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
\square Demonstrated courteous interactions with students
\square Promoted active participation of all students
\square Encouraged student questions and identified gaps in understanding
\square 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
\square Demonstrated familiarity with the Tutor Guide and enthusiasm about the case.
\square Kept tutorial activity flowing; helped with time management
\square Provided appropriate direction based on Tutor Guide
☐ Discussed group dynamics and student's tutorial preferences
\square Demonstrated a tutoring style that accommodated the specific needs of the group
Learning outcomes
\square Ensured the group addressed CBL case objectives and identified learning issues
\square Provided timely and constructive feedback to students about their learning
\square Ensured the group covered relevant content in appropriate depth
$\hfill\Box$ Drew attention to important concepts when they were overlooked or dismissed
Scholarship and Critical Thinking
\square Encouraged use of reliable and valid resources
\square Ensured students cited and critically evaluated their sources
\square Empowered students to monitor accuracy of content discussed
\square Encouraged critical evaluation of evidence to support hypotheses
$\hfill\square$ Asked brief questions of the students to guide their progress through the case
\square Probed for understanding of terms and concepts
☐ Identified when students needed additional information

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 usage includes: Scholarly usage includes: Scho	Tutorial facilitation skills		
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