

[UMBC Team Based Learning Workshop Agenda](#) | [More Info](#)

May 23, 2012, 10 a.m. to 4 p.m., ITE 456

1. **Introductions & Overview (10 a.m.)**
 - a. Where does TBL “fit” among active learning pedagogies? (Linda)
 - b. Why TBL matters (Sarah)
 - c. [Technology’s role in TBL](#) | (John)
2. **Approaches to Team Formation (10:30 a.m.)**
 - a. Define participants by discipline
 - b. Distribute disciplines in teams by counting off by number of total groups
 - c. Discussion: Why is transparency & permanence important? (John)
3. **[Readiness Assurance Process](#) (11 a.m.) [Key](#) (John)**
 - a. Individual Quiz over Assigned Readings (from TBL book, Chs. 1 & 2)
 - b. Team Quiz using [IF-AT “Scratch Off” Cards](#) for Consensus Best Answer
 - c. “Open Book” Appeals of incorrect answers or misleading questions.
 - d. “Corrective Instruction” Mini-Lecture
4. **Lunch (Noon) Panel discussion with TBL faculty & students (Linda)**
 - a. LLC 644 “Research Methods,” Christine Mallinson & Rachel Carter
 - b. BIOL 251 “Human Anatomy & Physiology,” Tilani Lowman
 - c. BIOL 123 “Human Genetics,” Cynthia Wagner
5. **[Application Exercises Using “Four S” Model](#) (1 p.m.) | (Sarah)**
 - a. Significant, relevant problem.
 - b. Same problem for every team (to promote intra-team learning).
 - c. Specific choice each team makes on the best answer or recommendation.
 - d. Simultaneous reporting so everyone sees every team's "choice.”
6. **Break (2:30 p.m.)**
7. **Grading to Assure Accountability (2:45 p.m.) | (John)**
 - a. Individual Credit
 - b. Team Credit
 - c. [Peer Review](#)
8. **Planning Your TBL Implementation (3:15 p.m.) | (All)**
 - a. Re-form teams as disciplines (CAHSS, CNMS, CoEIT)
 - b. [Discipline-focused Application Exercises](#)
 - c. Initial or obvious issues & opportunities around TBL course redesign?
9. **Class Dismissed! (4 p.m.)**