CBL Implementation Checklist

## 1. Expand your team

To organize and run your CBL course/project, you need more colleagues. Therefore, go to your ‘CBL Team and its advisors’ file that you created in the preparation phase and assemble your team. The most important additions to your team to run the course are:

* An **administrator;**
* A **schedular** for planning all meetings;
* A **tutor supervisor** who informs, trains and guides the tutors;
* A **coordinator** who oversees the organization and development of all materials.

## 2. Decide how to roll out your course/project

Consider the following questions with your team to get a more comprehensive understanding of what you need to arrange to run the course. Use your answers to update the tool ‘Development + implementation plan’.

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| **Implementation checklist** | | |
| **Question** | **Action + answer** | **What to do with my answer?** |
| 1. How do you want to run your course? | Pilot in small student groups  First roll out with all students | The choice impacts the amount of students and therefore, the required resources. Fill tab 3 of the development + implementation plan. |
| 1. Which students can participate? | Only students from own department  Open for students from department …… as the course is ran together  Open for students from all departments  Open for students form other universities | The choice impacts the expected number of students and, therefore, on the required resources. Adjust the expected number of students in tab 3 of the development plan.  In the case of organizing a multidisciplinary CBL course, go to the section ‘multidisciplinary course’ on tab 1 and 2 of the development + implementation plan. Here you will find important questions and points of attention for organizing a multidisciplinary course.  For working with other universities please [contact EWUU to help you out.](https://challengebasedlearning.ewuu.nl/) |
| 1. Which teaching expertise do you need? | Professional skills, …  Extra teaching expertise: ….  Other subject matter expertise: … | Contact ESA for professional skills trainers.  Contact other teachers for teaching specific expertise/subject matter. |
| 1. What does the learning environment look like? | Online, as follows:  Offline, as follows:  Blended, as follows:  Specific locations needed:  Specific experiment rooms needed:  *Note: According to TU/e policy, we motivate students to come to campus as much as possible.* | The choice affects the type of learning environment(s) (and set-up) that need to be arranged.  If you are planning to (partially) implement your education online, consult with your Teacher Supporter on how to do this effectively.  If you require specific locations or experimental spaces, it can be helpful to make an overview of needed spaces on tab 5 of the development + implementation plan. Discuss the possibilities of scheduling these spaces with the scheduler or the contact person for the specific space. |
| 1. How do you want to organize the process of the course for the students? | They follow a fixed schedule  They go through the process/course on their own terms  *Note: This depends on the level of the students. In case this involves a year 1 CBL course, the student would be in favor of having a structured schedule. This can be different for year 3 bachelor students.* | If you choose to allow students to progress through the process/course at their own pace, assess whether the learning environment is adequately tailored to this. Is there a digital learning environment that supports flexible education? In that case, do you still need physical spaces, and if so, what type, in what frequency? You can adjust tab 5 of the development + implementation plan accordingly.  Additionally, it's important to consider what type of guidance students need when there's a greater reliance on self-directed learning. You might need additional (drop-in) guidance sessions. |
| 1. Do you want attendance registrations? | Yes, requirements:  We monitor it as follows:  No | Make agreements with your team on how attendance will be monitored and what the rules for this will be. Also, coordinate this with the study advisor. |
| 1. If applicable: What are the transition arrangements for students that failed the previous non-CBL variant of the course? | Previous students must resit this new CBL course  Previous student can take an extra exam before they have to resit this new CBL course  Other: | You have to check what to do with students who fail the previous version of the course. Check if there are guidelines for this in your department in the PER (Program & Examination Regulations). |
| 1. What is the profile of tutors, what is their availability (fte) and how much will you pay them? | Type your answer here: | Consider the necessary skills and experience of the tutors you want to deploy. Adjust tab 2 of the development + implementation plan.  By mapping out how many hours each tutor is available, you can create an overview of how many tutors you need. Adjust tab 3 (in the development + implementation plan accordingly.  Does the number of tutors, experience and salary scale fit within the budget? Check this with your program director. |
| 1. What formats/documents will be used for students on Canvas? | Schedule:  Project information document:  Website: | Discuss who will post all the information. Fill this in on tab 2 of the development + implementation plan. |