**iRA Questions:**

1. What is the primary course objective in a TBL course?
2. Transmission of teacher-specified knowledge.
3. Understanding course concepts.
4. Learning teamwork and team development.
5. Help learners to pass the examinations.
6. Learning how to use and apply course concepts.

Answer: E

1. What is the order of activities in a typical TBL session?
   1. Prep, Burning Questions, iRA, tRA, AE
   2. Prep, iRA, tRA, Burning Questions, AE
   3. Prep, tRA, iRA, Burning Questions, AE
   4. Prep, AE, iRA, Burning Questions, tRA
   5. Prep, Burning Questions, iRA, tRA, AE

Answer: B

1. TBL works best when:
2. The team is “tight” as a social group. Being close friends outside of class as well means we also have a great working relationship in class.
3. Long, drawn out discussions are avoided; instead, the content experts give the right answers quickly so that the session is efficient.
4. The whole class comes to a consensus on the first try for every AE question, so there’s no time wasted on unnecessary discussion.
5. The whole team reaches consensus quickly on every question, showing that we’re efficient when it comes to getting to the answer.
6. Teams challenge one another’s ideas constructively, without fear of dragging the session or offending other classmates.

Answer: E

1. Why is the iRAT administered as a closed-book quiz?
2. So that students can assess their learning and understanding.
3. So that students can be trained on how to take examinations.
4. So that students cannot help their peers with the learning.
5. So that students will take their pre-class preparation seriously.
6. So that they can come up with Burning Questions for the Content Experts.

Answer: A

1. When in the TBL process is the ***first*** instance we can look up resources?
   1. During iRAT.
   2. After iRAT submission.
   3. After tRAT submission.
   4. During tRAT.
   5. At Burning Questions submission.

Answer: E

**AE Questions:**

1. Your teammate Adeline is an intelligent and curious individual and will not rest until **all** her questions have been answered. Your gym buddy, Pat from another team, comments to you privately that Adeline ought to keep her questions to herself and ask them after class privately to the content experts, as she is unnecessarily dragging on the sessions. You
   1. Stand up for Adeline, as raising questions and having open discussion is the whole point of TBL.
   2. Agree wholeheartedly and decide to discuss with the rest of your team how to get Adeline to stop raising questions in class.
   3. Agree with Pat, on the basis that as a medical doctor, one may not always have the luxury of that much time for discussion and to hash everything out anyway.
   4. Stand up for Adeline; Pat is just being mean-spirited.

Answer: A

1. It’s towards the end of your first year at LKCMedicine, and some degree of fatigue has set in over the entire class. Adeline, however, is as enthusiastic as ever, still insisting on hashing through the finer points of every single AE question. Meanwhile, your other two teammates Raj and Tze Wee, seem more focused on getting through the TBL questions as quickly as possible. This is a typical exchange during TBL:

*Adeline: So for Q3, I’m just not convinced that the answer is A, because…*

*Raj: Aiya, it is la.*

*Tze Wee: Ya, Adie. Just accept it as A and we’ll move on first. Promise we’ll explain to you properly later.*

*You: Urh guys ah, …*

*Tze Wee: Oi, not you too…*

*You: [thinking to yourself: it’s not like they have ever explained to us properly afterwards, or like they can even explain anything to us without making us feel stupid…]*

What should you do?

* + - * 1. Get your other two teammates on yours and Adeline’s side, to out-vote Raj and Tze Wee’s way of running the TBL discussion.
        2. Go back to the team contract that your team created at the start of the year, holding Raj and Tze Wee to the points on collaborative learning through team decision making.
        3. Decide to continue to keep quiet. After all, Raj and Tze Wee have always proven to be correct in their choices. They’re always the ones who stand up to defend their answers anyway.
        4. Study harder to be the one to better explain the concepts to Adeline after each TBL. This way, everyone in the team will have an understanding of the concepts, and the team can remain united.

Answer: B

*Rationale: D is also a good action to take, however it doesn’t fix the issue inherent in the team. Raj and Tze Wee have issues on the attitude level that they may bring with them in their teamwork habits beyond TBL.*

1. New faculty member Dr A, who has just completed his first TBL session co-teaching with Dr B, received the following student feedback. Which of the following is the most constructively-phrased feedback?
   1. Dr A could learn a thing or two from Dr B. Dr B was just much clearer in her explanations, and we all much prefer learning from her. Can we just have Dr B for the rest of the module?
   2. Dr A did really well for his first TBL session. Keep up the good work! We really appreciated your mini lecture after every AE question, as well as the extra notes that you’ve emailed to some of us.
   3. Dr A’s questions tended to be unclear, and he would often answer his own questions without providing us time to look them up. Perhaps he could break down his questions into more digestible parts and give us time to discuss them before answering them himself.
   4. Dr A, please speak more clearly. My team couldn’t understand you and had to approach Dr B to ask after the lesson. Thank you.

Answer: C