

APPLICATION

Funded Professional Incentive Program for Faculty

Note: The original application must be signed by (1) the Applicant, and then (2) by the Vice President of Instruction. The Vice President of Instruction will forward the original application to the recording secretary for duplication and distribution to committee members. (Fields in the application that are shaded grey must be completed).

Tina Martinez	Social Science	1/11/2016
Applicant Name	Department	Date of Application

Dates of Travel	Departure: <u>3/2/2016</u>	Destination:	<u>Albuquerque, NM</u>
	Return: <u>3/6/2016</u>	Activity Title:	<u>TBLC Conference</u>

Mileage	From/To: <u>Pendleton/Pasco</u>	<u>140</u>		x 0.40/mile	Total
		Number of Miles		Per diem	<u>\$56.00</u>

Airline	From/To: <u>Pasco/Albuquerque</u>	<u>\$500</u>		Total
		Airfare		<u>\$500.00</u>

Meals	Departure Date	\$15.00	x	<u>1</u>	day	<u>\$15.00</u>
	Full/Overnight Date of Travel	\$30.00	x		days	<u>\$0.00</u>
	Return Date	\$15.00	x	<u>1</u>	day	<u>\$15.00</u>
	<i>Total Meal Expense</i>					<u>\$30.00</u>

Lodging	<u>Hotel Albuquerque</u>	<u>4</u>		<u>\$168.75</u> /night	Total
	Hotel Name	# of Nights		Room rate plus tax	<u>\$675.00</u>
	<u>505-843-6300</u>				
	Hotel Phone Number				

Other Expenses (explain) **Receipts Required******

(conference fees, airport parking, shuttle, baggage fees, etc)	
<u>conference fee (if paid by 1/15, if not \$520)</u>	<u>\$470.00</u>
<u>workshop fees</u>	<u>\$150.00</u>
<u>taxi to hotel (round trip)</u>	<u>\$0.00</u>

Other Funding Sources

Will other* funding sources apply to the total of the travel?
 (*scholarships, outside agencies, college dept.)

<u>XX</u>		
No		Yes
		<u>\$</u>

If yes, provide explanation and how much?

Total Professional Incentive Funds Requested	<u>\$1,881.00</u>
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1. Specifically describe the activity. (Attach sheet and/or brochure, if available). Briefly indicate your main area(s) of focus.

Team based learning conference in Albuquerque, NM - web site: <http://www.tbldmeeting.org/>

2. Rational for the request. Show how the activity for which funding is requested is directly related to your professional development plan. How will it result in value to the applicant, to the College, and to the community? Tell us if you see an opportunity to make an oral presentation on the benefits of this activity. (Attached sheet if needed)

I would like to work on increasing my ability to use team based learning. The conference and the pre-conference workshops are an excellent place to do this.

3. Have you reviewed the attached procedures and guidelines for funded the Professional Incentive Program?

Yes xx

No

4. Signature of Applicant:

Tina Martinez

Date:

1/11/16

5. Acknowledgement by the Vice President of Instruction:

- Proposal:
- Meets guidelines
 - Does not meet guidelines
 - Falls within professional development plan
 - Does not fall within professional plan

Signature of Vice President:

Jim Walker

Date:

1-12-16

PLEASE ATTACH ANY SUPPORTING DATA

For Professional Incentive Committee Use

Amount approved \$ _____

Committee Chair Signature _____

Date _____

President's Signature _____

Date _____

One copy of the approved application will be sent to the Business office for processing;
one copy will be placed in the Professional Incentive Committee file in the Office of Instruction;
and one copy will be placed in the faculty member's personnel file.

