling conflicts, lack of team development, free-riding or social loafing (p.12). Hansen proposes methods of team formation commonly used as professor-selected and student-selected and outlines benefits and challenges of each method. However ([Connerley & Mael, 2001](#)) stated that professor-selected teams are not necessarily the best from students' perceptions about their knowledge of high performing or low performers. Based on my experiences working with students' teams, I would concur with Connerley and Mael perspectives. Furthermore ([Siciliano, 2001](#)) found that students working in teams require key faculty responsibilities in creating accountable learning systems and processes of accountability, team interactions, team development skills and review of team improvements continuously. However, when it comes to preferences of group formation, educational practitioners and researchers differ on grouping approaches. Teams may be formed by learners, teams formed by teachers or teams formed randomly. There are clear benefits and challenges associated with either preference depending on subject courses. For reasons I have outlined in my OBM classes I allowed students to form their own teams as an incentive towards promoting self-directed learning ([Brookfield, 1986](#)). I found random grouping only useful during classroom discussions. For example, asking students to form informal groups to debate or discuss a particular issue or topic during class activities. The feedback responses from these groups provided divergent viewpoints which enhanced the classroom learning environment.

5.5. Theme 5: Key Lessons Learned Implementing TBL-LIM Framework of Teaching OBM Classes

1) At the most basic and practical levels team-based learning or student teams in OBM developed teamwork skills and problem-solving abilities which prepared them with tools and strategies of team learning in business organizational contexts ([Burke & Moore, 2003](#)).

2) Team based learning or student teams are not a way of students engaging schoolwork projects or getting better grades. The teams and teamwork approach are important higher callings in OBM education and workplaces ([Buelens et al.,](#)

2011). Developing team members self-management skills and self-management leadership of student learning became an important motivation for implementing the TBL-LIM approach. Self-management leadership is defined as the process of leading others to lead themselves. In the OBM classroom student led teams engaged in a variety of activities which included choosing and selecting types of roles and tasks in conducting their group work projects. This allowed students to determine their own learning objectives, method of team presentations and individually written assignments.

3) Managing and facilitating student learning teams in OBM was created from integrated approaches orienting team based learning and instructional designed strategies. Aligning student team learning strategies and instructional designed strategies provided ways students could understand the theory and diagnostic application of OBM education.

4) The present study provides a theory of learning that combines team-based learning (Rotgans et al., 2018; Stein et al., 2015) and OBM instructional activities strategies (Gravina et al., 2023) to suggest that instructional methods and learner motivation in OBM undergraduate courses is guided by learning activities designed by the educational coach, instructor and tutor (Burke & Moore, 2003). Therefore, creating innovative learning opportunities in OBM education requires understanding the contributions from student teams as well as the role of instructor through guided theory and methods of learning.

5) The facilitation of team-based learning or student learning in OBM can be particularly challenging, especially that when working with larger classes as was in my case. It requires making team learning projects more engaging in relation to the subject matter. It also requires being available to coaching individual and student teams about team building and team intervention strategies and working with students' projects from the beginning until the end of the semester.

6) The use of role playing can be a powerful tool in organizational research to highlight attitudes and behaviours of groups and teams in real life situations (Greenberg & Eskew, 1993). With the objective of teaching OBM from perspectives of management of individual, groups—teams, workplace behaviours and organizational environments (Mullins & Rees, 2023), role playing activities by students increased their understanding the theory and practice dimensions. It helped students to engage with the subject matter, while developing team skills and diagnostic skills (See Appendix A).

7) Reflecting on my professional roles as OBM coach and instructor and students' professional development was one of the most rewarding experiences of my professional life. The TBL-LIM method was designed to support students learning. However, I also learnt a lot from participating and observing students perform team presentations and reading their individual reports. Therefore, knowledge creation of my professional journey as an OBM teacher moved from the traditional teaching approach where such training assumes that knowledge is passed from the teacher to the learner and hence teacher oriented. Instead by

adopting and applying a participatory learning approach, the learning coach or tutor manages the learning process as a facilitator of learning. The educational coach or tutor supports student learners to take more responsibility in learning and works in partnership with learners. It was also important to listen to students' preferences in selecting, planning, and organizing their teams.

