

**Individual Readiness Assessment Test**  
Based on "What is Team-Based Learning?" at  
<http://www.utexas.edu/academic/ctl/largeclasses/#tbl>

1. In TBL, the primary course objective shifts to:
  - A. Transmission of teacher-specified knowledge
  - B. Learning how to use and apply course concepts**
  - C. Understanding course concepts
  - D. Learning about teams and team development
  
2. Most instructors who start using Team-Based Learning, will likely encounter which phenomenon?
  - A. Student resistance to the more active role in the classroom
  - B. Discomfort with instructors shift from "sage on the stage" to "guide on the side"
  - C. Some uneasiness with not covering "all" of the content
  - D. All of the Above**
  
3. Which of the following choices is **NOT** one of the 4 S's for Application Activities?
  - A. Same Case
  - B. Sequential Reporting**
  - C. Significant Problem
  - D. Specific Choice
  
4. Most students, before they start learning with Team-Based Learning, will have had "group" learning experiences in which
  - A. the work was rarely distributed evenly amongst group members**
  - B. they felt their groups members contributed equally
  - C. the instructor could easily tell which group was most productive
  - D. the instructor could spot a weaker student and help him/her out
  - E. time was spent on considering and improving group process
  
5. Which of the following statements sums up students' reactions to Team-Based Learning?
  - A. "Team-Based Learning makes me feel accountable to my classmates, so I do my reading and my homework."**
  - B. "Group work is not helpful, and I would rather learn from lecture."
  - C. "The highly structured nature of Team-Based Learning keeps us on task during class."
  - D. Both A and C

6. Which of the following options describes how students react to evaluating their peers?
- A. Students are hesitant to provide constructive feedback to their teammates.
  - B. Students say many things that would not be well received if the instructor said them.**
  - C. Students dislike that they only get to provide feedback at the end of the term, when nothing can be changed.
  - D. Students like having the ability to affect their peers' grade, given that they feel they have less control over their own grade (because of the group component).
  - E. Students feel that it gives them practice for what it is like in the working world.
7. In preparation for the Readiness Assurance Test students are expected to do what?
- A. Attend a series of introductory lectures
  - B. Watch a video covering course content
  - C. Complete a pre-reading
  - D. Solve some "easy" problem with their teammates before coming to class
  - E. B and/or C**
8. What is the purpose of the Readiness Assurance Process?
- A. Provides individual accountability for individual preparation
  - B. Prepares students for Problem-Solving and Application Activities that follow
  - C. Lets instructor know which topics student are having difficulty with
  - D. All of the above**
9. Why is having teams simultaneously report important?
- A. Doesn't reward "smarter" teams
  - B. Stimulates within-a-team and among teams discussion**
  - C. Doesn't highlight "slower" teams
  - D. Gives a sense of "team spirit" to students who aren't prepared
2. The first step in a Team-Based Learning Unit is the
- A. Individual Readiness Assessment Test (IRAT)**
  - B. Application Activity
  - C. Appeals Process
  - D. Team Readiness Assessment Test (TRAT)