Annexures
DIAGNOSTIC TEST IN SOCIAL SCIENCE

PART – 1 ANCIENT CIVILIZATION

1. The Bronze age civilizations flourished in different parts of the world between 5000BC
   And --------------
   a) 300 BC  b) 400 BC  c) 500 BC  d) 100 BC

2. The pyramids and the sphinx are the specimens of -------------- architecture
   a) Indian  b) Chinese  c) Greek  d) Egyptian

3. “The gift of Nile” is -----------
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   a) Kings  b) leaders  c) tribal Chieftains  d) priests

5. “Napoleon of Egypt” was-----------
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   a) 471  b) 371  c) 481  d) 381

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   c) River side  d) Iron pillar

8. Herodotus was a ------------------ historian
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9. The temple at Karnak is a fine ------------------ monument
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10. Hieroglyphics is a -------------- word
   a) Latin   b) Sanskrit   c) Greek   d) Roman

11. The Euphrates and Tigris have their source from the mountain --------------
   a) Himalayas   b) Rocky   c) Armenia   d) Andis

12. The Word -------------- means black headed.
   a) Pharaoh   b) Mesopotamian   c) Sumerian   d) Sphinx

13. Amorites were called-------------
   a) Egyptians   b) Greek   c) Babylonians   d) Roman

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   a) Artists   b) Priest kings   c) Musicians   d) Writers

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   a) Cheops   b) Akhnaton   c) Aton   d) Hammurabi

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18. Epic of Gilgamesh is a -------
   a) Temple   b) book   c) Holy picture   d) Sacred Writing

19. Kidinnu was a great --------------
   a) Architest   b) Poet   c) Astronomer   d) Painter

20. The World’s First Law giver was---------
   a) Hammurabi   b) Nebuchad nezzar   c) Mandarin   d) Babel
PART – 2 INTELLECTUAL AWAKENING OF 16TH CENTURY B.C

1. In Persia --------------- launched his protest against the prevailing religious superstitions’.
   a) Mahavira   b) Zoroaster  c) Confucius   d) Buddha

2. Zoroaster belonged to--------
   a) India b) China  c) Persia  d) Burma

3. Chinese welcomed the teachings of ---------
   a) Buddha   b) Confucius  c) mahavira  d) Guru nanak

4. Sramanas were
   a) Workers  b) Agriculturists c) Teachers  d) Industries

5. Confucius spoke about – social relations.
   a) Healthy  b) Wealthy  c) Friendly  d) Happy

6. Early Chinese religion was essentially a worship of
   a) Spirits and ancestors   b) Idols   c) Nature   d) Planets

7. The philosophy of Confucius ----------- the Chinese mind
   a) affected  b) influenced  c) instigated  d) moulded

8. In Persia, the social unity was obstructed by
   a) Internal fights  b) external attacks  c) class distinctions   d) polytheistic faith

9. The Zoroastrains worshipped--------
   a) spiritualism   b) Scriptures
   c) costly rituals   d) Philosophical ideas

10. Jainism believed that man can seek salvation through--------
    a) rituals  b) prayers  c) right correct  d) slokas
11. Zoroastrians worshipped-----------------
   a) water  b) land  c) fire  d) sky

12. The Jain preceptors are called------
   a) Rishis  b) Gurus  c) Thiruthankaras  d) Philosophers

13. Vardhamana attained the Kevala Gnanam at the age of ------
   a) 40  b) 35  c) 45  d) 42

14. Mahavira means--------
   a) great hero  b) conqueror of senses
      c) attained jnana  d) code of conduct

15. The king Ajatasatru gave patronage to ------
   a) Jainism  b) Buddhism  c) Hinduism  d) Zoroastrianism

16) At the age of 72, mahavira died at -----------
   a) Vaisali  b) Kundagrama  c) Pava  d) Saranath

17) Mahavira has strong faith in --------
   a) truth  b) discipline  c) Shimsa  d) Knowledge

18. According to Mahavira, moksha can be attained by following -------------------
   a) Right Belief  b) Right knowledge  c) Right Action  d) Tri Ratnas