8) The students in OBM coursework were quite vocal about the choice of team mates to constitute their student team projects. This was an issue in OBM classes and related institutional classes. It is important to note that there are different viewpoints on team formed by learners or teams formed by teachers (Topping et al., 2017). Therefore, my advice and wisdom to educational instructors considering implementing team-based learning or student team learning needs to consider contextual realities of their classroom needs, consult with students to explore enriching OBM learning experiences.

9) Reflecting on institutional support added value to faculty development. Multiple faculty meetings and discussions were held on approaches towards managing large-size classes. From these discussions three types of solutions were recommended. First, teaching solutions suggested ways of managing large class and small groups interactivity, creating lectures that orient participative approaches, use of interactive tools and clarity of assessment structures. Second, learning solutions included fostering student self-discipline, collaborative learning, diversity of learning activities, tutorial support and use of technology for learning and support. Finally, logistical solutions included well designed and equipped classrooms and clarity of homework and assignments.

6. Limitations

This study is generalizable to similar educational settings in Switzerland contexts as it offers a theoretically informed professional practice. The study is also generalizable using a comparative analysis by evaluating the TBL theoretical and practice framework to analyse and interpret diverse educational practices in different learning environments. The limitation of the present study is that it was based on the evaluative case study of a particular context. Additionally, the TBL-LIM approach was conducted within a localized boundary of space and time. The instructional approach illuminates the connection between team-based learning theories, instructional learning theories and behavioural science theories to argue these supported the improvement of OBM learning environment. Slavin (1988) argued that no single instructional method can be used in all subject areas. Therefore, there is scope to investigate other types of educational case contexts and study approaches to inform understanding of unique settings of student learning teams. These may draw approaches from storytelling and picture-drawing case studies, and theory seeking, and theory-testing case studies (Bassey, 1999) drawn from qualitative case research designs. Examples of other qualitative research designs that could be employed to investigate future inquiries includes grounded theory research, ethnographic research, and narrative re-

search (Creswell, 2013). These methods could be employed to describe student team and teacher stories as OBM students—teacher interactions. Hence the above extended qualitative designs approaches could provide varieties of multiple insights by extending and expanding beyond case research design methodology adopted in this study.

6.1. Implications and Suggestions for Practice

This research focused on TBL-LIM conceptual model as an approach to student learning and development in OBM coursework. It is important to note that the methodological conceptualizations of this study were influenced from the author educational and training experiences guided through instructional course preparation, instructor methodological approach and OBM diagnostic methods.

First, educational practitioners and researchers seeking to team based learning would need to make explicit how their instructional course preparations and methods support student learning teams. As argued by Svinicki and McKeachie (2014) teachers and courses do not start on first day of classes but rather several months before through course planning. The authors propose components of course design as teacher preparedness in designing course objectives that clarify students learning goals as integrating students' activities, teacher strengths, teaching method, technology, learning outcomes, assessments, texts, and syllabus (p.7).

Second, the primary discovery from this study was the realization that team-based learning or students learning in teams is related to how educational instructors design their models of instructional design. Towards this goal, and extending this study, future educational practitioners could conduct empirical research types that address their unique educational case study conducted in natural context (Bassey, 1999) and create plausible interpretations of their findings. Finally, educational practitioners of OBM and other disciplines have unlimited opportunities to illuminate knowledge building of their educational practice needs using multiple approaches. For example, they would need to examine the types of teaching practices or philosophies they bring into their professional development domains. In this study, I have argued that students team praxis, teacher professional praxis and assessment project processes contributed towards innovative ways that were applied to facilitate knowledge creation and learning in OBM classroom.

