**Readiness Assurance Test (D012)**

1. What is the most important role of content in a TBL course?

1. Used by students to solve concrete, constrained choice problems. \*
2. Used by students to solve concrete, open ended problems
3. Used by students to solve abstract, constrained choice problems
4. Used by students to solve abstract, open ended problems

2. How do Team Application Tasks help students learn the abstract concepts from the preparatory materials?

1. Lets them test their understanding and get immediate corrective feedback. \*
2. Lets them apply concepts from the preparatory materials to solve abstract problems
3. Preparatory materials get students ready to have right answer “at their fingertips”
4. Lets them reflect on all they have learned

3. In the Roberson/Franchini paper, what defines a discipline?

1. A specific body of knowledge
2. A governing body that oversees licensing and accreditation
3. The type of people who are attracted to work in the discipline
4. The types of actions experts take to solve disciplinary problems. \*

4. In a TBL course, what is the most clarifying actions students can take to increase their understanding?

1. Correctly answer test questions on a high stakes examination
2. Listen to a clear, lucid explanation by attending a good lecture
3. Make a team decision that requires analysis and judgment. \*
4. Study as a team to prepare for a high stakes test

5. Why is the simultaneous reporting so important?

1. Lets team easily compare their thinking/decisions to other teams. \*
2. Motivates students to individually prepare for class
3. Saves time, since sequential reporting is very slow
4. Makes individual student thinking clearly visible

6. What kind of learning outcome or objective is often the easiest to turn into a 4S activity?

1. An objective that relates to abstract concepts
2. An objective that relates to abstract action
3. An objective that relates to concrete concepts
4. An objective that relates to concrete actions. \*

**Task Wording**

You are creating a TBL team task for a writing course. You are considering different ways of wording the task. You want the activity to really make the students think and want it to lead to a deep discussion. Which of the following wordings for the task would likely best achieve these objectives?

A. List the mistakes writers frequently make that detract from their efforts to write in an active voice.

B. Read the following passage and identify clear examples of active voice and passive voice.

C. Read the following passage and identify the sentence in which the passive voice is used most appropriately.

**Activity Focus**

You are designing a sequence of team tasks that build on one another. You are trying to get the mix of abstract concepts and concrete experiences just right. How would you recommend the progression of activities across the module be structured.

1. Start with simple abstract tasks and build to complex abstract tasks
2. Start with simple concrete tasks and build to complex concrete tasks
3. Start with simple abstract tasks and build to complex tasks that increasingly need the progression of concrete experience to complete
4. Start with simple concrete tasks and build to complex tasks that increasingly need abstractions to solve/understand

**Task Execution**

How we facilitate a reporting conversation can change how effective the learning outcomes are. We want to help students build critical arguments by making sure that they examine different points of views, and identify assumptions, inconsistencies, and missing information that can affect the validity of their particular conclusion. How best can we help students build these critical arguments in the reporting discussions?

1. You should carefully script and carefully control discussion so main points are always covered
2. You should prepare critical thinking questions that can be used to extend and deepen the discussion as needed
3. Since students responsibility for their learning, they are also responsible for getting the most out of the discussion

**Effective Debrief**

You are designing a discussion plan to manage the reporting conversation after a 4S report. You want to avoid a sequential debrief, since you been told by Bill not to do this. Which of the following is most important?

1. Start with a team that chose the minority position
2. Let each team completely explain all their rationales so we can see the entire thinking process
3. Limit each team to making just one point before moving on to next team
4. Go back and forth between contrasting positions; work your way around to every team at least once. But always start with a team that has picked the right answer.

**Getting logistics right**

You been having trouble with a few teams rushing ahead and getting all the team tasks completed long before the other teams. They get bored, start off-task conversations, and have become quite disruptive to the students that are still working. What would be the best way to fix this problem?

1. Hand sub-tasks one at a time so a team can’t rush ahead
2. Talk with fast teams and quiz them about the depth of their analysis and push them to further discuss their decisions
3. Create a sponge activity that fast teams can work on if they finish the team task early.
4. Display a timer and continuously keep informing teams where they should be in the progression of tasks

**What is for individuals, and what is for teams?**

We should strive to design tasks that lead students through a complete thought process. How best can we structure these kinds of sequences?

1. Give teams a worksheet that outlines several tasks at once, so they can divide up the tasks for efficiency.
2. Give teams tasks one at a time, so dividing up the task makes no sense
3. Assign earlier decisions in sequence as individual work to be completed before class.
4. Assign individual preparatory work to be ready for the in-class decision-making task

**Time Management**

You have adopted Team-Based Learning. You have been using the 4S framework to structure your classroom problem-solving activities. You are pleased with the engagement and depth of discussion you are getting from your students, but are a bit concerned that the time spent on the activities are taking away from other aspects of the course. You are considering various options for overcoming this problem.

Which option would you choose to fix this problem? And why?

1. Make all module activities a bit simpler. Simplify the problems so the depth and complexity of analysis required is less for teams to arrive at a reasonable, defensible decision.
2. Do fewer activities across the module.
3. Reduce discussion time before simultaneous report. Give students a shorter time to discuss the problem inside their team, before publicly reporting their decision, since most rationales and arguments will come out in whole class discussion.
4. Reduce discussion time after simultaneous report. Be more directive during the whole class discussion after the simultaneous report, so all the “important points” are more quickly covered.