

Examples from Indiana University Kokomo Team-Based Learning (TBL) Faculty Learning Community That Show Professional Development Principles* through Structure, Activities, Assignments, and Rewards

Principles	Learner-centered	Knowledge-centered	Assessment-centered	Community-centered
Explanation of Principle	<i>Taking guidance from the teacher, as a learner, to determine where help or guidance is wanted</i>	<i>Opportunities to understand why, when, where and how to integrate new techniques with the curriculum</i>	<i>Opportunities to try new techniques in the classroom and receive feedback to help build one's capacity to judge results</i>	<i>Continued contact and support over the time of implementing change</i>
Applied to Structure	Faculty self-select to participate; faculty asked to influence selection of some session topics by including implementation issues and problem-solving, TBL development issues, assessment options, and ways to support TBL on campus	Our learning community brought together faculty from different disciplines to study TBL methods and research results; an extra session was dropped in (a RAT lab) for individuals to work develop items	First half focused on course redesign; second half focused on implementation of strategy by using it to teach a course; some implemented earlier than others and brought observations and assessment results to the group	The same group, with loss of only one member midway, met for an academic year with regular monthly contact at meetings; an online course management site supported resource storage for the group
Applied to Activities	Faculty chose to work together on a conference presentation to focus on benefits of taking an interdisciplinary look at TBL; faculty chose to develop a questionnaire to study student opinions about use of TBL	Faculty applied concepts of TBL to courses/disciplines and shared their rationales; experimentation and reflections displayed decisions to others; examples from book and participants were rich and varied	Faculty collaborated on development of a questionnaire; individual assessment efforts were shared; peers gave feedback on each others' written objectives; comparisons could be made to TBL book	The faculty took a risk together by changing their teaching strategy; members of the group chose to work on some joint projects devoting even more time to accomplishing those together.
*Principles as identified by the National Research Council in Donovan, M.S., Bransford, J.D. and Pellegrino, J.W. (Eds.) (2002) <i>How People Learn: Bridging Research and Practice</i> . Washington, D.C.: National Academy Press (p. 24).				

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Applied to Assignments	Faculty developed and prioritized questions for TBL course student evaluations to be used across disciplines after finding standard evaluations did not address all the aspects they wanted to know.	Faculty read TBL book and transferred TBL guidance into decisions about their own courses <ul style="list-style-type: none"> · writing objectives · forming teams · writing RATs · creating team assignments 	Faculty developed and prioritized questions for a student evaluation instrument; a sub-group decided to research the use of that instrument; a sub-group wrote a conference proposal accepted for presentation	When a member asked the community to swap two assignment dates so that peer review could be studied in time for her to make decisions for her 8-week class, the group considered it and responded with a change
Applied to Rewards	Faculty received \$250 in professional development funds which the faculty can choose how to use for books, materials, conference expenses or supplies; some chose to apply some of the funds to present at a conference together	Participants received the Michaelsen, Knight, and Fink <i>Team-Based Learning</i> book; received knowledgeable consultation among peers; built expertise in a teaching strategy; found ways to apply insights across disciplines	Faculty received feedback about their work and decisions from peers; they built advanced knowledge about TBL and teaching as intrinsic rewards	Individuals became a team and transitioned from working alongside each other on individual projects to working together on group projects; members enjoyed hospitality of breakfast foods at meetings and a "field trip" to the local bakery