1.   How we can change teachers' motivation and attitudes toward active learning, especially toward TBL?

Resistance to incorporating pedagogies of engagement by faculty is common and totally anticipated. We have all grown up on the lecture mode and fear that if we do not teach something then students will not learn it. Little do we realize that little of lecture content is ever really learned and almost none of what is learned can be applied. The neurobiology of learning informs us that we can learn much more and better when we must solve problems with information/knowledge, e.g. Application of knowledge. Some faculty can never make the transition, but one thing that helps if for them to see an active learning session 'live.' TBL is great for this as long as the faculty member literally sits in with a team of students and listens/observes the power of learning that lies within the decision-making process.

2.   What is the best model for faculty development in the field of team-based learning? Are the workshops enough?

Workshops are a start. As in #1, sitting in with an active learning team often grabs the resistant faculty member with a feeling of 'I wish I had learned like this.' Touring the TBLCollaborative website, reading some of the terrific publications on TBL – all help. It is critical to create a 'learning community' of a few faculty (to start) who meet regularly over tea and explore the issues, plan some field testing of a TBL module with some students, evaluate the process, develop expertise. At my school, it took us about 3 years of doing this before we started to really 'get it' and student + faculty enthusiasm took hold.

3.   All contents are not applicable for TBL. What is the best content that can be used for TBL?

The best content areas for TBL are those where 'problem solving' is inherent. We have used it successfully in all medical education domains. However, we have also started to use "Peer Instruction" in some of our courses where we still use the TBL – the two together, particularly in course that is rich in content that must be mastered (neuroscience, neurology) are terrific.

4.   Incoming students have much trouble in the first of semester in University. Is not it better that we run TBL after med semester?

TBL when done right really helps 'new' students because it provides immediate feedback on whether or not they are learning the material at the level they need to in order to be successful. Please always use the IF-AT forms for the Team Readiness Assurance Test – this helps the new students the most to learn from their peers and gives them 'Immediate Feedback.'

5.   The TBL-score (each TBL Session has 0/1 of total score in each Block for example if we have 10 TBL session in nervous block, the final exam score is 19/20 and 1 score for TBL Sessions) for each TBL session is not valuable for students and teachers, this method may be trivial after a while because does not exist any gain to them.

We count TBL as little as 15% in a course to as much as 50%. It is important to give it some 'weight' if you want students to invest in the preparation and participation.

6.   is it true to consider a separate score for TBL? Students must be internal motivated to participate in these meetings. How to make them motivated?

TBL must count enough to motivate, just like we all go to work for some pay. We are human, we like incentives to work and rewards when we do a good job. TBL is all about accountability.

7.   After the execution of TBL we have a problem with content coverage how to solve it?

There are many ways to do this. The key is the design of Application exercise questions that require teams to really use a great deal of their content mastery (from preparation, the readiness assurance process, and peer-peer dialogue) to solve complex problems that are authentic, e.g. Just like they will as physicians soon. I would be happy to share a couple of examples of this. Also, there are many good ones available on MedEdPORTAL of the AAMC. You would need 'authorization' as a faculty member to see them fully, but I can help with that by sponsoring you. Happy to do this for a small number of your faculty who might be starting the 'learning community.'

8.   Students have not a positive attitude towards TBL. It seems they are not accountable for their own learning. How can it be created?

Indeed a challenge to start. But, a good orientation to TBL for them often makes the difference: they can see that they can and will accomplish course objectives better by learning this way. As you plan the new year, am happy to share with you an "intro to TBL" for students workshop material.

9.   Designing the GAP questions is one of the problems. How we can design an effective GAP question? What type of questions at this stage is better?

This is a huge task and takes up the most faculty time and intellectual power. It is so much harder than preparing a batch of lectures to 'cover' the content. But it is also at the heart of learner-centered instruction: creating questions that force students to analyze, synthesize, evaluate, calculate, discriminate to make critical decisions. Seeing and studying some good examples might help. Also, we have a 4 STEP worksheet set that helps faculty with this process – also, happy to share with your group.

If you are able to gather a handful of faculty who would like to do a video conference call or Skype to discuss further, I am happy to arrange. Sometimes this helps too.

Warm regards