SELF & PEER ASSESSMENT BY STUDENTS

Purpose of this form:

1. This form is to be used for commenting on self and peer performance at the end of every PBL session. This exercise is to develop constructive criticism skills for self and peers. These comments are to be used for feedback and self-improvement by students. This information will NOT be used in determining student grades.
2. It should form the basis for discussion during the mid-module and end of module feedback sessions.

Categories 1 to 7 are to be used for self-assessment
Categories 5 to 7 are to be used for peer assessment.

ACQUISITION AND INTEGRATION OF KNOWLEDGE

1. Acquisition of new knowledge and understanding of basic mechanisms.
2. Integration of basic and community health science with clinical disciplines.
3. Reasoning with new and previously acquired knowledge.
4. Variety of resources utilized.

COOPERATIVE LEARNING SKILLS

5. Quality of contributions to the discussion
   - Identification of specific learning objectives.
   - Clear communication of concepts.
   - Formation and maintenance of learning agenda

6. Care and concern for others
   - Supports positive group dynamics (provides opportunities for all students to participate)

7. Constructive criticism
   - Provided to peers and facilitator (praise and areas for improvement).
   - Accepted from peers and facilitator.

The above 7 categories are listed for ease of assessment by the student. Each category may not need to be mentioned or debated.

For Self-Assessment: An overall summary of the strengths and areas needing improvement may be enough. It should also be discussed at the mid-module and end-of-module feedback sessions.

For Peer-Assessment: Summarize strengths and weaknesses of the other students. Wherever possible, include specific examples of behaviour or contributions.