

Using a Pre-class iRAT to Increase Accessibility in Readiness Assessment

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Introduction

- Traditional Team Based Learning (TBL) structure includes pre-class preparation, an individual readiness assessment test (iRAT), a team readiness assessment test (tRAT) and an applied exercise
- TBL sessions are most often run in the classroom environment where all learners are present with teammates for the iRAT, tRAT and applied exercise
- Creative solutions are required with this structured approach for students with learning differences who need time and space accommodations

Purpose

- To describe implementation and student perceptions of an innovative pre-class iRAT approach in TBL

Description of Learners

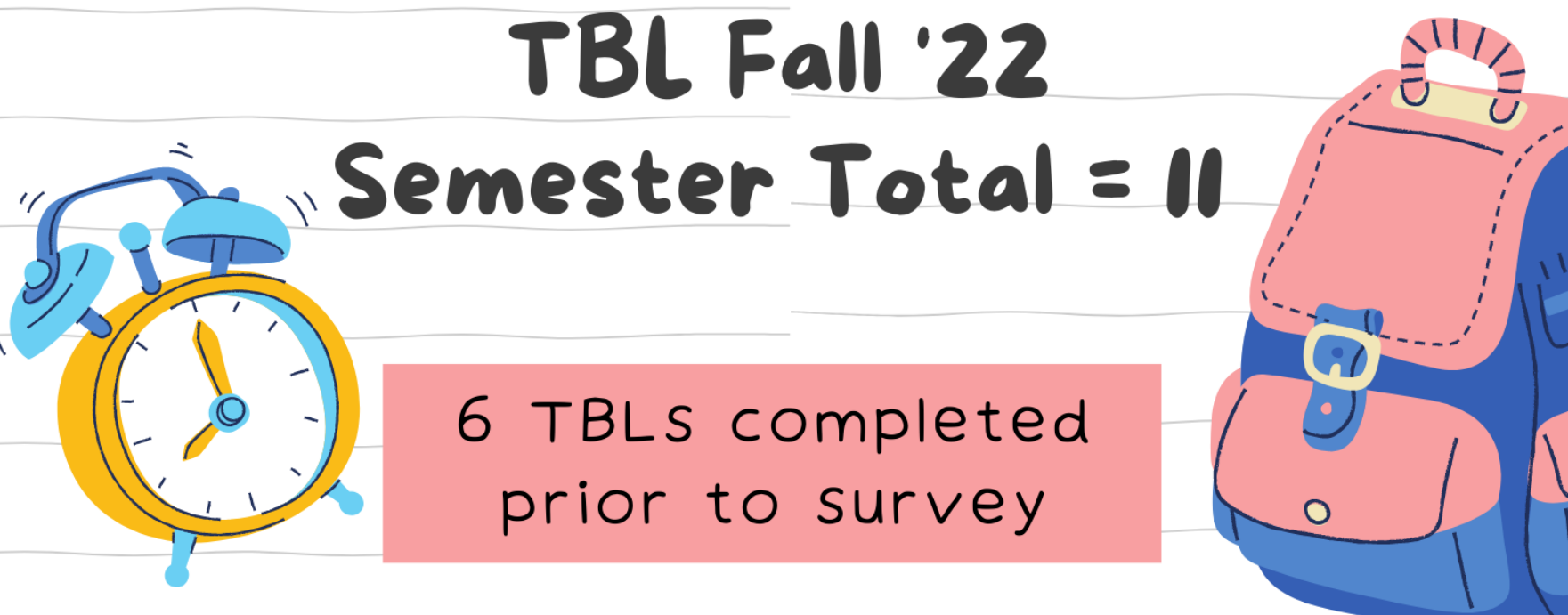
Third Year Pharmacy Students

- Gastroenterology
- Infectious Diseases
- Evidence Based Practice

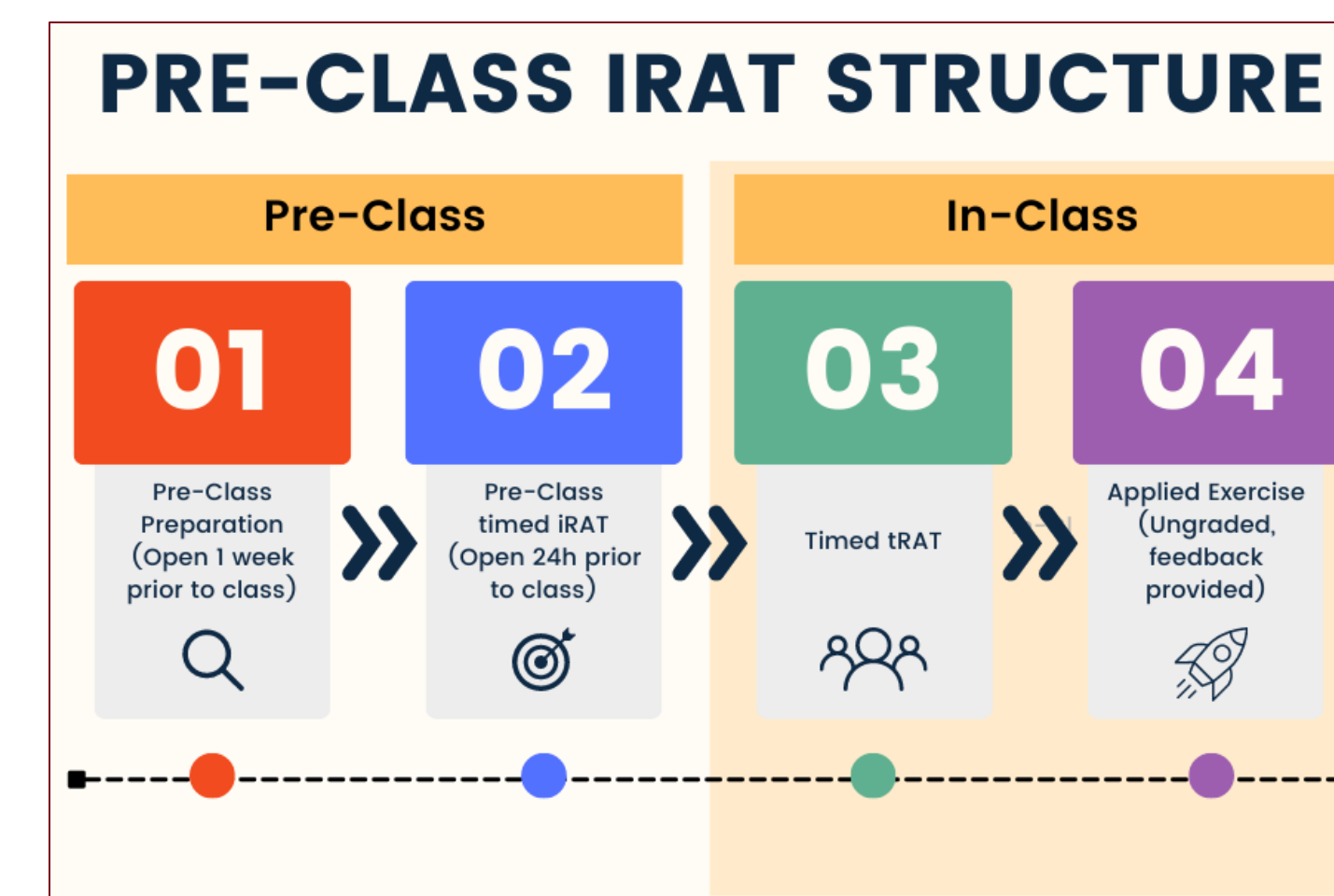
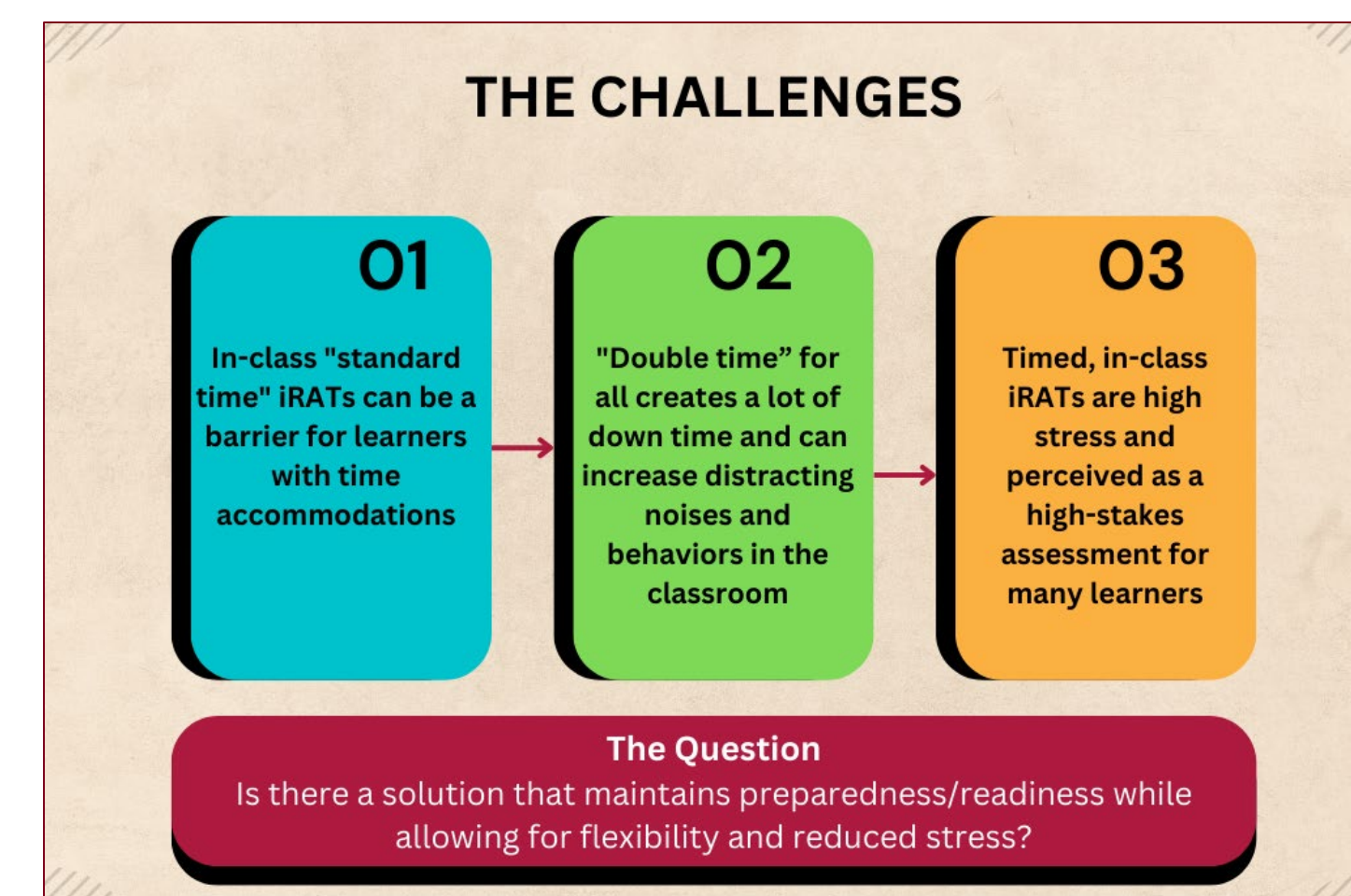
All with prior experience with traditional TBL

