**TOOL FOR PBL FACILITATOR NEEDS ASSESSMENT AND DISCUSSION**

This tool is designed to assess your strengths and areas for growth as a PBL facilitator at the CUNY School of Medicine (SoM). It can also serve as a basis for initiating a discussion of competencies and skillsets required for PBL facilitation at the SoM. Please make some time to answer the questions, preferably before the Open Forum on Thursday. Many thanks in advance!

**Department:**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| MedEd | MCBS | CHASM | Clinical Med | LRC | Other |

**Years served as PBL facilitator**:

|  |  |  |
| --- | --- | --- |
| 0-1 year | 2-3 years | 4+ years |

**Part A: Competencies of Effective PBL Facilitators**

Please select **Yes** or **No** to indicate your confidence or proficiency in the areas listed below. **Feel free to elaborate on your selection, in the text box.**

1. **Subject-Matter Expertise**: I have a foundational understanding of the content to guide learners effectively.

|  |  |
| --- | --- |
| Yes | No |

Click or tap here to enter text.

1. **Cognitive Congruence**: I can explain complex ideas in ways that are comprehensible to students, adapting to their level of understanding. *(Cognitive congruence refers to the ability to align one's methods with the cognitive level of the students.)*

|  |  |
| --- | --- |
| Yes | No |

Click or tap here to enter text.

1. **Social Congruence**: I possess interpersonal qualities that allow me to relate to students, motivate them, and create a productive learning environment. *(Social congruence pertains to the ability to connect with students on a personal level, fostering a positive learning atmosphere.)*

|  |  |
| --- | --- |
| Yes | No |

Click or tap here to enter text.

1. **Feedback Skills**: I provide constructive, timely, and actionable feedback to students.

|  |  |
| --- | --- |
| Yes | No |

Click or tap here to enter text.

1. **Flexibility**: I adapt to the diverse learning needs of students and adjust the direction of discussions based on their interests.

Click or tap here to enter text.

1. **Cultural Competence**: I am aware of and respect the diverse backgrounds of students, ensuring inclusivity in discussions. *(Cultural competence involves recognizing and valuing the diverse cultural backgrounds of students and ensuring that discussions are sensitive to these differences.)*

|  |  |
| --- | --- |
| Yes | No |

Click or tap here to enter text.

1. **Conflict Resolution**: I effectively manage and resolve conflicts that arise during discussions.

|  |  |
| --- | --- |
| Yes | No |

Click or tap here to enter text.

1. **Technological Proficiency**: I am comfortable using and guiding students in the use of online resources and other technological tools.

|  |  |
| --- | --- |
| Yes | No |

Click or tap here to enter text.

1. **Providing Scaffolding**: I provide guidance and support to students, gradually reducing this support as they become more competent. *(Scaffolding refers to the support given to students when learning new concepts, which is gradually removed as they become more independent in their learning.)*

|  |  |
| --- | --- |
| Yes | No |

Click or tap here to enter text.

1. **Promoting Metacognitive Awareness**: I help students recognize their learning strategies and reflect on their effectiveness, fostering a deeper understanding of their own learning.

|  |  |
| --- | --- |
| Yes | No |

Click or tap here to enter text.

1. **Strengthening Critical-Thinking Skills**: I refrain from dominating discussions instead encouraging students to analyze, evaluate, and synthesize information, fostering their ability to think critically.

|  |  |
| --- | --- |
| Yes | No |

Click or tap here to enter text.

1. **Reflective Practice**: I make necessary adjustments to my facilitation practices by reflection and seeking feedback.

|  |  |
| --- | --- |
| Yes | No |
|  |  |

Click or tap here to enter text.

**Part B: Specific Facilitation Strategies**

Below is a list of specific PBL facilitation strategies. Please indicate your frequency of use for each strategy by selecting a number from 1 to 5. Use the following scale:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 1 = Never | 2 = Rarely | 3 = Sometimes; | 4 = Frequently | 5 = Always |

**Using Open-Ended and Metacognitive Questioning**: Using a wide range of questions that ask students to justify their thinking or engage in monitoring, evaluation, or reflection. Using "what," "why," and "how" questions This strategy encourages explanations and recognition of knowledge limitations.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 1 = Never | 2 = Rarely | 3 = Sometimes; | 4 = Frequently | 5 = Always |

**Revoicing**: Repeating what students have said, possibly with slight rephrasing, to clarify ideas, legitimize the ideas of students, and subtly influence the direction of the discussion.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 1 = Never | 2 = Rarely | 3 = Sometimes; | 4 = Frequently | 5 = Always |

**Summarizing**: At slow points in the discussion or when the discussion is less focused, asking a student to summarize the group’s current thinking. This helps involve less vocal students, synthesize data, and move the group along in the process.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 1 = Never | 2 = Rarely | 3 = Sometimes; | 4 = Frequently | 5 = Always |

**Generating/Evaluating Hypotheses**: Encouraging students to brainstorm ideas quickly and then focus inquiry based on evidence, examining the fit between hypotheses and accumulating evidence.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 1 = Never | 2 = Rarely | 3 = Sometimes; | 4 = Frequently | 5 = Always |

**Checking Consensus**: Ensuring all ideas get recorded by asking students if the whiteboard reflects their discussion, ensuring important ideas are not lost.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 1 = Never | 2 = Rarely | 3 = Sometimes; | 4 = Frequently | 5 = Always |

**Cleaning Up the Board**: Encouraging students to focus on what is relevant and cross off ideas that might no longer be up for consideration to maintain focus and keep the process moving.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 1 = Never | 2 = Rarely | 3 = Sometimes; | 4 = Frequently | 5 = Always |

**Creating Learning Issues**: When students can't define or explain a concept, asking if that should be a learning issue, turning knowledge gaps into opportunities to learn.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 1 = Never | 2 = Rarely | 3 = Sometimes; | 4 = Frequently | 5 = Always |

**Encouraging Construction of Visual Representation**: Suggesting that students draw diagrams, flow charts, concept maps, etc., to construct integrated knowledge structures that tie mechanisms to observable effects.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 1 = Never | 2 = Rarely | 3 = Sometimes; | 4 = Frequently | 5 = Always |

**Part C: Open-Ended Feedback**

In the text box below, please provide any additional comments or areas where you feel you need further training or support as a PBL facilitator for students at the CUNY School of Medicine.

Click or tap here to enter text.