19. Yapperumkalam was authored by --------------------- scholars.
   a) Jain  b) Buddhist  c) Tamil  d) Chinese

20. The Temple at Abu is a piece of ---------- architecture.
   a) Buddhist  b) Hindu  c) Jain  c) Chola
PART – 3 MEDIEVAL AGE

Choose the correct answer:

1. The historians divided the medieval period into------ parts
   a) two   b) three  c) four  d) five

2. In European history, the medieval age is between 600 AD and ------
   a) 1200 AD   b) 1300 AD   c)1500 AD  d) 1600 AD

3. The beginning of the medieval age is marked by the fall of the ------
   a) Chinese  b) German  c) Greek  d) Roman

4. The romans proved themselves to be great  ----
   a) thinkers  b)politicians  c)warriors  d. artists

5. Towards the end of------- century Europe's political map had undergone many Changes
   a) 10th  b) 14th  c) 12th  d)15th

6. The death of marcus aurelius was a turning point in the history of ------ Empire.
   a) Greek  d) Indian  c) French  d) Roman

7. In the medieval period, Rome began to be governed by  ------
   a) Republic  b) people  c) emperors  d) a council

8. The feudal system was opposed to the emergence of a strong----- government
   a) national  b) local  c) regional  d) state

9. The age of reason resulted in victory of the ------
   a) Citizens  b) emperors  c) farmers  d) individuals

10. Feudalism was a ------------ arrangements in its origin.
    a) political  b) historical  c) economic  d) cultural
11. In the establishment of papal supremacy, ----------- played a very significant role.
   a) Churches  b) monasteries  c) kings  d) religious leaders

12. In the early medieval period the ----------- gave education to the people.
   a) teachers  b) kings  c) Churches  d) reformers

13. The University of Bologna was famous for the learning of -----------
   a) art  b) religion  c) law  d) history

14. The Cambridge University came into existence in the ----------- Century.
   a) 10th  b) 12th  c) 8th  d) 14th

15. Arabia is a vast desert land in the ----------- of Asia
   a) South east  b) South west  c) north east  d) north west

16. The First crusade was purely a ----------- dominated expedition
   a) French  b) German  c) Italian  d) Spanish

17. Richard earned the title ‘Lion Heart’ in the ----------- crusade
   a) first  b) second  c) third  d) fourth

18. As a result of the crusades the power and prestige of the increased,
   a) kings  b) people  c) army  d) pope

19. The extensive travels undertaken during the crusades promoted the knowledge of---------
   a) History  b) Maths  c) Language  d) Geography

20. The order of Teutonic knights was founded during ------- crusade.
   a) first  b) Second  c) third  d) fourth
SOCIAL SCIENCE

Achievement Test (Pilot Study)

Std-IX Time: 2 hours
Marks-57 57 x1=57

Answer ALL the Questions

Choose the correct answer

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21. Hammurabi’s code of law was engraved in ---------- language
   a) Latin     b) Greek   c) Semitic   d) Sanskrit

22. The tower temples were called ----------
   a) Hieroglyphics b) Cuneiform  c) Ziggurat d) Mandarin

23. The most influential religion in China was--------
   a) Jainism b) Buddhism c. Hinduism d. Judaism

24. Fu xi was the first known------------------ king
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25. Guilds were formed to protect the interest of the ----------
   a) People   b) Merchants  c) Farmers   d) Government

26. The Chinese pencils were made of
   a) 1st Century   b) 2nd Century  c) 3rd Century  d) 4th Century

27. The Chinese pencils were made of ----------
   a) Bamboo   b) Lead   c) Wood   d) Metal

28. The early Greeks came from ---------- river valley.
   a) Nile  b) Tigirs  c) Danube  d) Indus

29. The Athenian democracy reached its Zenith during the rule of -------
   a) Nebuchad  b) Philip  c) Alexander  d) Pericles

