## **Student Assessment of Tutors' Facilitation of the PBL Tutorials**

	University of Miami School of Medicine, January 28, 2003
<b>DATE:</b>	
TUTOR:	
INSTRUCTIONS TO	O STUDENT:
Please CIRCLI	E the point along the line that corresponds to your degree of <b>SATISI</b>

Please CIR	CLE the	point along the	he line that co	rresponds to yo	ur degree of	SATISFACTION
with the bel	havior or	characteristic	described in	each statement.	Use the foll	lowing scale unless
otherwise d	irected.					_
		_	•			_

1	2	3	4	5
unsatisfactory	needs	okay	good	excellent
	iı	nprovement		

1.	Encouraged thinking, inquiry, and critical reasoning	12345 N	NA
2.	Encourages a safe environment to express ignorance/ideas without fear of		
	embarrassment	12345 N	NA
3.	Demonstrated sensitivity and respect for students.	12345 N	NA
4.	Struck a balance between providing information and actively involving students	12345 N	NA
5.	Provided feedback when appropriate.	12345 N	NA
6.	Facilitated participation of all members of the group	12345 N	NA
7.	Refocused the group when discussion was wandering	12345 N	NΑ
8.	Encouraged and valued contributions from students	12345 N	NΑ
9.	Encouraged student responsibility for the learning objectives	12345 N	NA
10.	. Questioned and probed the reasoning process	12345 N	NA
11.	Encouraged critical appraisal of information	12345 N	NA
12.	Encouraged students to assume leadership responsibilities	12345 N	NA

## Global:

10. Overall effectiveness of the tutor.	12345 NA
11. Overall value, to me, of these sessions.	12345 NA
12 The clinical relevance of what I have learned in the case-based sessions is	12345 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.