

PIVOTAL - OBSERVATION RECORD – Case-based Learning Tutorials

CONFIDENTIAL

Person being Observed:	Peer Observation Partner:
Tutorial that was filmed - Date:	Title:
Agreed time-line	Date/Time
Pre-observation Meeting	
Post observation meeting	
Film segment time codes for viewing:	
<i>The peer-observation partnership is a collaborative process. The role of the peer observer is not to advocate for a particular style of teaching or pass judgement on a colleague’s teaching. Observers should resist the urge to compare what you observe in your colleague with your own teaching but rather focus on the teaching style and interactions you have been invited to observe.</i>	
PRIORITY FOCUS AREAS: Your peer-observation partner would appreciate your feedback in relation to the following areas:	
Priority focus area 1 - tutor to complete	
What did you observe in relation to this focus area?	
Any suggestions for how your colleague could improve in this area?	
Priority focus area 2 - tutor to complete	
What did you observe in relation to this focus area?	
Any suggestions for how your colleague could improve in this area?	
Priority focus area 3- tutor to complete	
What did you observe in relation to this focus area?	
Any suggestions for how your colleague could improve in this area?	

General Observations:

What did you observe that demonstrated enthusiasm and stimulated curiosity in learners?

What did you observe that encouraged learners to think deeply and critically?

What did you observe of student engagement and activity?

What did you observe that demonstrated effective tutor-student communication?

What did you observe that demonstrated suitable methods to monitor student understanding and progress?

What have you learned from observing your colleague which can improve your own tutoring practice?

What examples of good tutoring practice would you like to highlight?

What areas of tutoring practice could be further developed to enhance student learning?

OBSERVATION CHECKLIST – Case-based Learning						
<p>please circle the number on the scale that reflects your assessment: 1= Strongly disagree 2=disagree 3= neither agree nor disagree 4= agree 5=strongly agree Please tick NA (Not applicable) if you have not had the opportunity to observe this</p>						
Group Learning:	1	2	3	4	5	NA
Key concepts are explored						
Key concepts are reinforced						
Clinical reasoning is developed through questioning and learning activities						
Students are encouraged to justify their hypotheses/diagnoses						
Students are supported in:						
developing clinical reasoning skills						
developing understanding of pathophysiology and mechanisms						
developing history taking skills						
developing an understanding of physical examination findings and mechanisms						
determining appropriate investigations						
understanding how clinical problems are managed						
summarising a clinical case						
their learning in this CBL group						
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, this CBL group is functioning well						
Your peer-observation partner						
encourages students to share information and experiences						
encourages students to determine their own learning needs						
provides helpful feedback that is delivered respectfully and effectively						
is inclusive and supportive of each student's learning						
encourages student to ask questions and make connections						
communicates clearly and effectively						
has a positive and friendly manner						
shows a compassionate approach in discussing patients						
shows respect for colleagues and other health professionals in case discussions						