30. One of the important city states in ancient Greece was ----------
   a) Peking  b) Lagas  c) Gizel  d) Athens

31. Alexander built the first ---------- empire
   a) Roman   b) Chinese  c) Greek  d) Indian
32. Homer was a great--------
   a) Roman       b) Chinese     c) Greek    d) Indian
33. The Book ‘The Republic was written by------------------
   a) Herodotus   b) plato  c) Aristotle  d) Plutarch
34. Socrates was a famous Greek----------------
   a) Artist    b) painter   c) sculptor   d) Philosopher
35. Phidias was a great Greek------------------
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36. The river basins of po and tiber were the centres of ------------------ civilization.
   a) Greek     b) Roman   c) Chinese   d) babylonia
37. The cold polar winds are prevented by ---------------- from penertraing into Italy
   a) Himalayas b) Andes   c) Alps     d) Rocky
38. Plebians were---------
   a) Noble    b) Kings    c) Common people  d) Women
39. Augustus means ------
   a) Efficient  b) Magnificent c) Strong  d) Development
40. One of the most popular roman dramatisits was ------
   a) Seneca    b) Livy    c) Marcus   d) Cicero
41. One of the great Roman archifects was --------
   a) Pompey    b) Pythagoras  c) Herodotus  d) livy
42. Free medicine was given to poor people by the-------
   a) Greeks   b) Romans   c) Chinese   d) Egyptians
43. A number of medical treaties on respiratory system was written by
   a) Pliny    b) Ptolemy     c) Galen    d) Cicero
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45. The Egyptian king was called as ------
   a) Rajan  b) Guru  c) Pharaoh  d) Minister

46) The Sumerian Calendar is based on -------- days in a week
   a) five  b) Seven  c) ten  d) nine

47. Gun powder was invented by -------
   a) Egyptians  b) babylonians  c) Chinese  d) Indians

48. The Egyptian Civilization grew along the ----- river
   a) Nile  b) Euphrates  c) Yellow  d) Sind

49. Which one of the following was known as the “Sorrow of china”?
   a) River Hwang – HO  b) Sea Hwang – HO
   c) River Hwang - Tse  d) Sea Hwamg – Tse

50. Which one of the following was the popular drink in china?
   a) Tea  b) Coffee  c) milk  d) green tea

51. The most powerful and popular leader of Rome was
   a) Julius Caesar  b) Plato  C) Herodotus  d) Plutarch

52. _________ was a chief occupation of Romans.
   a) Agriculture b) weaving c) Carving d) None of the above

53. The common people of Romans who had no property were called.
   a) Plebian  b) Senate  c) Assembly  d) Lower class

54. The Apennine peninsular territory is called _________
   a) Italy  b) Roman  c) Chinese  d) Greek
55. Roman art shows distinct ______ influence
   a) Greek    b) Europe    c) Chinese    d) Mesopotamian
56. _____________ believed that the earth was the centre of the universe.
   a) Ptolemy    b) Hippocrates    c) Alexander    d) Pope
57. ________ is situated in the Balkan Peninsula on the south eastern part of Europe.
   a) Greece    b) Athens    c) Sparta    d) Corinth

Achievement Test

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<td>1</td>
<td>NVC - Nile Valley Civilization</td>
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<td>MC - Mesopotamian Civilization</td>
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<td>ECC - Early Chinese Civilization</td>
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<td>EGRC - Europe, Greek, and Roman Civilization</td>
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<td>5</td>
<td>RC - Roman Civilization</td>
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SOCIAL SCIENCE

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Marks-50 50 x1=50

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Retention Test (Pilot and Final Study)

Std-IX

Marks-50

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   a) Gun powder   b) Coffee powder   c) Tea powder   d) None

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48. Roman art shows distinct _______ influence
   a) Greek  b) Europe  c) Chinese  d) Mesopotamian
49. _________________ believed that the earth was the centre of the universe.
   a) Ptolemy  b) Hippocrates  c) Alexander  d) Pope
50. _________ is situated in the Balkan Peninsula on the south eastern part of Europe.
   a) Greece  b) Athens  c) Sparta  d) Corinth s
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Introduction

