

Observation Checklist

No.	Category/ Items	Yes	Partly	No	Not applicable
1	Beginning of session The teacher...				
1.1	... asks about teamwork in PBL course.				
1.2	... introduces learning objectives.				
1.3	... introduces schedule for session.				
1.4	... asks about current issues of group members.				
2	Interaction with simulated patient (SP) The teacher...	Yes	Partly	No	Not applicable
2.1	...appoints one student to talk to the SP.				
2.2	...makes sure the group knows the important facts about the SP-case.				
2.3	... discusses learning objectives of the SP-case in group.				
2.4	... activates prior knowledge of students.				
2.5	... distributes specific observation tasks.				
2.6	A setting for the simulation is prepared.				
2.7	... talks to SP prior to simulation.				
2.8	... stays in his/her role as an observer during simulation.				
2.9	SP leaves the room when simulation is finished.				
2.9.1	... makes sure the SP leaves the room when simulation is finished.				
2.10	... makes sure nobody gives feedback until SP is back in the room.				
2.11	A setting for the feedback is prepared.				
2.12	... makes sure feedback is given in the recommended order.				
2.13	... makes sure the student summarizes what she/he has learned.				
2.14	SP is involved in evaluation and discussion.				
2.15	A discussion takes place.				
2.15.1	... makes sure that evaluation stays separated from discussion.				
2.15.2	... facilitates group discussion & reflection.				
3	Feedback culture The teacher...				
3.1	... starts with a positive comment.				

No.	Category/ Items	Yes	Partly	No	Not applicable
3.2	<i>... provides „I-messages“</i>				
3.3	<i>... reports specific observations without interpreting.</i>				
3.4	<i>... combines criticism with constructive suggestions for improvement.</i>				
3.5	<i>... only comments on changeable behaviors.</i>				
3.6	<i>... limits feedback to a few important comments.</i>				
3.7	<i>All the students follow the rules of giving feedback.</i>				
3.7.1	<i>... intervenes when students do not follow the rules of giving feedback.</i>				
4	Content <i>The teacher...</i>				
4.1	<i>... orients him-/herself towards the semester’s learning objectives.</i>				
5	Facilitation <i>The teacher...</i>				
5.1	<i>... acts as a facilitator.</i>				
5.2	<i>... summarizes important aspects.</i>				
5.3	<i>... activates students to participate.</i>				
5.4	<i>...visualizes important aspects.</i>				
6	End of session <i>The teacher...</i>				
6.1	<i>... initiates a final feedback round.</i>				
6.2	<i>... provides an outlook on the next session.</i>				
7	Structure of session <i>The teacher...</i>				
7.1	<i>... initiates a break.</i>				
7.2	<i>... adheres to the timeframe.</i>				

Overall rating of teaching performance (1 = very good – 5= very poor)

1	2	3	4	5
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Note: For all checklist items, complementary behavioral anchors were developed. They can be obtained from the authors.