

Observee Name:

Date:

In-person/Virtual/Hybrid:

Observation Setting: Problem-based Learning Facilitation

A rubric for grading Problem-Based Learning (PBL) facilitators could include criteria like: problem presentation and clarity, facilitation of student-led discussion, effective questioning techniques, ability to guide critical thinking, active listening skills, fostering collaboration, and adapting to student needs; with different levels of achievement ranging from "Area for Focus" to "Exemplary" for each criterion, allowing for detailed feedback on their facilitation style and effectiveness in guiding student learning through PBL. Criteria are context-dependent and may not be relevant to each PBL session. **THIS FORM IS ONLY INTENDED TO BE USED FOR FORMATIVE PURPOSES.**

Criteria	Area for Focus	Developing	Proficient	Exemplary
<i>Problem Presentation and Clarity</i>	Fails to clearly define the problem, lacks relevant information, confusing instructions	Presents the problem with some ambiguity, key details may be missing	Clearly states the problem, provides sufficient context and necessary information	Presents a well-structured problem, engaging and clearly outlines the learning objectives, encourages critical analysis
<i>Facilitation of Discussion</i>	Primarily lectures, does not actively engage students in discussion	Occasionally prompts discussion, but mostly leads the conversation	Effectively facilitates student-led discussion, asks open-ended questions, ensures all voices are heard	Actively promotes diverse perspectives, encourages deep analysis and synthesis of information. Monitors the timing and type of interactions with thoughtful consideration.

<i>Questioning Techniques</i>	Uses low-level questions, mostly recall-based	Uses a mix of low and high-level questions, some probing questions	Employs a range of effective questions (probing, clarifying, hypothetical) to stimulate critical thinking	Consistently uses high-level questions to promote deeper understanding and application of concepts. Ask questions that encourage weighing evidence, seeking information, make decisions, plan approach and utilize resources.
<i>Guiding Critical Thinking</i>	Fails to challenge students to analyze information, accept superficial answers	Occasionally prompts critical thinking, but may not fully support the process	Actively guides students to identify assumptions, evaluate evidence, and consider multiple perspectives. Emphasizes understanding over memorization	Consistently challenges students to think critically, analyze information, and justify their reasoning. Encourages lateral thinking and making links.
<i>Active Listening Skills</i>	Does not demonstrate active listening, misses key points in student responses	Occasionally shows signs of active listening, but may not fully engage with students	Actively listens to students, summarizes key points, and provides feedback to clarify understanding	Demonstrates exceptional active listening, effectively responding to student concerns and building on their ideas.

<i>Fostering Collaboration</i>	Does not actively promote teamwork, students work independently	Encourages collaboration, but may not effectively manage group dynamics	Facilitates constructive group work, ensures equitable participation, and addresses conflicts effectively	Intentionally designs activities that promote collaboration and shared responsibility, actively monitors group dynamics for optimal learning
<i>Adapting to Student Needs</i>	Fails to adjust instruction based on student needs and feedback	May occasionally modify activities based on student feedback, but not consistently	Regularly adapts instruction to address diverse learning styles and student feedback	Proactively assesses student needs, flexibly adjusts teaching strategies to cater to individual learners
<i>Providing Feedback</i>	Neglects to provide feedback to the groups	Occasionally provides feedback but vaguely and/or untimely.	Provides feedback regularly and with specificity.	Consistently provides feedback that is timely, specific, and grounded in best practice. Feedback is clearly stated and follow up issues are identified.