TBL Fall '22 Semester Total = 11

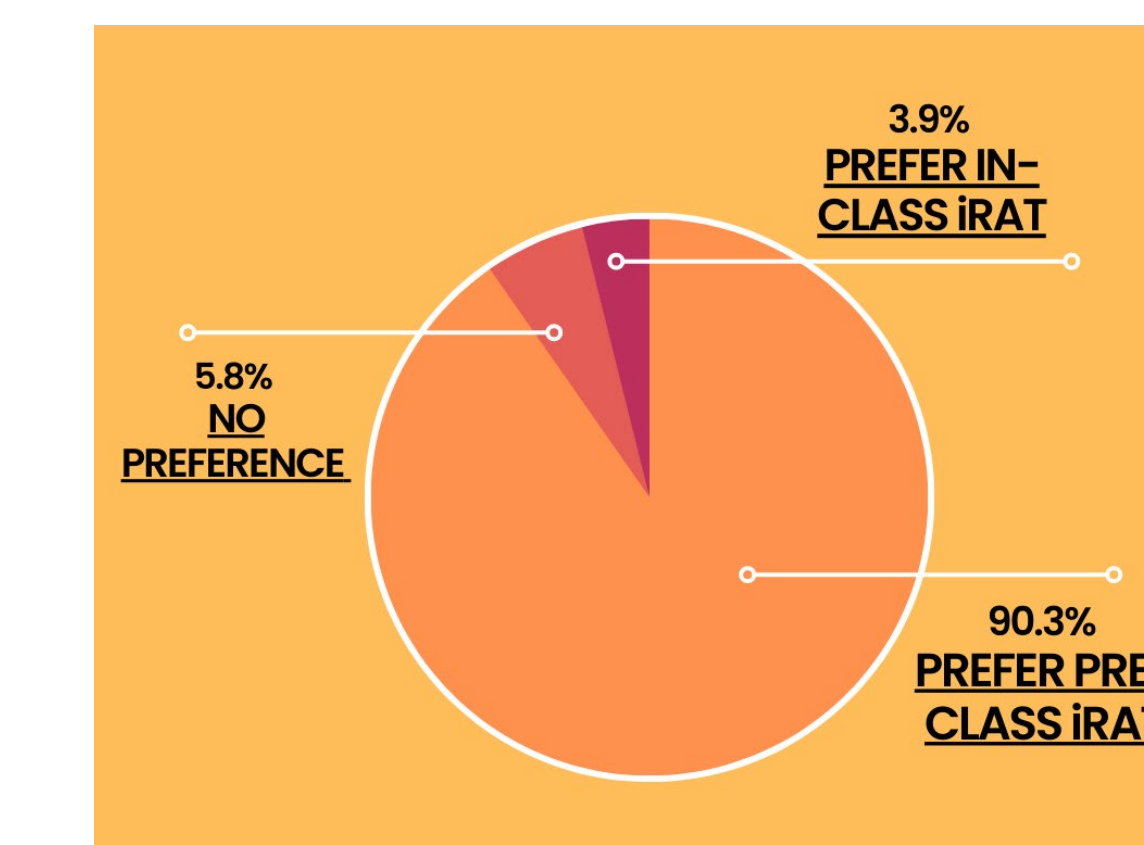
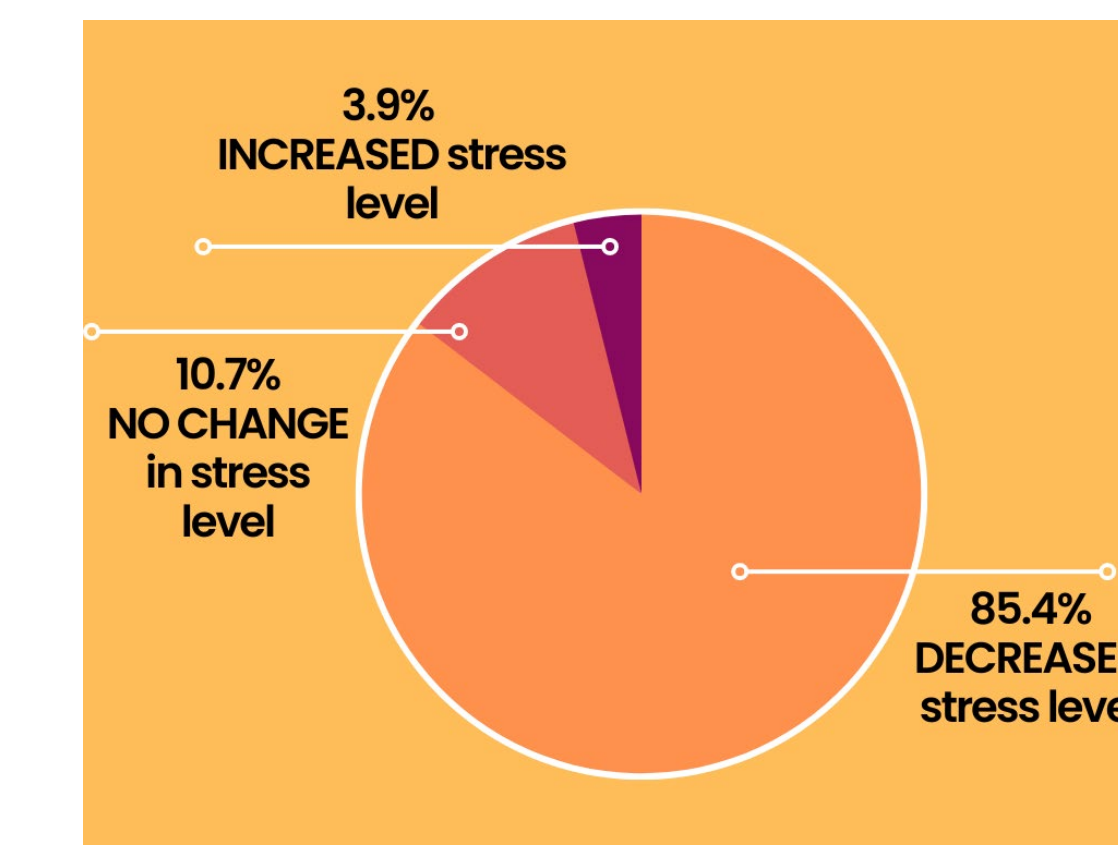
6 TBLs completed prior to survey