Team-Based Learning (TBL) is a unique, powerful, and proven form of small-group learning that is being increasingly adopted in education. Teachers who use TBL report high levels of engagement, critical thinking, and retention among their students. TBL has been used successfully in both small and large classes, in computer-supported and online classes; and because it is group work that works, it has been implemented in nearly every discipline and in countries around the world. Moreover, TBL provides opportunities for individual and team accountability through readiness assessment tests (RATs) (Michaelson & Sweet, 2011; Sweet & Petion-Sweet, 2008) and it promotes a type of social interaction that increases peer accountability, assessment, and evaluation. TBL also links student accountability to a decrease in social loafing, concern foremost instructors when they structure group activities. Student responsibility to each other is also fostered by each student’s assessment of his or her own teammates’ performance. This assessment is a complicated process, as there are numerous constraints that must often be considered. In the case of this example, that is important to the team’s evaluation, it tends to spur active student engagement. When students are initially reticent to assess and evaluate their team members, TBL research has shown that these roadblocks can be overcome when instructors deliberate with students on the process of peer evaluation and work with students to customize the peer evaluation process so that it is meaningful for them (Cestone et al., 2008; Hye-Jung & Cheolil, 2012; Watson, BarNir, & Pavur, 2010).

The Main Features of the Team-Based Learning Approach are the Following:

1. Permanent (term-long) and instructor-assigned groups of 5–7 students with diverse skill sets and backgrounds, evenly distributed among teams.
2. Individual accountability for out-of-class work such as reading and preliminary homework being done prior to the first class meeting of each course segment - a division of the course generally based on a theme and lasting from one to three weeks. This accountability is ensured by what is called the Readiness Assurance Process (RAP) in which students:
   - Take a short (5-15 multiple choice question) individual readiness assurance test (iRAT),
   - Immediately afterward take the same test again with members of their team working on a single answer sheet (tRAT),
   - Students, who have already received their individual and team RAT scores make written appeals on any questions that the team missed on the tRAT, should they find statements in their assigned reading that supports their view, and
   - The instructor takes questions from the class on any of the questions or themes brought up by them.
3. Incentive for working effectively together as a team by giving significant credit (course points) for team activities, the subsequent in-class activities (application exercises) that are the hallmark of team-based learning, longer term team projects, and team-member given points for “team maintenance”, essentially points given to recognize contributions made to team efforts and withheld when a team member is acting as a freeloader or in some other way not pulling his or her weight or working with team mates in productive ways.
4. In class application exercises that promote both learning and team development. Feedback on these assignments should be both frequent and immediate. According to Michelsen, “most of the reported “problems” with learning groups (free-riders, member conflict, etc.) are the direct result of inappropriate group assignments”. Michelsen also states that “assignments that require groups to make decisions and enable them to report their decisions in a simple form, will usually generate high levels of group interaction” are:
   - Significant (correlated to important course objectives, meaningful to the future work that the course might prepare a student for),
   - The same for all teams in the course,
   - About making a decision - providing a simple answer - based on complex analysis of data or application of course principles, and
   - Simultaneously reported to the whole class and evaluated then and there by the instructor.

A Broad Overview of Team Based Learning

The primary learning objective of TBL is to go beyond simply covering content and focus on ensuring that students have the opportunity to practice using course concepts to solve problems. Thus, TBL is designed to provide students with both conceptual and procedural knowledge. Although sometime in the TBL classroom is spent ensuring that students master the course content, the vast majority of class time is used for team assignments that focus on using course content to solve the kinds of problems that students are likely to face in the future outcomes. In a TBL course, students are strategically organized into permanent groups for the term, and the course content is organized into major units typically five to seven. Before any in-class content work, students must study assigned materials because each unit begins with the readiness assurance process (RAP). The RAP consists of a short test on the key ideas from the readings that students complete as individuals; then they take the same test again as a team, coming to consensus on team answers. Student’s receive immediate feedback on the team test and then have the opportunity to write evidence-based appeals if they feel they can make valid arguments for their answer to questions that they got wrong. The final step in the RAP is a lecture (usually very short and always very specific) to enable the instructor to clarify any misperceptions that become apparent during the team test and the appeals. Once the RAP is completed, the remainder (and the majority) of the learning unit is spent on in-class activities and assignments that require students to practice using the course content.

