

# Genes to Society Faculty Retreat

---

## A. Lecturing in the TBL Age: How to Avoid Getting Burned at the Stake

Jon Lorsch, Ph.D., Biophysics and Biophysical Chemistry; Director, Scientific Foundations

Jon will pontificate on how to optimize the use of lectures and lecture notes in the new curriculum.

## B. Case Method Teaching

Henry Fessler, MD, Pulmonary and Critical Care Medicine; Pathophysiology Block Director and Director, Physiology Intensive Advanced Clerkship

The Case Method has long been used as a small group teaching method in business and law schools. This workshop will describe the pros and cons of the case method, provide a framework for applying the method to a medical school group, and distribute a handbook for case writers and group facilitators. A sample case will be used to illustrate the process, and results from a pilot in the second year Pathophysiology class will be discussed.

## C. Team Based Learning: Why Do It; How it Works

Jacek Motswin, MD, Director PPAS, and Pat Thomas, MD, Director, Ambulatory Medicine Clerkship

Team-Based Learning (TBL) is an educational strategy developed in the business school environment, that can be used with classes as large as 200 and as small as 12 (e.g., GME), transforming instruction into active learning and promoting the development of professional competencies in interpersonal skills, teamwork, and peer feedback. This workshop will provide participants with a real TBL module, specially designed for health professions educators who have little or no knowledge about it. They must complete an advanced reading assignment, take a ten-minute Individual Readiness Assurance Test (IRAT), a ten-minute Group Readiness Assurance Test (GRAT) as team members, and participate in a thirty-minute Group Application Exercise. There will be little sidebar commentary until it is completed, thereby ensuring that participants best understand the process from the learner's perspective.

**Objectives: By the conclusion of this workshop, participants will be able to:**

- 1) explain the key components of a successful TBL module.
- 2) outline how they would construct a TBL module from a set of objectives.
- 3) describe how they might convert a course/lecture they already teach into a TBL module.
- 4) illustrate how to transform a small group into a productive learning-team.