Team-Based Learning Faculty Learning Community Structure

Date	Topics	Work to complete before session
Sep	Orientation to a Faculty Learning Community Goals of community Structure of meetings Group activity Preparing for our next month's redesign work	☐Read *Team-Based Learning* chapters 1-3.
Oct	Challenges that surfaced when completing the course and unit objectives assignment, the creation of content units, and criteria for team selection Review another member's objectives. Preparing for our next month's redesign work	☐Read *Team-Based Learning* chapters 4, 15, Appendix A, and one or two case studies of your choice ☐Write learning objectives for course and for two units. ☐Categorize your course content into 4-7 units for the semester. ☐Join the TBL listserv.
Nov	Challenges that surfaced when completing the Readiness Assurance Process and Peer Evaluation Process Group discussion of some specific questions about our topics Preparing for our next month's redesign work.	☐Create your Readiness Assessment Tests for units 1 and 2. ☐Read *Team-Based Learning* Appendices B and C. ☐ Plan your peer evaluation process and generate materials you may use ☐ Decide how the course components will be graded and whether students will have a part in setting grade weights of some course components.
Dec	Challenges that surfaced when • completing Team Assignment activities • selecting criteria for team selection • considering your classroom logistics • preparing for the first class meeting or • preparing your syllabus Planning for spring FLC sessions (dates, process, content).	☐Read handout materials. ☐Select criteria to create your teams during the first class. ☐Generate materials you may use (explanation of TBL to students, syllabus, course schedule, seating plan, etc.) ☐Identify issues you still need to address about your course. Create your Team Assignment Activities for units 1 and 2.
Jan-Apr	Monthly implementation questions and observations brought forward by members Write a proposal for SoTL Conference (sub-group of four) Create a student questionnaire that members can use to evaluate team-based learning in their courses Update about Institutional Review Board process Decide on any "post-community" activities	☐ Review what questions are used in standard instructor evaluations ☐ Make a list of several items you are interested in including for students. Possible guiding questions: -what did you want TBL to affect? -what will inform you how "something" about TBL is working? -what will inform your understanding about what you observe?