

Appendix 33: Monitoring of PBL Facilitation Tool

MONITORING OF PBL FACILITATION

Date	Facilitator	Monitor	Semester

Rate group dynamics: - 1 (working well) to 3 (not working well)

Tick appropriate box:

1	2	3

Describe the group dynamics briefly:

1. Learning environment/group process (social congruence)

	Excellent	Adequate	Poor
Setting and adhering to ground rules			
Developing, trust and bonding			
Acting as a role model in an enabling & participative environment			
Facilitation vs. teaching; facilitating appropriately:- being supportive, motivating, or directive ⁱ			

2. Facilitating support & guidance of students with respect to:

Different roles of students:- chair & scribe			
Skills: - encouraging SDL, sharing of learning			
Group processes:- team work & participation; dealing with critical incidents			

3. Learning principles (Cognitive congruence)

Facilitate evidence-based practice			
Facilitate critical thinking eg. critical disposition, weighing up reliable sources and arguments			
Using open-ended questions			
Facilitate an approach to learning - lines of reasoning that fits the context ⁱⁱ			

4. Following the PBL steps carefully

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5. Evaluation & Feedback

Reflection			
Feedback			

Comment on any aspect:

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Additional elaboration on what to observe regarding the above:

1. Learning environment/group process (social congruence)

The facilitator:

- maintains a supportive, non-judgmental learning environment
- is friendly, enthusiastic and shows concern for the group
- stimulates all students to participate
- directs the group when necessary

2. Facilitating support & guidance of students with respect to:

The facilitator

- supports the Chair and the Scribe
- helps to identify and resolve problems the process
- encourages students to take responsibility for the group and learning process

3. Learning principles (Cognitive congruence)

The facilitator

- helps students to identify and elaborate on their prior knowledge
- contributes to a deeper understanding of the subject matter (*e.g.* by asking probing questions)
- encourages the group to discuss underlying mechanisms and explanations
- encourages students to put current learning into context (*e.g.* with the rest of the week's/semesters learning, or case content as appropriate)
- encourages critical consideration of ideas; not to accept everything at face value
- helps students to identify their 'gaps' and write specific learning objectives, using appropriate action words
- ensures adequate coverage of learning objectives

4. Following the PBL steps carefully

- The facilitator ensures adherence to the PBL steps? (no short cuts)

5. Evaluation & Feedback (positive feedback and constructive critical feedback)

At the end of each session the facilitator:

- encourages students to reflect on group process and learning
- gives feedback to the chair and scribe in particular
- gives feedback to the group and individuals.
- invites feedback on his/her performance and on the performance of the chair and scribe

ⁱ Facilitation vs teaching: Simplistically, teaching is generally interpreted as the teacher/expert giving content answers/knowledge (teacher-centred learning). Facilitation emphasises enabling student learning by using content knowledge to ask questions; guiding students to think logically and coherently by using particular discipline frameworks (student-centred learning). Appropriate facilitation relates to the group's behaviour. The facilitator may be supportive by just showing interest; motivating by asking questions, suggesting choices and action, or directing the group when necessary.

ⁱⁱ e.g. linear or systems thinking, depending on the content and disciplinary approach in that particular context.