An Explanation of Team Based Learning

Team Based Learning (TBL) is a structured form of small-group learning that emphasizes student preparation out of class and application of knowledge in class. The Team Based Learning Conference starts with an introduction to team based learning (TBL). On Thursday, there are two workshops which are introductions to the process of TBL. The first workshop introduces the structure, process and essential characteristics of an effective TBL module. In the second workshop on Thursday the focus is on creating assignments that fit the model. Friday and Saturdays sessions focus on improving and expanding on the application of the model in a class-room setting. I am interested in small-group learning where the student takes a greater role in learning. The goal is for the instructor to become more of a guide in facilitating learning. Group interaction and focus on relevant problems is the focus of team based learning. This approach requires students to prepare prior to class and work together in a group to discuss issues relative to the course. Research by numerous individuals (Hake, 1998; Levine, 2004; Koles, 2010; and Zgheib, 2010) supports the efficacy of team based learning in comparison to the traditional model of lecture based pedagogy. I am interested in learning more about TBL so as to incorporate this model into my teaching. For more information see the following web site: <http://www.tbldmeeting.org/>.

15th Annual TBLC Conference

Agenda




Closed Optional Fee

Thursday, March 3, 2016




8:00 AM - 9:00 AM	Networking Breakfast	
8:00 AM - 5:00 PM	Registration Open	
9:00 AM - 12:00 PM	<p data-bbox="948 598 972 695">TBL 101</p> <p data-bbox="695 598 927 1486">This is the single best introduction to TBL, conducted in a TBL format. Participants must prepare ahead, take an IRAT, and engage actively with their assigned team members. The structure, process, and essential characteristics of an effective TBL module are emphasized. 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.</p> <p data-bbox="613 598 662 871">Speakers: <u>Judy Currey,</u> <u>David Thomas</u></p>	
12:00 PM - 1:00 PM	Lunch	
1:00 PM - 4:00 PM	<p data-bbox="461 598 485 989">Creating an Effective TBL Module</p> <p data-bbox="151 598 440 1507">This workshop is for instructors who have completed the introductory workshop on Team-Based Learning, TBL 101. It is conducted in a TBL format and there is an Advance Assignment. TBL modules can sink or swim on the quality of the questions that you pose. The toughest task is to write Team Application questions that force learners to grapple with the topic's principles, analyze data, and make a decision that is defensible. By the conclusion of this workshop, participants will be able to: 1. Identify how to use the four S's in the design of a Team Application exercise. 2. Construct a Team Application question that will engage the team in a high-level thinking. 3. Describe how to link Team Application questions to Readiness Assurance and the Advance Assignment. 4. Choose the best question format: MCQ or Gallery Walk.</p>	

Speakers: Michael Nelson,


Liz Winter,
Leanne Coyne

4:00 PM - 5:00 PM	Meet & Greet	
5:00 PM - 9:00 PM	Small Group Networking Dinner; sign up at the registration desk	
6:00 PM - 9:00 PM	Steering Committee Meeting/ Dinner	

Friday, March 4, 2016

7:00 AM - 8:00 AM	Networking Breakfast	
7:00 AM - 5:00 PM	Registration Open	
8:00 AM - 8:15 AM	Opening Remarks Speakers: Karla Kubitz, Tatyana Pashnyak, Maria Sheakley	

Plenary Session

8:15 AM - 9:15 AM	Curricular Integration through Collaboration Bringing the Basic Sciences Back to Everyday Medical Practice: What is the power of people coming together to create something greater than themselves? Collaboration, in which two or more groups bridge their differences and work together to achieve common goals, is fundamental to the process of combining disparate components into an new integral whole. Yet, successful collaborations can be difficult to establish and sustain. Clear purpose, shared vision, and a common language all play critical roles as groups come together to achieve a collective aim. This session will demonstrate how five national medical education organizations have successfully collaborated over eight years to create and sustain the MedU virtual patient courses, now with over 1 million case completions by 30,000 medical students per year. The new MedU Science course, through a collaboration with the International Association of Medical Science Educators (IAMSE), is furthering bridges between educators from a wide variety of basic science and clinical disciplines. By creating a shared conceptual language, these educators are designing an integrated national curriculum with the common purpose of creating interactive virtual learning experiences aimed at improving students' everyday medical decision-making. The lessons learned from this complex collaboration are broadly applicable educators from any discipline seeking to advance student-centered learning through collaborative curriculum design and teaching.	
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Speakers:
Leslie Fall

