



Student Opinion of Problem-Based Learning Tutor

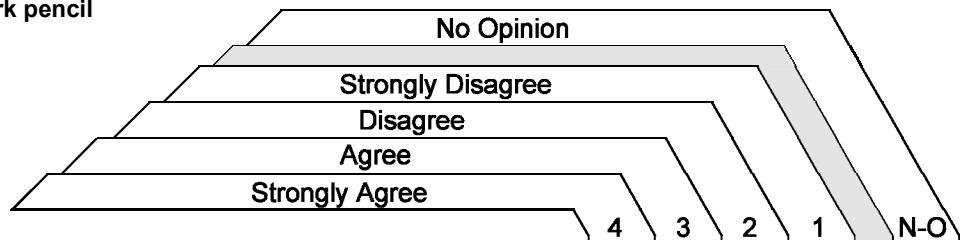
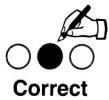
TUTOR: _____ COURSE NUMBER: _____

SET (IF APPLICABLE): _____ DATE OF SURVEY: _____

BCIT is committed to providing high quality instruction. You can help by providing thoughtful and honest responses to each of the statements below. The information you provide will be used by instructor/tutors to improve performance. Your instructor/tutor will not have access to this data until after marks committee meetings have been completed. Thank you for taking the time to provide your feedback.

SECTION ONE:

Please fill in circle completely: using **dark pencil** or blue/black ink and pressing firmly..



	4	3	2	1	N-O
1. The tutor encouraged applying course content to clinical situations.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. The tutor facilitated use of the course outline as a guide.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. The tutor explained any necessary changes to the course outline.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. The tutor expressed ideas clearly.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. The tutor was receptive to student input.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. The tutor was respectful of students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. The tutor was accessible outside of class time (office hours, emails, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. The tutor had a positive attitude.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. The tutor was helpful when I needed assistance.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. The tutor invited questions on course assignments.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11. The tutor was punctual.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12. The tutor maintained an emotionally safe and supportive learning environment.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13. The tutor encouraged students to accept responsibility for the groups' learning activities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14. The tutor provided adequate feedback to individuals related to group process skills.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
15. The tutor provided adequate feedback to individuals related to their teaching.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
16. The tutor provided feedback to individuals related to their effectiveness in giving and receiving peer feedback.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
17. The tutor received feedback in a non-defensive manner.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
18. The tutor gave feedback in a manner that minimized defensive responses.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
19. The tutor facilitated identification of matters of concern within the group.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
20. The tutor facilitated management of matters of concern within the group.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
21. The tutor was effective in guiding the group's management of the PBL process.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
22. The tutor facilitated group analysis of the health problem by encouraging consideration of multiple perspectives.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
23. The tutor encouraged the group to incorporate prior knowledge when analyzing health problems.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
24. The tutor encouraged identification of topics that needed further study.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
25. The tutor explained the tutor's role in the course.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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SECTION TWO: These comments are intended for your tutor.

The tutor was especially effective in the following areas:

The tutor could improve his/her effectiveness in the following ways:

Additional questions: