**Be Very Organized**

Since a TBL experience can provoke some discomfort in your students; any perceived lack of instructor preparation can be a lightning rod for them to vent their discomfort at you. Don’t give them a target! Give yourself the gift of time. Team-Based Learning is NOT a last minute pedagogy. Wordsmithing your PowerPoint slide deck the night before class might work for a lecture course, but will not work for TBL. A good, integrated TBL experience needs lots of fore thought, reflection, and planning.

**Sell your Rationales**

You need to make a convincing case to your students on why it is important to use TBL. You may not convince everyone, but can often get those that are unconvinced to at least commit to the “experiment” of using TBL. You will need to remind students periodically during TBL activities during the semester of your underlying rationales for using TBL.

**Expect Resistance**

The question isn’t will there be student resistance, but when will it start and how much will there be? Get yourself emotionally ready for this. Many veteran TBL instructors now recognize that it takes a few years to be comfortable with the student discomfort you can provoke with the new classroom paradigm of deep, engaging learning experiences.

**Start Well**

Plan your first day carefully. You need to show your students on the very first day that the course is different. Get them active early. The first class often focuses on selling your rationales for using TBL, a quick RAT on the syllabus, and a mock 4S team task (Gary Smith’s first day questions…works great here). Students have been burned by teamwork in the past. You need to explain how TBL is different and how its unique structures eliminate or minimize the team dysfunctions they have seen in past.

CAUTION

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