

**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**

|  |  |  |  |
| --- | --- | --- | --- |
| **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 |  |  |  |