

ATTACHMENT B

Table B 1

Percentage frequency of observer's ratings of the checklist items (N=60)

No.	Category/ Items	Yes (%)	Partly (%)	No (%)	Not applicable(%)
1	<b>Beginning of session</b> The teacher...				
1.1	... asks about teamwork in PBL course.	20	5	71	3
1.2	... introduces learning objectives.	48		48	3
1.3	... introduces schedule for session.	51	28	17	3
1.4	... asks about current issues of group members.	42	15	40	3
2	<b>Interaction with simulated patient (SP)</b> The teacher...				
2.1	...appoints one student to talk to the SP.	100		0	0
2.2	...makes sure the group knows the important facts about the SP-case.	62	17	17	5
2.3	... discusses learning objectives of the SP-case in group.	40	32	23	5
2.4	... activates prior knowledge of students.	50	18	28	3
2.5	... distributes specific observation tasks.	81		19	0
2.6	A setting for the simulation is prepared.	97		3	0
2.7	... talks to SP prior to simulation.	97		3	0
2.8	... stays in his/her role as an observer during simulation.	100	0	0	0
2.9	SP leaves the room when simulation is finished.	100		0	0
2.10	... makes sure nobody gives feedback until SP is back in the room.	72	17	10	2
2.11	A setting for the feedback is prepared.	60	10	30	0
2.12	... makes sure feedback is given in the recommended order.	77	15	8	0
2.13	... makes sure the student summarizes what she/he has learned.	25	10	64	0
2.14	SP is involved in evaluation and discussion.	62	28	10	0
2.15	A discussion takes place.	82		17	2
3	<b>Feedback culture</b> The teacher...				
3.1	... starts with a positive comment.	70	10	12	8
3.2	... provides „I-messages“	78	13	2	7
3.3	... reports specific observations without interpreting.	75	15	3	7
3.4	... combines criticism with constructive suggestions for improvement.	67	22	2	10
3.5	... only comments on changeable behaviors.	92		0	9
3.6	... limits feedback to a few important comments.	88	3	2	7

No.	Category/ Items	Yes (%)	Partly (%)	No (%)	Not applicable (%)
3.7	<i>All the students follow the rules of giving feedback.</i>	68	30	0	2
4	<b>Content</b> <i>The teacher...</i>				
4.1	<i>... orients him-/herself towards the semester's learning objectives.</i>	98	2	0	0
5	<b>Facilitation</b> <i>The teacher...</i>				
5.1	<i>... acts as a facilitator.</i>	90	8	2	0
5.2	<i>... summarizes important aspects.</i>	46	36	19	0
5.3	<i>... activates students to participate.</i>	73	20	5	2
5.4	<i>...visualizes important aspects.</i>	38	17	43	2
6	<b>End of session</b> <i>The teacher...</i>				
6.1	<i>... initiates a final feedback round.</i>	52	5	40	3
6.2	<i>... provides an outlook on the next session.</i>	42	22	25	12
7	<b>Structure of session</b> <i>The teacher...</i>				
7.1	<i>... initiates a break.</i>	82		17	0
7.2	<i>... adheres to the timeframe.</i>	63		37	0

Note. All items which were fulfilled by at least 76% of teachers are colored dark green, items fulfilled by 50 to 75% are colored light green, items fulfilled by 26 to 50% are colored yellow and those fulfilled by less than 26% are colored red. This table excludes the four "subitems" as they were not relevant in all observations. Grey boxes indicate, that rating *partly* was not allowed for those items. Percentages do not add up to 100% because of rounding.

Table B 2

Percentage frequency of observer's ratings of overall teaching performance (N=60)

Rating	1	2	3	4	5
%	30	47	20	3	0

Note. Rating from 1 = very good to 5 = very poor.