



Peer Observation for Problem Based Learning

Participation in this process will give you the opportunity to reflect on the quality of your facilitation in the Medical School.

The aims of peer observation are to:

- Provide staff with formative feedback about the quality and style of their facilitation
- Provide a mechanism for identifying good practice
- Increase discussion of facilitation
- Reflect on your own practice by observation of peers and reflection on comments of being observed
- Learn from observing and being observed

Remember: This process is not about getting everyone to teach in the same way, it is about helping individuals to reflect on and evaluate their own approach to teaching.

General Information

- PBL facilitators in Years 1 and 2 of the Undergraduate MBChB curriculum will be asked to participate in the process of peer observation once every two years.
- You have been randomly allocated a peer partner **to observe and be observed by** using an automated programme which generates emails to help you through the process.
- Once informed of the allocation each member of staff will be responsible for arranging the observation with their peer partner.
- Observer and observee should use the forms provided here (optional for some parts).
- The observer should receive a copy of the relevant section of this form completed by the observee (Part A) and any additional material that will be necessary during the PBL session (e.g. copy of relevant scenarios, facilitator notes or questions if required) at least one week prior to the session.
- Students should be asked in advance if they agree to an observer being present in the session. It should be highlighted that the observation is of the facilitator.
- Please remember that any discussion or written comments between the observer and observee must remain confidential.
- Only the reflection part of the form (D) should be submitted and this can be done anonymously if desired.

The Peer Observation Process

The observation process will be in 4 parts, corresponding to Parts A-D of the form:

1. Pre- observation meeting (Part A)

This meeting is an opportunity for colleagues to meet and discuss the organisational aspects of the observation session and any areas of facilitation in which they would like specific feedback. This should include: arranging the date and time of the observation, where and when to meet, the student group involved, etc.

During/ following this meeting (Part A) of the form should be completed by the observee.

2. Observation (Part B)

There is no specific requirement for any particular form to be used during the observation as this is for your information only and does not have to be submitted. We have provided a few comments to consider and some forms that you may choose to use (4 options provided).

At the end of the PBL session the observer should briefly discuss the outcome of the observation with the facilitator.

3. Observer's Feedback (Part C)

The observer should complete Part C of the form soon after the session and send it to the facilitator within 1 week (2 options provided).

Another meeting or discussion could: identify any areas of good practice or discuss how areas of difficulty might be addressed.

4. Reflection (Part D)

The observee will complete the box in the electronic link to confirm that the observation has taken place.

The observee should also complete the reflection part of the form electronically using the link provided. **This is the only form that will be held by the Medical School to record that peer observation has taken place. This can be submitted anonymously if you tick the relevant box, but information can still be used as a learning tool for future training and educational events.**

Form for Peer Observation for Problem Based Learning

Part A: Pre-Observation

This part should be completed before the session and a copy given to the observer in advance of the session.

Date of Observation	
Name of Observer	
Name of Observee	
Year Group, Block name (including week number and how long you have been with this group).	

Areas on which you would welcome some specific feedback **if desired**

Part B: Observation

Below are 4 suggested forms - labelled part B- you can use any **or none** of them to assist with your observation.

Form 1 - Observation

Points to consider:

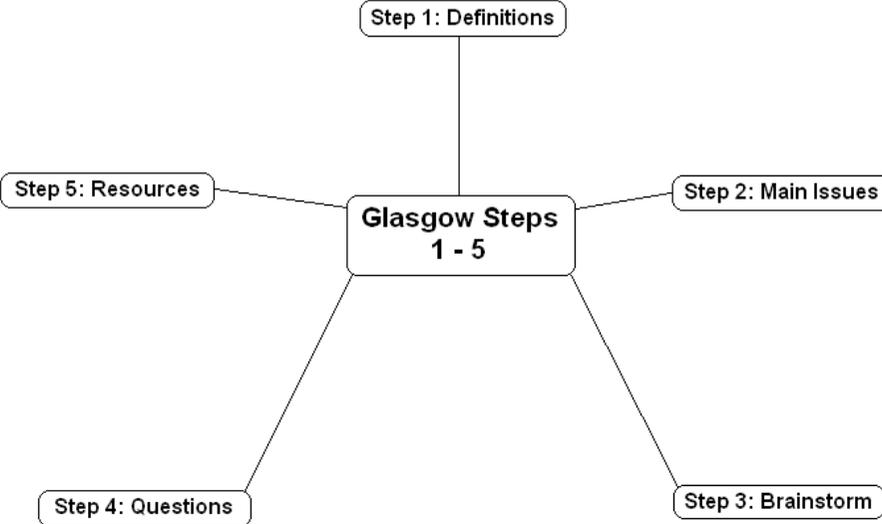
The PBL facilitator:

Stimulates student participation: supports the Chair and the Scribe; guides the group when appropriate; ensures adequate coverage of learning objectives; friendly and enthusiastic; puts current learning into context.