9:15 AM - 9:30 AM

Break



Workshops

9:30 AM - 11:30 AM

Creating and Delivering Effective Team Based Learning (TBL) Classes in Non-Academic Venues (1WS3)

Team Based Learning (TBL) has strong adoption rates in many university settings, but less impact in corporate and nonprofit training venues. We have over three years of TBL experience with entry level executives and one year TBL experience with senior executives. This workshop will showcase TBL methods outside the academic setting.

Speakers: Thomas Jansen



9:30 AM - 11:30 AM

From Curiosity to Research Question to Research Collaboration in TBL (1WS5)

This workshop focuses on the process of developing a hypothesis-based research project. In particular the workshop addresses a key challenge; how to start the research process by identifying firstly a general research idea, then a specific research question and a realistic and feasible research method. The workshop will also identify basic requirements for research collaboration – as this a major area of interest for TBLC members.

Speakers: Peter Balan,
Sandy Cook



9:30 AM - 11:30 AM

Improving Facilitation Skills for a TBL Classroom (1WS2)

In TBL, students have daily opportunities to engage in critical thinking and apply learning within a “flipped” active learning classroom. TBL faculty transition their role from expert “sage on the stage” to facilitator “guide on the side”. What is necessary for faculty to develop and improve in these skills? Carl Rogers argues that teacher’s attitudes and their personal relationships with students are critical to the facilitation of learning. Derek Lane introduce a series of essential skills to effectively facilitate student centered learning, focusing on establishing the right climate, addressing student needs, and encouraging discovery through open-ended questions. John Pelly and Kathryn McMahon suggest a series of open ended questions and facilitation techniques, such as “can anyone add to this” and “tell me about your thinking,” that can be used by faculty to unlock student discussion and follow up the initial student discussion. Loretta Whitehome, Larry Michaelsen, and Jim Sibley propose a framework for TBL application activity reporting facilitation, with specific techniques to gather and explore ideas, extend and develop ideas, compare and validate ideas, and integration/consolidation of take-aways. Charles Gullo, Tam Cam Ha, and Sandy Cook recently published an article sharing 12 tips for facilitating TBL. A summary of these and other facilitation and student engagement techniques will be presented as the readiness foundation and further explored in the



workshop

Speakers: Judy Currey,

William Ofstad

9:30 AM - 11:30 AM

ThinkSpace: An Open Source platform for TBL Online and Blended Learning Spaces (1WS4)

The purpose of this workshop is to demonstrate how the innovative open source ThinkSpace platform can assist in the implementation of TBL courses: face-to-face, blended, and online, while remaining consistent with TBL principles. To achieve this goal, session leaders will engage teams of participants in ThinkSpace exercises that model how to successfully work in teams in an online learning environment through the use of innovative tools. ThinkSpace facilitates and enhance TBL principles through the use of unique tools including peer review, iRAT/BRAT immediate feedback tool, markup, writing, and analytical reasoning tools. Session leaders will work collaboratively with the attendees to brainstorm potential new tools and partnerships to expand online support for TBL.

Speakers: Jane Rongerude,

Holly Bender,

Jeanna Nation

9:30 AM - 11:30 AM

Writing Multiple Choice Questions for RATs and Application Activities (1WS1)

In order to implement team-based learning effectively, teachers must learn to write "good" multiple choice questions. This is because multiple choice questions are essential during the Readiness Assurance Process, they make up the RAT questions. Moreover, in order to implement team-based learning successfully, teachers must learn to write more than one type of multiple choice question. Specifically, they must learn to write multiple choice questions that focus on each of the different levels of Bloom's Taxonomy. This is because RAT questions typically emphasize memory for and understanding of the course material, while Application Activities usually emphasize the upper levels of Bloom's Taxonomy (i.e., the ability to apply, analyze, and/or evaluate the course material).

