

**Office of Medical Education**

**Division of Learning and Teaching**

**Team-Based Learning Activity Observation of \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**EVIDENCE OF PRE-CLASS PREPARATION**

**Communication with Students**

**Communication with Staff**

**CLASS SESSION**

**Overall Tone**

**Interaction with Students/Groups and Eliciting and Handling of Questions and Student Thinking**

**Use of Just In Time Teaching**

**Apparent Content Mastery**

**Other Comments and Recommendations**

**TBL-Specific Recommendations:**

**Recommendations on Teaching Methods and Style**

**Recommendations on Classroom Logistics**

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| --- | --- | --- | --- |
| **Criterion**  | **Examples done well**  | **Examples needing improvement**  | **Other comments**  |
| **Preparatory materials**  |   |   |   |
| The instructor used the time reviewing the readiness assessment test to focus on those concepts the groups had difficulty with.  |   |   |   |
| The application exercises appropriately built on the iRAT and readings to require higher order use of the material.  |   |   |   |
| During the large group discussion of the application exercises, the instructor listened carefully and brought out different rationales for answer choices.  |   |   |   |
| During the large group discussion of the application exercises, the instructor fostered discussion between groups of students.   |     |   |   |
| Instructional materials (PowerPoints, handouts, etc.) were clear and contributed to learning   |   |   |   |
| Speaker demonstrated enthusiasm for the material  |   |   |   |
| Speaker stimulated student interest to learn more  |   |   |   |
| Speaker was organized and clear (includes time management)  |     |   |   |
| Speaker was respectful to students  |   |   |   |