

TBL101
APPLICATION EXERCISE

You and your colleagues must design and implement a new, interdisciplinary course, “Pathophysiology and Disease”, to replace lecture components of Pathology and Physiology, and a large segment of Pharmacology. Most lecture time will be eliminated to promote more active and interactive learning. It is to be a year-long course and should include clinical problems to encourage the students to exercise clinical reasoning.

Questions:

- 1. The BEST way to get students into teams will be to:**
 - A. base it on the amount of previous clinical exposure/experience
 - B. do it randomly
 - C. have students select which teams they want to be on
 - D. review their grades in other courses and assign to achieve “balance” in the teams
 - E. use standardized test scores to assign so every team has similar scores

- 2. The BEST way to design and deliver each TBL session will be:**
 - A. a small group of faculty from the same department designs, and, as a group, does the instruction
 - B. an inter-disciplinary group of faculty designs the session, one person serves as instructor
 - C. one faculty member designs and facilitates the sessions
 - D. one or two faculty design and do all instruction so that there is consistency across the year

- 3. Professional students loathe evaluating their peers in a formal way. What would be the BEST approach to Peer Feedback for this course?**
 - A. Omit it because the students do not value it
 - B. Have the students determine its grade weight, provide instruction on Peer Feedback
 - C. Use only qualitative Peer Feedback, no grade impact
 - D. Set a 20% grade weight, instruct students on how to give feedback to peers.

- 4. Which is the BEST approach to assigning grade weights to the TBL components in this course?**
 - A. 50% IRAT, 50% Group (GRAT and Application Exercise), qualitative Peer Feedback
 - B. Course Director determines grade weights
 - C. Faculty determine grade weights through consensus discussion
 - D. Student representatives and Faculty subcommittee determine grade weights
 - E. Students determine grade weights, but maximum and minimum amounts set by Faculty

- 5. Two months into the new course, two students from one team come to your office and ask if they could be changed to another team because one of the team members dominates the sessions and has led the team to make many wrong answers – their team score is near the bottom of the class. What would be your approach to this situation?**
 - A. Inform them that avoiding conflict in teams is more important than good grades
 - B. Schedule a meeting with the team to discuss their performance
 - C. Suggest that they bring up the issue with the whole team
 - D. Suggest that they poll the other members of their team and if they concur, move the “dominating” one to another team
 - E. Suggest that they use the “Peer Feedback” forms at the end of the course to express their feelings

- 6. One of your colleagues is distressed because she feels that TBL will not ‘cover’ all of the content that ‘must be covered’ to match the NBME Step One listing, and students will be upset that are not being ‘taught’ everything. What could you say that might reassure her?**
 - A. “We don’t cover everything now anyway!”
 - B. “If we focus on what we want our students to be able to do with content, then they will master the content.”
 - C. “Medical students learn what they need to know for the boards, no matter what or how we teach.”
 - D. “The IRATs will make sure that they cover the content they need to know.”
 - E. “Teaching to the boards will continue to diminish our responsibility to define what is important.”