Speakers: Karla Kubltz

11:30 AM - 12:30 PM

Networking Lunch/Introduction of TBLC Committees

Speakers: Michale Clark

Workshops

12:30 PM - 2:30 PM

Considerations for Implementing Team-Based Learning on a Larger Scale (1WS8)

This workshop will assist participants who are considering adopting TBL on a large scale. Issues addressed will include: (1) gamering administrative and faculty support, (2)

preparing students and faculty for transition to TBL, (3) strategies to optimize early success after implementation and (4) developing a continuous improvement process to assess outcomes and refine implementation.

Speakers: Jami Remington,
Barry Bleske

12:30 PM - 2:30 PM

Evaluating Team-Based Learning Modules: How to Bring Your TBL Module to the Next Level (1WS10)

The tool introduced in this workshop—the TBL Module Peer Review Form—is useful for evaluating modules based on their TBL characteristics. It can help assure that TBL modules maintain quality across disciplines, especially when non-content experts are asked to evaluate modules. The purpose of the workshop is to introduce the tool to educators who would like to evaluate their TBL modules as well as to critically analyze the components of what make a good TBL module.

Speakers: Liz Winter,
Karla Kubitz,
Jennifer Mott,
Abbas Hyderi,
Simon Tweddell,
Amy Lin,
Ruth Levine

12:30 PM - 2:30 PM

Getting Student Buy In and Engagement with TBL or “Flipped Classes” (1WS7)

This workshop addresses two key challenges: how to deal with student resistance to a new teaching approach, and how to build a collaborative learning culture. In this workshop, participants experience an orientation session that helps students accept a pre-learning teaching method and builds an effective learning culture, particularly when using TBL. A sequence of seven evidence-based exercises drawn from the literature helps students understand important learning processes and starts the process of building productive teams; these are critical requirements for getting students’ cooperation in making a successful transition from learning with lectures to learning in teams.

Speakers: Peter Balan,
Michelle Clark

12:30 PM - 2:30 PM

Methods to Foster Individual Engagement, Intrinsic Motivation, and Accountability to Enhance TBL (1WS9)

Team-based learning (TBL) application exercises foster peer-to-peer teaching and create a learning environment shown to deepen understanding of concepts and to promote their direct application. As observed by many TBL facilitators, certain students are less motivated to engage in the process of developing their competency through understanding and integrating information within their team. Instead, they simply rely on the efforts of other team members and passively listen to discussions. Although team grades are given for application exercises, after the IRAT there may not be a direct measure of individual

competency prior to major exams. While peer evaluation has been shown to encourage individual accountability and engagement in application exercises, it does not typically include any measure of student competency, nor does it correlate to performance in major examinations and other summative assessments. In the absence of mechanisms which encourage and assess individual engagement and competency throughout the course, less motivated students may have sub-optimal learning, may evade identification until after failing a major exam, and may prevent a team from reaching a state of high function.

Speakers: [William Orstad](#),
[Ruth Vinall](#),
[Parto Khansari](#),
[Suzanne Clark](#)

12:30 PM - 2:30 PM

Peer Feedback and Evaluation: Accountability in Action (1WS6)

The purpose of this workshop is to demonstrate how the peer evaluation process can be used to develop the skill of providing useful feedback, increase individual accountability, and improve team performance.

