


Assessment of Student Participation in PCL/PBL by Facilitators

SEMESTER 1 2009

MED1011 GROUP 1

PLACE STUDENT
BARCODE ALONG LINE

Please mark answers by colouring the middle of the circle
e.g.: 
Please try not to mark outside the circle. Thankyou.

*Please rate each member of your tutorial group by marking your choice on the following characteristics.
Note that 1 is the highest rating and 5 the lowest.*

High to Exceptional	Unsat satisfactory to Low
<p>Consistently well-prepared for sessions: E.g., uses a variety of references; supports statements with appropriate references; makes concise summaries</p> <p style="text-align: center;">Preparation</p> <p>1 F 2 F 3 F 4 F 5 F</p>	<p>Consistently seems unprepared for sessions: E.g., inadequate reading or researching of learning issues; contributes little to group knowledge; does not summarize material.</p>
<p>Active participation in group learning: E.g., actively participates in discussions; willingly takes on assignments, seems interested in material</p> <p style="text-align: center;">Participation</p> <p>1 F 2 F 3 F 4 F 5 F</p>	<p>Passive participation in group learning: E.g., does not actively participate in discussions; reluctantly takes on assignments, appears disinterested in material</p>
<p>Demonstrates effective group skills/awareness E.g., takes the lead or intervenes appropriately; shows respect and sensitivity for others, helps to resolve misunderstandings and conflicts, uses interpersonal skills to improve group dynamics</p> <p style="text-align: center;">Group Skills</p> <p>1 F 2 F 3 F 4 F 5 F</p>	<p>Demonstrates poor group skills/awareness: E.g., intervenes inappropriately; shows poor judgment by interrupting, withdrawing, ignoring others, dominating or impatience, does not support or encourage other group members, fails to identify the impact a negative attitude can have on group dynamics</p>
<p>Skillful in communicating with peers: E.g., listens actively; sensitive to non-verbal and emotional messages, presents input in an engaging manner</p> <p style="text-align: center;">Communication</p> <p>1 F 2 F 3 F 4 F 5 F</p>	<p>Difficulties communicating with peers: E.g., poor listening skills; unable or unwilling to attend to non-verbal or emotional messages, makes little effort to communicate research in an engaging manner, reads off notes rather than teaching others</p>

CONTINUES OVERLEAF

Highly developed professional behavior:

E.g., excellent attendance; reliable; willingly accepts feedback and learns from it, communicates a professional attitude towards case patients / scenarios

Deficiencies in professional behavior:

E.g., absent without an excuse; untrustworthy; difficulty accepting feedback.

Professionalism

1
F

2
F

3
F

4
F

5
F

High self-awareness:

E.g., recognizes limits of knowledge or abilities without becoming defensive or blaming others.

Low self-awareness:

E.g., needs to be more aware of limitations in knowledge and ability and take positive steps toward remediation.

Reflectiveness

1
F

2
F

3
F

4
F

5
F

Highly skilled in critical thinking:

E.g., consistently demonstrates skill in performing key tasks such as generating hypotheses, applying knowledge of PCL/PBL cases, critically appraising information, making sound deductions, explaining reasoning process.

Deficient in critical thinking:

E.g., consistent difficulties in performing key tasks such as generating hypotheses, applying knowledge of PCL/PBL cases, critically appraising information, making sound deductions, explaining reasoning process, or fails to demonstrate this in class

Critical Thinking

1
F

2
F

3
F

4
F

5
F

Effective teaching skills:

Presents learning issue report at appropriate level, related to the case and in an organized fashion. Uses handouts or summaries to help others remember the material

Ineffective teaching skills:

Presents learning issue report at inappropriate level, fails to relate material to the case and presents in a disorganized fashion. Fails to use handouts or summaries to help others remember the material

Teaching

1
F

2
F

3
F

4
F

5
F

Clarification of above ratings / further comments: (Tutors please note, this section is not essential to complete)

Global Rating:

Clear Pass
F

Borderline
F

Clear Fail
F