

Teacher Assessment of Student Participation in PBL Tutorials: Descriptors
University of Miami School of Medicine, Mar 3, 2004

B = below expectations	M = meets expectations
-------------------------------	-------------------------------

Note: This evaluation is focused on processes because the objectives of the Transition Block are largely process objectives. Especially important are the attitudes, knowledge and skills that support continuous, life-long learning: monitoring performance toward continuous improvement, productive and sensitive group interaction, and self-directed learning. The latter includes identifying learning needs, processing information critically and applying knowledge to problems. This evaluation does not attempt to assess the amount of knowledge students have either prior to introduction to the topic of the week or after it.

ATTITUDES	
B	M
Shows little interest in learning.	Shows interest or enthusiasm for learning.
Does not accept responsibility for own learning; waits for information or materials from faculty or fellow students Needs to recognize limits of her/his knowledge or abilities. Has difficulty accepting feedback or responding to suggestions made by peers or tutor.	Accepts responsibility for own learning. Able to recognize her/his strengths and weaknesses. Identifies means of correcting deficiencies. Able to accept feedback constructively and responds appropriately to suggestions for improvements without becoming defensive or blaming others.
Not interested in working to improve performance	Aware of deficiencies and actively tries to improve; needs little encouragement from others.
Does not seek out or read reference material. Rarely critiques or challenges resources. Shows difficulty acquiring and interpreting information.	Performs and prepares consistently. Sometimes seeks other sources of information beyond standard reference materials. Adequately acquires and interprets information. Critiques or challenges resources.
Negative influence on group. Disruptive to group learning process. Uncooperative or destructive influence.	Aware of group dynamics. Sensitive to others in the group. Makes effort to help others in the group. Willingly assumes leadership roles.

Group Processes	
B	M
Demonstrates great difficulty in communicating with peers. Displays poor listening skills. Unwilling or unable to attend to the verbal and non-verbal behavior of peers.	Communicates well. Uses words that group members can understand. Listens well and recognizes non-verbal behavior of peers. Avoids interrupting others. Recognizes emotional issues and is willing to raise them and discuss them.
Demonstrates rude, arrogant, condescending, disruptive, or argumentative behaviors. Shows lack of respect and sensitivity for viewpoints and feelings of others including racial, social or gender issues. Impedes group process by monopolizing discussions. Frequently interrupts inappropriately or ignores others and does not participate.	Considerate of group members. Shows respect and sensitivity to the viewpoints and feelings of others. Sensitive to racial, social and gender issues. Does not humiliate or denigrate group members. Identifies misunderstanding and helps to resolve conflicts between self and others in groups. Tactfully attempts to involve quieter group members. Helps to resolve
Minimal capacity to contribute to group learning. Does not actively participate in discussions. Rarely identifies learning issues for self or for the group. Reluctant to take on work. Does not stimulate group learning and discussions.	Contributes to group learning and occasionally facilitates the group process but does not dominate discussions. Prepares appropriately and presents effectively. Shares information and asks relevant questions. Willingly takes on assignments.

Cognitive Processes	
B	M
Consistent difficulty identifying problems, generating hypotheses or applying knowledge to PBL cases. Does not critically appraise new knowledge or readings. Conclusions are illogical and poorly formulated.	Able to formulate hypotheses, synthesize and integrate information, and present logical arguments. Able to apply knowledge appropriately to the case. Makes use of recent literature. Considers psychosocial aspects of the case. Uses critical thinking skills to guide judgments
Does inadequate reading of suggested material or inadequately researches learning issues. Makes limited use of resources. Contributes little to group's knowledge.	Reads, understands and filters suggested material for concise, useful summaries to peers. Researches and studies learning issues. Able and willing to share knowledge clearly with group with appropriate depth and completeness. Willing to discuss disparities between resources.

University of Miami School of Medicine, Mar 3, 2004