**SUPPLEMENTAL TABLE 1:** Student responses on the novel survey surrounding session difficulty, overlap in content between neuropathology sessions, and session and section length in the team-based learning (TBL) sessions.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | | **Excessive** | **Appropriate** | **Insufficient** |
| **Difficulty** | **IRAT/GRAT** | 2 | 24 | 1 |
| **Application Exercises** | 0 | 23 | 4 |
| **Lecture and Session Overlap** | | 2 | 25 | 0 |
| **Length** | **Pre-reading** | 9\* | 17 | 0 |
| **IRAT** | 1 | 26 | 0 |
| **GRAT** | 8 | 19 | 0 |
| **Quiz Review** | 7 | 19 | 0 |
| **Application Exercises** | 11 | 16 | 0 |
| **Exercise Review** | 7 | 16 | 4 |
| \*Review of qualitative comments indicated that a single textbook pre-reading assignment (compared to internal course-created materials) was the principal driver of this sense that the pre-reading length was excessive. | | | | |