

## INTRODUCTION

Team-Based Learning (TBL) is a structured, learner-centric pedagogical strategy shown to enhance engagement and Learner satisfaction [1]. While it has been used in several undergraduate and post-graduate specialty training [2-7], there have been no previous reports for its use in post-graduate family medicine training. NHG Family Medicine residency introduced modified TBL sessions in Academic Year (AY) 2023 across all three years of training to improve resident participation and collaborative learning.

## OBJECTIVE

This poster explores the learners' experiences and feedback in using TBL as part of their residency training.

## METHODOLOGY

Based on their planned curriculum, all Year 2 and 3 Residents were scheduled for 4 TBL sessions, while all Year 1 Residents had 3 sessions. Adopting from evaluations reported by various programmes [2-7], our residency faculty created an 11-question form to collect both quantitative and qualitative feedback on learner's experience and opinions (Table 1). QR codes were given to the residents at the end of each TBL run in AY2023 and AY2024 for anonymous submission. Survey results were collated and analysed.

### Questions marked on 5-point Likert scale (1 = Strongly Disagree, 5 = Strongly Agree)

- I have a better understanding of the relevant topics covered in the In-Training Examination (ITE) through these TBL sessions
- I learn better from TBL sessions compared to lectures
- I feel more engaged during these TBL sessions compared to lectures
- The modified TBL group discussions allowed me to improve my understanding of concepts
- I/ residents were actively involved in these sessions
- I found TBL a more productive method than the usual didactic lecture format
- The TBL format was helpful in developing my skills for clinical practice
- I found the TBL sessions more enjoyable than the usual didactic lectures
- I remember the topic better through modified TBL than the usual didactic lecture format
- I feel that we should continue using the modified TBL format for more active learning

### Open ended question:

- Any feedback for improvement (if any)

Table 1: Survey questions

## RESULTS

65 and 66 residents attended and submitted the surveys in AY2023 and AY2024 respectively. Results are reflected in Chart 1. Feedback was positive across the various domains. Over the 2 years, feeling more engaged (Qn 2) and being actively involved (Qn 5) scored the highest (mean=4.44), followed by enjoyment compared to the usual didactic lectures (Qn 8, mean=4.35). Feeling that the format helped developed skills for clinical practice (Qn 7, mean=4.11), remembering the topic better through modified TBL than usual didactic lecture format (Qn 9, mean=4.24) and finding TBL more productive than usual didactic lecture format (Qn 6, mean=4.25) scored the lowest. Qualitative feedback included suggestions for sharing of the slides after the session for future reference, and the importance of an engaging facilitator to scaffold learning.

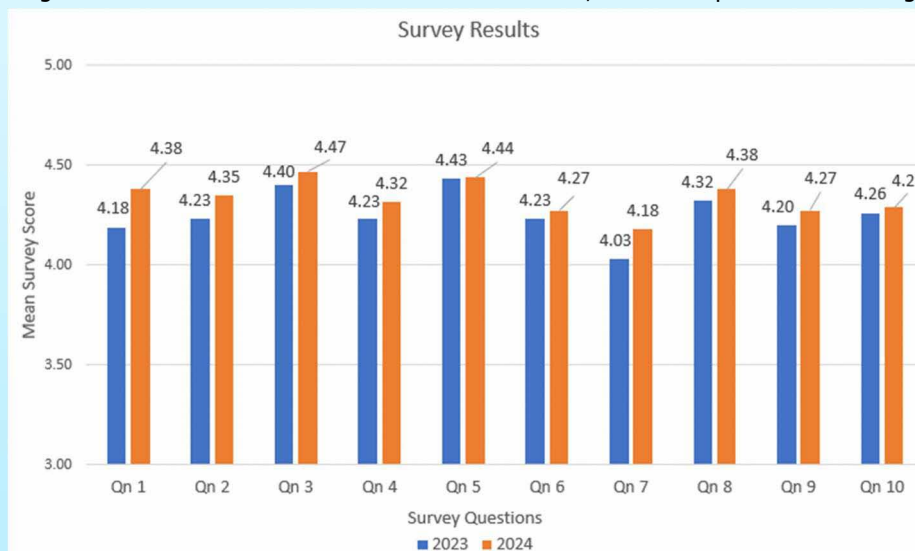


Chart 1: Survey Results

## CONCLUSIONS

TBL provides a new teaching strategy for post-graduate family medicine training that increases learner engagement and enjoyment than traditional methods. Further improvements can enhance clinical relevance and knowledge retention. Faculty feedback can also be gathered to assess teaching satisfaction and challenges faced.

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