PIVOTAL - STUDENT FEEDBACK TO CBL TUTOR	CONFIDENTIAL

PRIORITY FOCUS AREAS OF TEACHING AND LEARNING:
Your tutor is engaging in a peer-observation of teaching partnership and wishes to invite you as a partner in this process with the aim of enhancing their tutoring and improving student learning. Your tutor would appreciate your feedback in relation to the following areas of his/her tutoring practice:

Priority focus area 1 - tutor to complete

Can you provide your tutor with any feedback concerning this focus area?

Do you have any suggestions for how your tutor could improve in this area?

Priority focus area 2 - tutor to complete

Can you provide your tutor with any feedback concerning this focus area?

Do you have any suggestions for how your tutor could improve in this area?

Priority focus area 3- tutor to complete

Can you provide your tutor with any feedback concerning this focus area?

Do you have any suggestions for how your tutor could improve in this area?

In general, did you consider today's tutorial as representative of a typical tutorial from your tutor?

YES ☐   or   NO ☐ - if no, could you please explain why?

Did you identify any impact that the filming of the tutorial had on your participation or behaviour?

Please consider each statement and circle the number which best reflects your experience 1= Strongly disagree 2=disagree 3= neither agree nor disagree 4= agree 5=strongly agree					
My experience	**1**	**2**	**3**	**4**	**5**
I enjoy coming to CBL					
I feel comfortable contributing to discussion					
My tutor supports me in:					
developing my clinical reasoning skills					
developing my understanding of pathophysiology and mechanisms of disease					
developing my history taking skills					
developing my understanding of physical examination findings and mechanisms					
determining appropriate investigations					
understanding how clinical problems are managed					
summarising a clinical case					
Overall I am satisfied with my learning in CBL tutorials					
Group learning in CBL					
Key concepts are explored					
Key concepts are reinforced					
Clinical reasoning is developed through questioning					
Students are encouraged to justify their hypotheses/diagnoses					
Group process and roles:					
The tutorial environment is safe					
The tutorial environment is ethical					
The tutorial environment is conducive to learning					
The chairperson is enabled in their leadership role					
The scribe is encouraged to effectively collate clinical information for the group					
Time is managed effectively					
Interactions are professional and mutually respectful					
Overall, our CBL group is functioning well					
Our tutor					
encourages students to share information and experiences					
encourages students to determine their own learning needs					
provides helpful feedback which is delivered respectfully					
is inclusive and supportive of each student's learning					
encourages students to ask questions and make connections					
communicates clearly and effectively					
demonstrates a positive and friendly manner					
demonstrates a compassionate approach in discussing patients					
shows respect for colleagues and other health professionals in discussing cases					

Feedback to the course coordinator concerning this CBL tutorial:

Were any resources or lectures supporting this tutorial not as helpful as they could have been? Please elaborate

Have you identified any important content not covered in resources or lectures that is required in order to understand this clinical case?