6.2. Future Research Directions

Future research directions need to conceptualize team-based learning models that illustrate how they are supported from instructional design methods as two mutual linkages of knowledge creation. Integrating professional development and praxis approaches of learning makes linkages to educational practice methodology with its aim to improve educational practice (Swann & Pratt, 2003). As shown by range of approaches educational research can be explored from ob-

ervation experimenting, survey, interviewing and case studying methods (Pring, 2000; Bassey, 1999). Finally, the team approach has become particularly important in managing organizations and successful organizations are viewed as building effective teamwork (Buelens et al., 2011). Therefore, knowledge team-based learning ability building could be explored further. First, to what extent does educational research focused on team-based learning prepare students with teamwork skills necessary for work life roles? This would be expanding on theme two knowledge building of my findings. Second, the examination of multiple contexts and levels of analysis in studying team-based learning could be further studied in levels of impacts. Levels of analysis impacts could include levels such as classroom context, institutional context, and industry context. This could be expanding on theme three knowledge building of my findings.

7. Conclusion

In summary this study makes a valuable contribution to educational research by proving the relevance of a scholarship of learning and practice that centre on researching educational practice in undergraduate OBM education using team based learning and instructional design strategies. It also contributes to organizational behaviour management theory and research by highlighting the suggested TBL-LIM integrated approach in OBM education. The focus of the study was to demonstrate how improving OBM classroom learning required contributed methods drawn from team based learning and instructional learning strategies. As outlined the study has highlighted both benefits and challenges of implementing students learning in teams and the role of coach or instructor in facilitating learning praxis. This study concludes that both TBL and LIM strategies and methods are inseparable and mutually desirable in supporting students' development in OBM analysis and learning. Team-based learning use well developed and structured strategy for getting students to learn from one another rather than primarily from the instructor. Students are formed into small teams and work together through the entire semester to engage course curriculum activities (Sibley et al., 2014). Moreover, beyond engaging curriculum activities the purpose of student teams in OBM under the guidance of the instructor, provided them with diagnostic approach of analysing and acting in organizational situations using four step process – description, diagnosis, prescription, and action (Gordon, 1999). Another critical part of TBL learning is managing teams effectively through student's accountability and learning activities that occur in classroom environments. In this study, the critical role of instructor was to design and implement the LIM strategies as a process of developing and evaluation of learning environments. Through this study, the author outlined components of course design principles that drew OBM learning activities and methods evaluations (Gravina et al., 2023; Burke & Moore, 2003; Wilder et al., 2009) for improving OBM student learning. The aim is to provide educational practitioners and researchers with possibilities, a methodology and methods to implement

educational practices.

As Healey (2000: p. 173) notes 'developing a scholarship of teaching in higher education needs to consider contributions of disciplinary progress such as high-quality teaching, quality of learning of students, study discipline and ways of stimulating students to study the subject' Therefore, OBM educators and researchers need to develop further scholarship of teaching practices that explore possibilities of team-based learning or student team learning integrating diagnostic approaches aimed at supporting student learners with problem solving skills and teamwork intervention capabilities. Finally, it is important to note that the TBL-LIM methodology of learning as outlined in this study resembles Marquardt and Waddill (2004) six action learning and adult learning principles and practices outlined as team actions where: teams constructed around addressing problem issues; reflecting on their learning processes, proactive in taking action, driven by a commitment to learning, comprising diverse team members, and guided by action learning coach. According to Marquardt and Waddill the role of action learning coach within the practice of action learning helps participants to reflect on how they listen, learn, and question each other beliefs and actions (p.198). Drawing from my case study example two important coaching roles emerged. First it was important not just to put student teams together, but it was critical to model a team coach learning role in support of student team praxis of role play projects and processes (See Appendix A). Second, it was also important to model a facilitative instructional design and coach role in support of multiple types of learning approaches and projected learning outcomes of OBM learning and practice (See Appendix B).

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Conflicts of Interest

The author declares no conflicts of interest regarding the publication of this paper.