Strengths	
Areas for Development	

Any other comments:

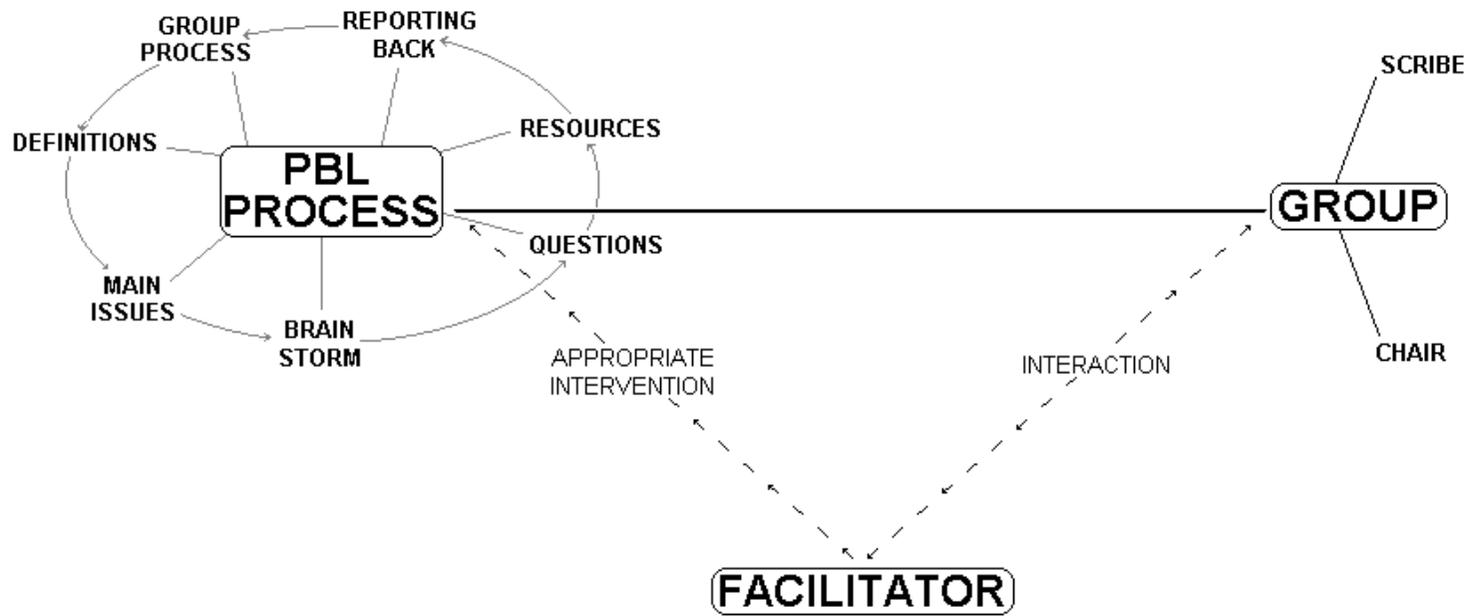
Part B: Observation Form 2a (Steps 1-5)



Part B: Observation Form 2b (Steps 6-7)



Part B: Observation Form 3



Part B: Observation Form 4

Please note below, the facilitator actions you observe, under the general headings below:

FACILITATOR

- 1. Was well informed about PBL- content and process**

- 2. Encouraged chairperson to involve group**

- 3. By asking relevant questions ensured group analysed problem**

- 4. Encouraged group to define useful questions**

- 5. Ensured the group evaluated group functioning**

- 6. Assisted without simply explaining ideas**

- 7. Intervened appropriately, and only when needed**

- 8. Showed interest in learning activities of block**

9. Showed commitment to effective functioning of group

10. Which feature of the facilitator did you judge most successful?

11. What advice would you give to the facilitator for future blocks?

Part C: Observer's Feedback Form 1

There are 2 suggested forms here- labelled part C (Form 1 and 2) - you can use either of them to assist with your feedback.

Please read Part A before observing the session and completing this form.

This form should be completed as soon as possible after the session being observed. You should send a copy to the person whose session you have observed within 1 week.

Date of Observation	
Name of Observer	
Name of Observee	
Year Group, Block name (including week number and how long you have been with this group).	

1. What went well with the session and why?

2. What in your opinion could be improved or developed?

3. How might this be achieved?

4. Please comment on areas in which the facilitator invited feedback.

5. Can you identify areas of good practice that could be shared?

6. Any other comments or suggestions.

Name of Observer: **Date:**

Part C: Observer's Feedback Form 2

Please read Part A before observing the session and completing this form.

This form should be completed as soon as possible after the session being observed. You should send a copy to the person whose session you have observed within 1 week.

Date of Observation	
Name of Observer	
Name of Observee	
Year Group, Block name (including week number and how long you have been with this group).	

Points to consider:

The PBL facilitator:

Stimulates student participation: supports the Chair and the Scribe; guides the group when appropriate; ensures adequate coverage of learning objectives; friendly and enthusiastic; puts current learning into context.

Strengths	
Areas for Development	

Any other comments:

Name of Observer: **Date:**

