

Student Assessment of the PBL Facilitators
University of Miami School of Medicine, March 16, 2004

DATE: _____

TUTOR: _____

INSTRUCTIONS TO STUDENT:

Below are a number of behaviors or characteristics of PBL facilitators. Please **CIRCLE “1”** if your facilitator’s behavior in this dimension was helpful to your learning or the group process; **CIRCLE “2”** if it was unhelpful; and **CIRCLE “NA”** if the occasion didn’t arise for demonstration of this behavior.

1 _____ 2 _____ NA
Helpful Not helpful Not Applicable

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

For questions 13-16 use the following scale:

Very High 1 2 3 4 5 Very Low

Global:

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

Motivation:

16. My motivation for problem-based learning is..... 1 2 3 4 5

Open-Ended Comments:

17. 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.