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1. Of all learning objectives for my course, which ones are absolutely essential for my students to be successful in their chosen profession?
2. Of all topics (content domains) in my course, which are most closely related to these absolutely essential learning objectives?
3. What do I want my students to be

8. Write the RAT questions, focusing on assessment of critically important knowledge in the advance assignment. Avoid questions on minor, trivial, or obscure points.
9. Submit the whole module (advance assignment, RAT, and application exercise) to the same two colleagues who reviewed the rough draft application exercise. Discuss their editorial suggestions and revise the module again.
10. Field test the new module with your students in a graded TBL session.
11. Within 5 days after the field test, revise the RAT and application exercise, focusing on improving 3 kinds of questions:
  - a. ones with flaws that add irrelevant difficulty to the question
  - b. ones that were answered correctly by >90% of students in the IRAT
  - c. ones that were answered correctly by all teams in the application exercise.

1. Fink, LD: *Creating Significant Learning Experiences: An Integrated Approach to Designing College Courses*. 2003. Jossey-Bass, San Francisco.
2. Fink LD: *A Self-Directed Guide to Designing Courses for Significant Learning*.
3. Michaelsen L, Sweet M: *The Essential Elements of Team-Based Learning*; chapter 1 in *Team-Based Learning: Small-Group Learning's Next Big Step*. *New Directions for Teaching and Learning*, Number 116, Winter 2008, Jossey-Bass, San Francisco.
4. Michaelsen LK, Knight AB, Fink LD. *Team-Based Learning: A Transformational Use of Small Groups in College Teaching*. 2004. Stylus Publishing, Sterling, VA.
5. Wiggins GP, McTighe JH. *Understanding by Design*, 2<sup>nd</sup> edition, 2005. Association for Supervision and Curriculum Development.