The Four Essential Elements of Team Based Learning

Shifting from simply familiarizing students with course concepts to requiring that students use those concepts to solve problems is no small task. Making this shift requires changes in the roles of both instructor and students. The instructor’s primary role shifts from dispensing information to designing and managing the overall instructional process, and the students’ role shifts from being passive recipients of information to one of accepting responsibility for the initial exposure to the course content so that they will be prepared for the in-class teamwork. Changes of this magnitude do not happen automatically and may even seem to be a dream rather than...
an achievable reality. They are, however, achievable when the four essential elements of TBL are successfully implemented:

- Groups. Groups must be properly formed and managed.
- Accountability. Students must be accountable for the quality of their individual and group work.
- Feedback. Students must receive frequent and timely feedback.
- Assignment design. Group assignments must promote both learning and team development.

Patricia Hrynchak and Helen Batty provide an excellent analysis of the theoretical basis of team based learning (2012). They argue that team-based learning incorporates the main elements of constructivist learning, in which the “focus is on the mental representation of information by the learner” (Svinicki 2004, p. 242; Kaufman 2003):

1. The teacher is a guide to facilitate learning.
2. Learners should encounter inconsistencies between preconceptions and new experiences to provide a basis for development of new understandings.
3. A focus on relevant problems accompanied by group interaction promotes learning.
4. Learning requires reflection.

Team-based learning is consistent with all of these elements. The teacher establishes the learning objectives and chooses the problems on which the students will focus but then acts as a guide while teams work toward their solution to the problem. A careful choice of problems can help reveal common student misconceptions and the constant interaction and debate among team members allows learners to compare their current understandings with those of other team members and to construct new understandings. Group interaction and a focus on relevant problems is an inherent element of team-based learning. Finally, team-based learning provides several opportunities for reflection during the group readiness assessment test; while hearing other teams’ reports of their conclusions; and during the peer evaluation process, which often includes self-evaluation.

Students who work in together have opportunities to assess their knowledge of the course content in conversations with other students. Students can try out their own explanations and can ask for clarifications in a non-threatening smaller group. Informal student groups of two or three are great for quick activities. Students may be asked to compare answers during peer instruction or use think-pair-share. Student groups can be formed quickly (“turn to your neighbor”), and are very useful for quickly assessing student conceptual understanding during the class, as well as giving students an opportunity to find out for themselves what students know during class. The tremendous power of team learning is derived from a single factor: the high level of cohesiveness that can be developed within student learning groups. In other words, the effectiveness of team learning as an instructional strategy is based on the fact that it nurtures the development of high levels of group cohesiveness which, in turn, results in a wide variety of other positive outcomes. Teachers who try to shift from traditional forms of teaching to a team learning approach will find that this requires three important changes. First, the primary learning objectives of the course will shift. Instead of being primarily focused on familiarizing students with key concepts, the course goals will also include ensuring that students learn how to use those concepts. Second, the role and function of the teacher will also change. Instead of just being someone who dispenses information and concepts, the teacher will need to design and manage the overall instructional process. Third, there will also be a change in the role and function of students in the course. Instead of being passive recipients of information and content, students will need to be responsible for the initial acquisition of the content and for working collaboratively with other students to learn how to use the content. Changes of this magnitude do not just happen automatically. They happen when the teacher is able to implement the four essential principles of team learning. The essential principles are: 1) groups must be properly formed and managed, 2) students must be made accountable for their individual and group work, 3) group assignments must promote both learning and team development, and 4) students must have frequent and timely feedback. When these principles are in place, groups of students evolve into cohesive learning teams.