Speakers: [Paul Koles](#),
[Chris Burns](#)

2:30 PM - 2:45 PM

Break

2:45 PM - 4:45 PM

Collaboration Discussions and Roundtable Oral Presentations

4:45 PM - 6:45 PM

Poster Viewing & Reception

6:45 PM - 9:00 PM

Small Group Networking Dinner; sign up at the registration desk

Saturday, March 5, 2016

7:00 AM - 8:00 AM

Networking Breakfast

7:00 AM - 2:00 PM

Registration Open

Workshops

8:00 AM - 10:00 AM

Designing Robust Application Exercises for Medical Students Using Concept-Based Learning (2WS1)

This workshop focuses on the instructional design of robust application exercise through the use of concept-based learning. Application exercises are created by first identifying the transferable concepts for which students should have developed an understanding through the pre-work and iRAT/gRAT process. The concepts are then combined and used to create application exercises. Students must be able to "weigh" their understanding of the concepts and how they relate to one another in a given scenario to reach the better answer. This design process also allows for the creation of a robust facilitators guide, which promotes their use with relatively novice teachers. The workshop attendees will first participate in the session as a learner would have done, and then we will deconstruct an application exercise and demonstrate how we created it.

Speakers: [Leslie Fall](#)

8:00 AM - 10:00 AM

Integration of Different Topics using Team-Based Learning (2WS2)

This workshop will address how integration is shown to foster knowledge and retention. Facilitators will provide strategies to accomplish topic integration through examples and how this fosters critical thinking in our students.

Speakers: [Stephanie James](#),

[Jeffrey Lalama](#)

8:00 AM - 10:00 AM

Qualitative Research Methodology and Team-Based Learning Scholarship (2WS5)

Qualitative research methodologies are an option for the design and conduct of TBL scholarship projects, yet few studies of this type exist in the literature. Depending on the specific aims of a research study, qualitative research methods may be preferred to quantitative research methods. This workshop seeks to provide an overview of five common and widely-accepted approaches for qualitative research design as described by Creswell. In addition, this workshop will provide participants with the experience of determining when a qualitative research design is preferred to a quantitative design and selecting which qualitative method is best for a given research scenario.

Speakers: [Michael Nelson](#),

[Simon Tweddell](#)

8:00 AM - 10:00 AM

TBL for Entrepreneurship in the Medical Sciences (2WS3)

Entrepreneurship courses are becoming increasingly important in all areas of study, as they are seen as a way to prepare students to be more creative and innovative in their professional and civil lives, and more resilient when faced with change. This workshop addresses two key teaching and learning challenges: (1) how to engage a group of students from a wide range of learning backgrounds in the principles of entrepreneurship and enterprise, and (2) how to make these principles clear as well as relevant to students. This workshop shows non-business educators how this approach addresses both of these challenges, and demonstrates how a range of application exercises helps students to understand this complex area of study.

Speakers: [Peter Balan](#)

Michele Clark

8:00 AM - 10:00 AM

Ways Team-Based Learning (TBL) Promotes Self-Directed and Lifelong Learning (2WS4)

The purpose of this workshop is to clarify and articulate aspects of TBL that meet self-directed and lifelong learning accreditation standards. Identify activities that can complement TBL to further augment self-directed and lifelong learning skills.

Speakers: Sandy Cook,

Abbas Hyderi,

Amy Lin,

Ruth Levine,

Colleen O'Connor,

Dean Palmalee

10:00 AM - 10:15 AM

Break

10:15 AM - 10:20 AM

Speaker Introduction

Speakers: Karla Kubitz,

Tatyana Pashnyak,

Maria Sheakley

Plenary Session

10:20 AM - 11:20 AM

Top Gun: The Carrier Deck Mentality

An aircraft carrier is extremely loud, dangerous, and demands precision execution from its crew members, most of whom are young and working in an edge of the envelope environment. From an outside perspective, it shouldn't work, but it DOES. Carrier protocol creates control even amid chaos. It's a mindset that has powerful implications in the world at large. Mike can help you infuse these leadership skills into your own organization and teams. The Navy's TOPGUN Fighter Weapons School has produced incredible success for over 40 years. As executive officer, Mike developed an approach to education, review and focused execution that he used to replicate TOPGUN's success throughout the Navy, and later in the world of business and government.

Speakers: Mike McCabe

11:50 AM - 1:30 PM

Lunch & Business Meeting

Speakers: Karla Kubitz