

Student Assessment of Tutors' Facilitation of the PBL Tutorials

University of Miami School of Medicine, January 28, 2003

DATE: _____

TUTOR: _____

INSTRUCTIONS TO STUDENT:

Please **CIRCLE** the point along the line that corresponds to your degree of **SATISFACTION** with the behavior or characteristic described in each statement. Use the following scale unless otherwise directed.

1 _____ 2 _____ 3 _____ 4 _____ 5 _____
unsatisfactory needs okay good excellent
improvement

- 1. Encouraged thinking, inquiry, and critical reasoning..... 1 2 3 4 5 NA
- 2. Encourages a safe environment to express ignorance/ideas without fear of embarrassment..... 1 2 3 4 5 NA
- 3. Demonstrated sensitivity and respect for students. 1 2 3 4 5 NA
- 4. Struck a balance between providing information and actively involving students 1 2 3 4 5 NA
- 5. Provided feedback when appropriate. 1 2 3 4 5 NA
- 6. Facilitated participation of all members of the group 1 2 3 4 5 NA
- 7. Refocused the group when discussion was wandering 1 2 3 4 5 NA
- 8. Encouraged and valued contributions from students 1 2 3 4 5 NA
- 9. Encouraged student responsibility for the learning objectives..... 1 2 3 4 5 NA
- 10. Questioned and probed the reasoning process..... 1 2 3 4 5 NA
- 11. Encouraged critical appraisal of information..... 1 2 3 4 5 NA
- 12. Encouraged students to assume leadership responsibilities..... 1 2 3 4 5 NA

Global:

- 10. Overall effectiveness of the tutor. 1 2 3 4 5 NA
- 11. Overall value, to me, of these sessions. 1 2 3 4 5 NA
- 12. The clinical relevance of what I have learned in the case-based sessions is 1 2 3 4 5 NA

Motivation:

- 13. My motivation for problem-based learning is Very 1 2 3 4 5 Very
Low High

Open-Ended Comments:

- 15. On the reverse side please describe any *strengths* or weaknesses of the problem-based, tutorial teaching. Include any ideas about how the tutor might improve.