Groups Must Be Properly Formed and Managed

Groups need to be formed in a way that enables them to do the work that they will be asked to do. This involves minimizing barriers to group cohesiveness and then giving them the resources they need (in terms of talent, time, etc.). Probably the greatest inhibitors to the development of group cohesiveness are either a previously established relationship between a subset of members in the group (e.g. boyfriend/girlfriend, fraternity brothers, etc.) or the potential for a cohesive subgroup based on background factors such as nationality, culture or native language. Thus, teachers should use a group formation process that mixes students up in a way that forces the groups to build themselves into teams “from the ground up”.

- Distributing member resources.

In order to function as effectively as possible, each group should have access to whatever assets exist within the whole class and not carry more than a “fair share” of the liabilities. Member assets might include such things as: full-time work experience, previous relevant course work, access to perspectives from other cultures, etc. Member liabilities may be in the form of negative attitudes towards the course, limited fluency in English, or previous relevant course work, etc. When relevant member assets, liabilities, and characteristics are evenly distributed, learning teams will work more effectively. Generally, students do not intuitively have enough information or the inclination to wisely form groups; therefore the teacher should be the one who determines how the groups will be formed.

- Learning teams should be fairly large and diverse

Because team learning assignments involve highly challenging intellectual tasks, teams must be large enough to maximize their intellectual resources, as heterogeneous as possible, and yet so large as to prevent full participation by all team members. In general, this means the teams should be comprised of 5-7 members.

- Groups should be permanent

It takes time for groups to evolve into effectively functioning teams. And each time groups are re-formed, the team development process must begin all over. Therefore, teachers should leave the groups or teams intact as long as possible, i.e., meaning for the duration of the whole term in an educational setting. In newly formed groups, members typically begin the testing process by engaging in “small-talk” and by carefully avoiding disagreements; even though doing so (i.e., avoiding disagreements) inevitably limits their ability to work productively. As a result, newly formed groups tend to rely heavily on their most competent member and have a limited ability to tap the resources of the rest of the group. As groups develop into teams, communication becomes more open and, as long as members have information relevant to the issues at hand, is far more conducive to learning. In part, this occurs because trust and understanding build to the point that members are willing and able to engage in intense give-and-take interactions without having to worry about being offensive or misunderstood. In addition (and in contrast to temporary groups), team members are willing to risk challenging each other because they see their own success as being integrally tied to the success of their team. Thus, over time, members’ initial concerns about creating a bad impression by being “wrong” are outweighed by their motivation to ensure that their team is successful. When this occurs, studies have shown that 98% of teams will outperform their own best member on learning-related tasks (Michaelson, Watson & Black, 1989).

Students Must Be Made Accountable

In traditional classes, since there is no real need for students to be accountable to anyone other than the instructor, it is possible to establish a reasonable degree of accountability by simply assigning grades to students’ work. By contrast, developing groups into cohesive learning teams requires assessing and rewarding a number
of different kinds of student behavior. Students must be accountable for (a) individually preparing for group work, (b) devoting time and effort to completing group assignments, and (c) interacting with each other in productive ways. Fortunately, team learning offers opportunities for establish each of these three forms of accountability.

- **Accountability for Individual Pre-class Preparation**
  
  This is critical. If individual students fail to complete pre-class assignments, they will be unable to contribute to the efforts of their team. Lack of “preparedness” hinders the development of group cohesiveness better students better students resent having to carry their less willing and/or less able peers. In team learning, the basic mechanism that ensures individual accountability for pre-class preparation is the Readiness Assurance Process (see below and in Michaelsen & Black, 1994) that occurs at the beginning of each major unit of instruction. The first step in the process is an individual Readiness Assessment Test (RAT) that typically consists of 18-20 multiple-choice questions over a set of pre-assigned readings. Next, students turn in their answers and are given an additional answer sheet so that groups can re-take the same test and turn in their consensus answers for immediate scoring. This process promotes students’ accountability to both the instructor and to each other. Students are responsible to the instructor because the individual scores count as part of the course grade (discussed in detail below). In addition, during the group test, each member is invariably asked to voice and defend their choice on every question. As a result, students are clearly and explicitly accountable to their peers for not only completing their assigned readings but for being able to explain the concepts to each other as well.

- **Accountability for Contributing to their Team**
  
  Once students have developed responsibility for coming to class prepared, the next step is to ensure that they are ready to contribute to the overall work of the team. To do this, it is imperative that instructors involve the students themselves in the assessment process. An excellent tool for this kind of evaluation is peer assessment. That is, members are given the opportunity to evaluate one another’s contributions to the activities of the team. Contributions to the team include activities such as: individual preparation for team work, reliable class attendance, attendance at team meetings that may have occurred outside of class, positive contributions to team discussions, valuing and encouraging input from fellow team members, etc. Peer assessment is essential because team members are typically the only ones who have enough information to accurately assess one another’s contributions.

- **Accountability for High Quality Team Performance**
  
  The third significant factor in the ensuring accountability is developing an effective system to assess the performance of the teams. To do this, the teacher needs to have the teams to create a “product” that can be readily compared across teams and with “expert” opinions then these products need to be assessed and compared in a frequent and timely manner.

- **Grading System**
  
  It is essential that we use an overall assessment system for the course that encourages the kind of student behavior that will promote learning in and from group interaction. To do this, the teacher must develop a grading system that includes students’ preparation for group work, their contribution to the group, and the effectiveness of the group work.

**Team Assignments Must Promote both Learning and Team Development**

The development of appropriate group assignments is a critical aspect of successfully implementing team learning. In fact, most of the reported “problems” with learning groups (free-riders, member conflict, etc.) are the direct result of inappropriate group assignments. The most fundamental aspect of designing effective team assignments is ensuring that they truly require group interaction. Assignments that require groups to make decisions and enable them to report their decisions in a simple form, will usually generate high levels of group interaction. However, assignments that involve complex output such as a lengthy document or an oral presentation

are likely to lead to groups dividing up the work and having individually completed their part of the total task. Such assignments therefore limit intergroup interaction and limit interaction among groups by making it difficult to compare performance amongst teams.

**Students Must Receive Frequent and Immediate Feedback**

For teams to perform effectively and to develop as a team, they must have regular and timely feedback on group performance. This happens in two important ways in team learning.

- **Timely feedback from the Readiness Assessment Tests**
  
  The Readiness Assessment Tests (RATs) are an important source of feedback that supports both learning and team development. They support learning by informing individual students and the groups as to how effective their current learning procedures are. High scores mean they are doing what they need to be doing to learn, and vice versa for low scores. Feedback from the RATs also facilitates the team development process in important ways. Because the group scores are made public, group members are highly motivated to pull together to protect their public image. Also, because the feedback is immediate, students are both aware of situations when the group failed to capitalize on the knowledge of one or more of their members and are highly motivated to do something about it (Watson, Michaelsen & Sharp, 1991). As a result, they very quickly learn the importance of including everyone in the decision making process.

- **Timely Feedback on Application-Focused Team Assignments**
  
  Providing immediate feedback on application-focused team assignments is also important for both learning and team development. But it typically also presents a much greater challenge than providing immediate feedback on the RATs. Whereas RATs are designed to ensure that students understand basic concepts, most application-focused team assignments are aimed at developing students’ higher level learning skills and, as a result, can be much more difficult to evaluate. One key to providing immediate feedback on application-focused team assignments is requiring the right kind of “output” from the teams. The other is using procedures that enable teams to assess and provide feedback on each others’ work.

**Conclusion**

Team learning also produces instructor enthusiasm because it taps into the energy that is released as the student groups develop into learning teams. Although there are typically some initial struggles, most groups’ capabilities steadily improve to the point where students behave more like colleagues than “empty vessels.” This is the natural outcome of empowering groups by structuring them so that they have needed resources, are exposed to appropriate performance evaluation systems, and have the opportunity to engage in meaningful and challenging assignments. As a result, the vast majority of students willingly share responsibility to ensure that learning occurs. When this happens, teaching with team learning is simply more fun.

**References**