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Appendix A Model: STP Approach—Students Team Learning

Learning and development of student's team praxis and developmental learning is implemented using the STP model. The study emphasises six knowledge creation of competence building as outlined in the foundational knowledge creation of the study. Drawing from this STP approach, students are active participants as collaborative learners with other students and educator coaches or facilitators in creating OBM knowledge and practice. As argued by Hoidn (2017) students become successful independent learners when they develop and refine capacity to regulate their own learning (p.113). Students are actively engaged in the design of innovative diagnostic team presentations and evaluative tasks. As illustrated in Appendix A below, the model example below demonstrates project activities that reflected ways student teams applied student team learning and developmental methods useful for engaging OBM learning.

Appendix A: A Model Example of Student Team Praxis (STP) to enhance OBM Learning

<i>Role play topic</i>	<i>Role play issues stated</i>	<i>Role Play Solutions</i>	<i>Role Play Date</i>
Practice & theory of OBM	Reflections on work case situation	Decision-making & Identified processes.	30.01.2011
Practice & theory of teams & teamwork	Evaluation of team cooperation & trust	Socio-emotional cohesiveness proposed	13.02.2011
Practice & theory of Group dynamics	Analysis of group work learning & challenges	The use of Belbin-do, think, social roles	20.02.2011
Practice & theory of occupational stress	Analysis of work stress & conflict resolution	A stress reduction program was outlined	22.02.2011
Practice & theory of motivation	Manager-employee Interactions in a hotel	Motivation is created. through dialogue	28.07.2012
Practice & theory of Organizational conflict	Intergroup conflict in organization context	Awareness of different cultural styles outlined	10.08.2012
Practice & theory of Organizational design	Organizational decline case situation	Creating a culture of continuous learning	15.08.2012
Practice & theory of politics & power	Analysis of power politics at workplaces	Conflict management model proposed	21.08.2012
Practice & theory of Team Effectiveness	Analysis of team evolution case.	Practices of effective Teams proposed	05.09.2013
Practice & theory of performance	Evaluation of team improvements	Use of participative management cited	10.05.2013
Practice & theory of leadership	How does charismatic leadership transform?	Charismatic model of leadership used.	15.05.2013
Practice & theory of conflict management	Conflict management in workplaces	Use of impression management applied	18.05.2013

Appendix B Model: An Integrated Learning and Developmental Approach

Learning and development of students and instructor professional knowledge is implemented using the TBL-LIM model as instructor conceptions of teaching OBM coursework. The study emphasises six knowledge creation of competence building as outlined in the foundational knowledge creation of the study. Drawing from this TPD-PI approach, teachers are collaborative coaches, guides, facilitators, and learners with students in OBM learning environments. In summary the following are guidelines for applying different learning and developmental methods useful for TBL-LIM praxis.

Appendix B: Teacher Professional Development & Praxis Instruction (TPD-PI) in OBM Learning

Diagnostic Learning	A delivery that integrates the theory and practice methods of OBM learning. Methods of learning incorporates diagnosing organizational real situations and implementation of identified problems and solutions.
Activity based learning	Learning activities constitute brief introduction session of the weekly theories guiding weekly study such as case studies, team selected groups, team presentations and class discussion groups. Additionally, the main OBM coursework textbook (Buelens et al., 2011) was used in class. Topics of study and instruction were taken from this main textbook with weekly designated topics, learning outcomes, case study and critical thinking issues for class discussion or in designated teams. The weekly scheme of work totalled forty-five number of periods for all semester 6 which comprised four OBMS classes. A typical weekly session included topic of study, learning outcome, in class assessments and homework assignments.
Contextual learning	A practice-based delivery that invites student learners to study the science of organizational behaviours management studies at individual, team, and organizational levels of knowledge creation.
Collaborative learning	A learning environment that combines students' distinctive styles and skills of learning. Students exchange learning experiences and capabilities through shared team and group work projects.
Instructional learning	An instructional approach that clarifies organizational structure of OBM course work, including making explicit types of delivery and evaluation processes. The learner motivation is student centred where learners take ownership of learning through students contributed teamwork projects.
Research—theory learning and development	Demonstrating instructional conditions of the classroom features students interacting with other students and instructor and discussing theories and practice of OBM in group work projects, individual reports, and written exams. This integrated approach of learning closes the gap between the theory and practice divide.