Innovation Description



Impact on Stress and Preference



Conclusions and Next Steps

Pre-Class iRAT Conclusions



Next Steps

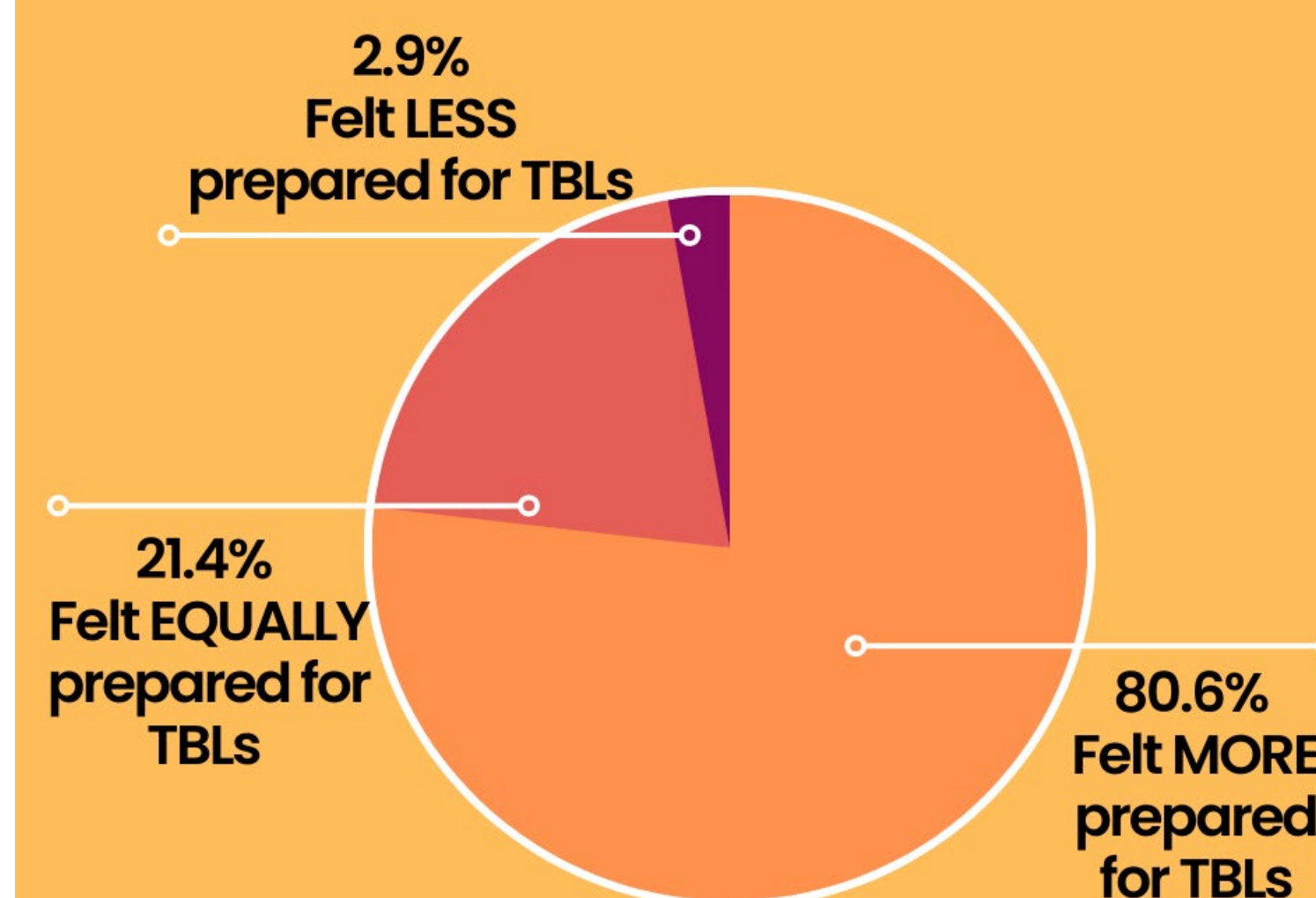
- Continue to utilize pre-class iRAT structure
- With student access to resources, instructors will need to elevate complexity of iRAT
- Instructors who provide cases in the iRAT should provide them in advance of the iRAT timer starting

Student Perceptions Survey

Survey Definitions

- Preparedness:** The ability to complete specific tasks required in the class
- Readiness:** Holistic disposition that may include being prepared for dialogue, mastering executive skills like multitasking and self-pacing, willingness to contribute to team activities, willingness to work in areas of increasing complexity, flexibility/adaptability]

Perceived Preparedness



Perceived Readiness

