

**Student Assessment of the Problem Based Learning Block,
Weeks of Feb and April 2012**

DATE: _____ **FACILITATOR:** _____

Please rate the following components of the course in terms of their **HELPFULNESS TO YOUR LEARNING**, by **CIRCLING** the appropriate number along the line. Use the following scale unless otherwise directed. (1 is the highest; 5 is the lowest).

1 2 3 4 5
very helpful helpful neutral unhelpful very unhelpful

How HELPFUL to your learning were these components of the block?

1. The patient cases..... 1 2 3 4 5
2. The two-hour “Team Rounds” (8-10 am, Tu, W, Th)—formulating DDx’s, making presentations, and agreeing on the final diagnosis and problem list 1 2 3 4 5

How HELPFUL to your learning were these aspects of Team Rounds?

Discussing the Previous Case

3. Listening to PowerPoint presentations by other students in my group 1 2 3 4 5
4. Discussing the case in my group 1 2 3 4 5
5. Choosing a primary diagnosis 1 2 3 4 5
6. Developing the rationale for the diagnosis 1 2 3 4 5
7. Learning how to summarize a case 1 2 3 4 5

Discussing a New Case

8. Developing a differential diagnoses list 1 2 3 4 5
9. Developing a problem list 1 2 3 4 5
10. Contributions from other students 1 2 3 4 5
11. Creating my PowerPoint presentations..... 1 2 3 4 5

Sources: How helpful to your learning were these sources of information to you during the Transition Block?

12. Main Web resources used: _____

13. Notes and handouts from courses 1 2 3 4 5
14. Watching archived lectures from previous courses 1 2 3 4 5
15. Do you anticipate accessing the archived presentations again? (Circle one) Yes; No

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Please help us improve the format by answering the following questions.

16. How could we improve the 8:00-10:00 am. "Team Rounds"?

Comparison of the two formats of Self-Directed Learning

17. You have experienced two types of self-directed learning: 1) Case Based Learning (in Rheumatology and Infectious Diseases) and 2) the PBL/Transition Block course. Please compare the two self-directed formats with regard to their helpfulness to your learning by circling the appropriate number based on the scale below.

___ Case-Based Learning (in Rheumatology and Infectious Diseases)

___ PBL/Transition Block course

<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>
PBL is much more helpful	PBL is a little more helpful	they are about the same	CBL is a little more helpful	CBL is much more helpful

None of the above expressed my view.

Please explain your answer

Standard UMSM curriculum evaluation questions:

For questions 19-21, please use the following scale to indicate your degree of agreement with each statement.

<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>
Strongly agree	Agree	Neutral	Disagree	Strongly disagree

18. The orientation/overview of the course was communicated effectively..... 1 2 3 4 5

19. The goals and objectives were clearly defined..... 1 2 3 4 5

20. Ample opportunities were provided to gain knowledge and skills..... 1 2 3 4 5

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Student motivation:

21. Please circle a number to indicate your feelings about the PBL block BEFORE you started it.

<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>
very positive	a little positive	neutral	a little negative	very negative

22. Please circle a number indicate your feelings about the PBL block AFTER taking it.

<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>
very positive	a little positive	neutral	a little negative	very negative

(Please write any comments below)