It is worth noting that the TPD-PI model as outlined above links closely to learning environments that focus on providing students with the experience of learning in the contexts of real-life problems. Light et al. (2009) describe such learning environments as described around problem-based learning, project-based learning, inquiry-based learning and inquiry-guided learning (p.61). A similar approach (Allan, 2016) notes that changes to learning and teaching are designed around students actively engaged and involved in design of innovative learning programs, using appropriate classroom tools and technologies for learning and career development (p.3). Monaghan and Columbaro (2009) also outline communities of practice as shaped and developed from four factors of: synergy in learning, acquisition of content knowledge, interrelationship skills and a new process for lifelong learning. Therefore, the contributions of TPD-PI as a vital learning strategy are useful to keep up to date the needs of students and their career aspirations in OBM learning.

Summary Perspective of TPD-PI and STP

Hoidn (2017) noted that designing student-centred classrooms requires awareness of existing educational beliefs on learning and instruction reflecting professional competence of faculty (p.343). In this study both TPD-PI and STP contributed effective learning and developed implemented in TBL-LIM method of improving OBM education with deep learning in the following ways.

- *The TPD-PI dimensions:* reflects professional competence approach that highlights integrated levels of learning tool sets that I used in coaching, facilitating, and guiding the undergraduate classes in OBM education. Firstly, this pedagogical dimension refers to teaching and learning and addresses issues concerning content analysis, context analysis, contextual and collaborative analysis in design approach, organization and methods and instructional strategies for creating OBM learning environment. Secondly, the evaluation dimension refers to both assessment of learners and evaluation of OBM learning activities.
- *STP dimensions* reflects student teams built from creative and collaborative processes that illustrate team problem-solving capabilities in understanding OBM theory, practice, and developmental learning. The evaluation dimension refers to formative and summative assessment of student learners and evaluation criteria of team presentations. Whereas the management dimensions address how students' teams manage their projects in self-directed approaches and accountability structures such as team contracts designed by students and instructional guidelines designed by the educational instructor.

The OBM Assessment Project Processes

The OBM Assessment Project Practices involved assessments in the following areas: team interactive project (TIP); team presentation criteria; (TPC); self-evaluative reports criteria; (SERC); students peer assessment criteria; (SPAC); students' self-assessment criteria (SSAC). Thinking about assessment involves thinking about the design of the OBM course. The assessment was based on

making explicit aims of the course and assessment methods (Ramsden, 2003) as illustrated in the outlined assessment methods below.

Appendix C Model: The OBM Assessment Project Processes

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| TIP | <ul style="list-style-type: none">• Discussing link between OBM theory and practice linkages• Studying OBM themes and topics related to workplaces and generating innovative solutions.• Demonstrating power and political issues encountered and learning to manage multiple stakeholder relations of workplaces.• Designing innovative approaches in managing new learning and conversations. |
| TPC | <ul style="list-style-type: none">• Demonstrating clarity and delivery of materials to problematise issues• Linking OBM practice and making explicit created new knowledge.• Ability to respond with confidence questions from the audience.• Drawing synthesised presentations and drawing good conclusions. |
| SERC | <ul style="list-style-type: none">• Clarity of reports – connected and cohesive.• Analysis of problem issues and synthesized reports• Application of critical reflection on complexities encountered and learning strategies proposed and applied. |
| SPAC | <ul style="list-style-type: none">• How each member work effectively as a member of a team?• How each member identifies and solves problems?• How each member manage time in achieving objectives?• How has each member contributed to the overall team project? |
| SSAC | <ul style="list-style-type: none">• How do I develop and manage my role functions in the team?• How do I work and relate to others?• What communication styles suit me and how I use them?• How do I manage tasks and solve problems? |
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