**Didactics/Lectures**

*Source: Brown G, Manogue M. AMEE Medical Education Guide No. 22: Refreshing lecturing: a guide for lecturers. Med Teach. 2001 May;23(3):231-244. doi: 10.1080/01421590120043000. PMID: 12098394.*

Observable skills of an effective lecturer include establishing rapport early, setting and communicating clear objectives, clearly explaining the concepts of the lecture that helps learners understand lecture content, presenting the information clearly, using audiovisual aids appropriate to the content of the lecture, reading and responding to the audience and providing a summary of main teaching points.

1. **Please rate the overall teaching effectiveness**

**Very ineffective 0 1 2 3 4 Very effective**

1. **Briefly state at least one reason you chose this level.**
2. **Briefly state at least one thing that could help this lecturer be more effective.**
3. **Briefly provide comments about the content of the session.**

*(Here are some examples of areas related to the content of the session that could be useful for the session leader or course director. Please provide examples whenever possible:*

*- The level of content was too basic/appropriate/too advanced*

*- The content did not go far enough to change my competency or performance by expanding upon available material obtainable from textbooks and other modalities of self-directed learning*

*- The lecturer clearly communicated how the content relates to improving patient outcomes*

*- The amount of content delivered was appropriate/too much/too dense*

*- The content appears to be up-to-date/out of date/incorrect*

*- The content overlapped with other courses/lectures (indicate where overlap was)*

*- The material/content in this session was appropriately repetitive/too repetitive/not repetitive enough*

**Small Group Sessions**

*Source: Edmunds S, Brown G. Effective small group learning: AMEE Guide No. 48. Med Teach. 2010;32(9):715-26. doi: 10.3109/0142159X.2010.505454. PMID: 20795801.*

Preceptors or facilitators may not have created the content of the small group session. Rating the quality of the precepting or facilitation therefore should focus on the moderation of the work or group rather than the specific content.

Observable skills of effective preceptors or facilitators of a small group sessions include creating an inclusive learning environment, sharing ground rules for discussions and moderating the conversations/work through asking questions, actively listening, encourage constructive and positive discussions and participation of all group members while also stepping back when the groups are functioning well. Expert facilitators moderate methods or style based on the dynamics of the group. Effective preceptors are also prepared as evident through knowledge of the content, providing necessary explanations and asking follow-up questions.

1. **Please rate the overall precepting effectiveness**

**Very ineffective 0 1 2 3 4 Very effective**

1. **Briefly state at least one reason you chose this level**
2. **Briefly state at least one thing that could help this small group facilitator be more effective**
3. **Briefly provide comments about the content of the session**

**Clinical Rotations**

*Source: Ramani S, Leinster S. AMEE Guide no. 34: Teaching in the clinical environment. Med Teach. 2008;30(4):347-64. doi: 10.1080/01421590802061613. PMID: 18569655. Kilminster S, Cottrell D, Grant J, Jolly B. AMEE Guide No. 27: Effective educational and clinical supervision. Med Teach. 2007 Feb;29(1):2-19. doi: 10.1080/01421590701210907. PMID: 17538823.*

Observable skills of an effective clinical teacher include creating an inclusive learning environment by establishing rapport with learners early, providing direction and feedback to the learners, using a broad repertoire of teaching methods that are appropriate to the topic, communicating clinical reasoning and decision-making clearly and targeting their teaching to the learners’ level of knowledge. Effective clinical teachers also provide supervision that is appropriate to the complexity of the case and the abilities and needs of the learner. Effective clinical teachers are role models of professionalism, demonstrating commitment to the delivery of safe, equitable, high-quality, evidence-based, and cost-effective patient-centered care.

1. **Please rate the overall teaching effectiveness**

**Very ineffective 0 1 2 3 4 Very effective**

1. **Briefly state at least one reason you chose this level.**

1. **Briefly state at least one thing that could help this clinical teacher be more effective.**