

PEER OBSERVATION OF SMALL GROUP TEACHING FORM

Observer:	Faculty Member:	<i>Observations/Notes/Quotes</i>
Learning Environment		
Gets to know the learners and identifies their needs		
Demonstrates enthusiasm for teaching		
Builds on learners' knowledge and skill-base		
Encourages learners to voice uncertainty, ask questions		
Addresses range of learner levels and needs		
Learner Engagement		
Probes and encourages learners to share information and experiences		
Is comfortable with silence		
Asks learners to make connections between what they already know and what they are discussing		
Encourages learners to pursue and critically appraise the literature		
Solicits and provides learner feedback		
Session Management		
Communicates learning goals for the discussion		
Uses resources/cases/materials that promote critical thinking and problem solving		
Organizes the session appropriately		
Helps the group transition to new topics or tasks		
Keeps track of time		
Teaching Method		
Assumes appropriate role as facilitator (coach, consultant, instructor)		
Models and encourages critical thinking		
Uses questions to promote discussion and probe learners' thought processes		
Highlights key teaching points and emphasizes understanding of concepts		
Discusses relevance of discussion topic to clinical experiences		
Summarizes key points and encourages learners to share what they have learned		

Additional Comments: