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| **Time** | **Instructor** | **Student** |  |
| 25 min | **Workshop SET** |  |  |
| 0-10 | M, M - Pete and Tom story  K – how many have heard about TBL, how many use TBL?   1. What TBL lets you do well – learn to apply 2. Relationship to flipped classroom - structure   O – creating proper conditions then asking questions in a powerful way |  |  |
| 10-15 | **O - Creating the right conditions for TBL**   * Start by – forming teams right | Group work belief questionnaire | Line up  count off |
| 15-20 | **O – Creating the right conditions (continued)**   * Get students to come to class prepared (RAP) * Practice applying what they have abstractly learned (4S) * Accountability and Feedback |  |  |
| 20-25 | **O - The 2 big takeaways – 2 protocols**  How to get students to come to class prepared (RAP) and how to use class time to have students learn how to apply course content (4S) – what TBL is really about is decisions and creating conditions so students can make them well |  |  |
| 20 mins | **BODY** **– Part 1 - RAP Cycle** |  |  |
| 4 | **Reading (3 minutes)** – for those who didn’t do a good job of pre-readings | Introduction TBL handout |  |
| 6 | **tRAT (6 minutes)**  Introduce IF-AT decremental scoring | Retake same test in team |  |
| 2 | **Appeals** – created teachable moment  Hold up appeals form and discuss |  | Appeals form |
| 4 | **Mini-lecture** and **RAP debrief** – explain not wanting to go over everything, toxicity of different preparation levels, highlight how IF-AT create good group norms, read aloud Kumar RAP passage (I want you to imagine yourself as TBL teacher) |  | Make a big deal about collecting ALL tests |
| 31 mins | **BODY** **– Part 2 - 4S Cycles – TBL’s Main Event** |  |  |
| 16 | Complete 4S task 2 (1 set + 2 view + 5 intra + 5 inter)  ***Is it a 4S activity?*** | Watch Video | 5 min |
| 10 | Complete 4S task 3 (4 intra + 4 inter)  ***Writing a good 4S question prompt*** |  | 4min |
| 15 | **Review why 4S tasks structure creates such powerful activities** – finish by reading aloud Kumar 4S passage imaging yourself as teacher | Superlatives, constraints, apply abstract to concrete | More this afternoon |
| 10 min | **CLOSE** |  |  |
|  | **Pre-Close** – **S** - summary TBL cycle, and 4 elements, whole course overview | Look at pictures in major reading | Intro to TBL back page,  Module timeline |
|  | 1. **Big Takeaways**  * Warning label, resources, recommend next steps |  | My website  ListServ |