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Use of Myers-Briggs Personality Types in the Distribution of Students to Team-Based Learning Groups

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Presenters

Tracy R. Frame, Rebecca J. Gryka, Mary E. Kiersma, Lorin Sheppard, Aleda M.H. Chen, and Stephanie M. Cailor

Abstract

Title: Use of Myers-Briggs Personality Types in the Distribution of Students to Team-Based Learning Groups

Authors: Tracy R. Frame, Rebecca J. Gryka, Mary E. Kiersma, Lorin Sheppard, Aleda M.H. Chen, Stephanie M. Cailor

Objectives: To examine students' perceptions of team-based learning (TBL) and the level of confidence associated with the learning format when distributed into teams consisting of diverse personality types and gender. **Methods:** Team-based learning (TBL) is an active learning tool where students are organized into teams for a specified term but little data exists regarding the best method of distributing students into teams. TBL was utilized in two pharmacy courses. Prior to the start of the 2012 academic year, students completed the Myers-Briggs Type Indicator® (MBTI®) personality test. Students were separated into nine teams of diverse MBTI® types and gender. Pre- and post-tests, administered at the beginning and end of the semester, were utilized to assess the students' perceptions of TBL and the level of confidence associated with the learning format. Descriptive statistics and paired t-tests were performed in SPSS. **Results:** A total of 53 students were distributed into teams; 26 students (50 percent) were extroverts and a total of 21 students (40 percent) were identified as Sensing-Thinking-Judging MBTI® type.