

CBL TUTOR OBSERVATION RECORD

Observer:	Tutor:
Date of observation:	Cluster:
Curriculum Week:	Case Title:

INSTRUCTIONS FOR OBSERVER

1. Before the tutorial:
 - a. Review the Tutor Guide and Case Objectives of the case/week you are observing
 - b. Introduce yourself to the tutor and group
 - c. Sit separately from the group, with a clear view of the group, tutor, screen, and whiteboard.
2. During the tutorial: Observe the new tutor, with particular attention to:
 - Behaviours of the tutor and students
 - Any incidents
 - Note any atypical characteristics of the group, case or environment that help or hinder the tutor
 - Strengths, weaknesses and areas of improvement for the tutor
3. After the tutorial:
 - a. Debrief with the tutor, discuss your observation report.
 - b. Submit one copy of the observation record to the tutor, and one copy to the program assistant.

OBSERVATION CRITERIA

Please note: These checkboxes are a device to help identify good tutor facilitation practice. Some items may not be applicable in the tutorial you observe.

Tutorial environment

- Demonstrated courteous interactions with students
- Promoted active participation of all students
- Encouraged student questions and identified gaps in understanding
- Responded constructively to student questions and concerns
- Promoted a safe learning environment
- Helped students identify and deal with problems in tutorial functioning

Tutor preparation and classroom management

- Demonstrated familiarity with the Tutor Guide and enthusiasm about the case.
- Kept tutorial activity flowing; helped with time management
- Provided appropriate direction based on Tutor Guide
- Discussed group dynamics and student's tutorial preferences
- Demonstrated a tutoring style that accommodated the specific needs of the group

Learning outcomes

- Ensured the group addressed CBL case objectives and identified learning issues
- Provided timely and constructive feedback to students about their learning
- Ensured the group covered relevant content in appropriate depth
- Drew attention to important concepts when they were overlooked or dismissed

Scholarship and Critical Thinking

- Encouraged use of reliable and valid resources
- Ensured students cited and critically evaluated their sources
- Empowered students to monitor accuracy of content discussed
- Encouraged critical evaluation of evidence to support hypotheses
- Asked brief questions of the students to guide their progress through the case
- Probed for understanding of terms and concepts
- Identified when students needed additional information

Tutorial facilitation skills

- Helped students establish and revisit ground rules
- Modeled nonjudgmental and constructive communication and behaviour
- Encouraged use of the board for diagrams and charts
- Facilitated group activity without being overly directive
- Promoted responsible and scholarly use of personal electronic devices

<i>Responsible usage includes:</i>	<i>Scholarly usage includes:</i>
<i>Student devices to be on silent</i>	<i>Identifying when a Student Prompting Question lends itself to web research</i>
<i>Tutor device on silent</i>	<i>Promoting the device as a research tool</i>
<i>One student to project the case, project exhibits</i>	<i>Encouraging students to critically evaluate their online sources</i>
<i>Monitor other students' usage to ensure that all were used for on CBL and not personal applications.</i>	<i>Asking students to state their online sources</i>

Please provide at least one example of the strength(s) of this tutor.

Comment here:

Please provide at least one example of how this tutor could improve.

Comment here:

General Observation of Tutor Performance

- Tutor meets requirements
- Tutor Faculty Development.

Comment here:

Observer's signature: _____

Date: _____

Tutor to complete:

- I discussed this observation with my Observer

Tutor's signature: _____

Date: _____

Please scan and email this form to:

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