PARTICIPANT EVALUATIONS OF STUDENT AND INSTRUCTOR COURSES

INSTRUCTOR COURSE

Participants' Evaluation Form

Course Site:_____ Course Date_____ CS#:_____-_____ I

Your suggestions and criticisms are valuable to us in preparing for future courses. Please assist us by evaluating each session at its completion. Your **overall** rating of each session should include the faculty member's performance as well as the core content (see rating key). Written comments are encouraged and welcomed. It is important that you also respond to the general course items on the second page of the form. Thank you.

Rating: The instructor and session were

Very Good = 3   Good = 2   Fair = 1   Poor = 0   Unable to Rate = X

SESSIONS	RATING	COMMENTS
Introduction (Course director) • Orientation to course • Expectations of students and faculty • Course focus • Explanation of activities and course design • Explanation of affect in course		
Course Design (Educator) • Course theme and theoretical foundation • Teaching and learning • Concepts of interactive learning • Pros and cons of teaching styles and techniques • Set, dialogue, and closure		
Principles of Learning (Educator) • Definitions of teaching and learning • Bloom's taxonomy of learning • Planning for teaching • Motivation • Principles of adult education • Role of socialization to learning		
Introduction to Microteaching (Educator) • Purpose and rationale • Topics and assignments • Process • Critiquing and evaluation processes		

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SESSIONS	RATING	COMMENTS
Overall Course Evaluation		

The presentations were maintained in sequence as outlined on this form.

❏ Yes ❏ No

How many active participants were in your rotation group? _____

We welcome additional comments and suggestions.

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SESSIONS	RATING	COMMENTS
ATLS Interactive Lecture (Educator) • Standard vs interactive lecture • Cognitive purposes • Pitfalls • Organization • Questioning techniques • Verbal and nonverbal characteristics • Use of visual aids • Communication • Preparation		
Preparation for Microteaching • Adequate time to refine presentation		
Interactive Lecture Presentations		
ATLS Group Discussion (Educator) • Purpose and rationale • Advantages and disadvantages • Role and responsibilities of leader • Convergent/divergent questioning techniques • Facilitating and planning		
Triage Scenario Orientation (Course director and educator) • Objectives and rationale • Process • Orientation to responses in *ATLS® Faculty Manual*		
Teaching Practical Skills (Educator, course director and instructors) • Rationale • Instructor responsibilities • Principles of psychomotor learning and related difficulties • Skills teaching steps • Skills teaching video • Adequate time to review for stations • Skills teaching practice		

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SESSIONS	RATING	COMMENTS
Teaching Initial Assessment (Course director, educator, and instructors) • Purpose • Set, dialogue, and closure • Instructor role • Cueing • Teaching vs evaluation • Critiquing skills • Demonstration • Use of evaluation forms • Adequate time to review for stations		
Initial Assessment Skills Teaching Practice		
Initial Assessment Testing Session (Course director and educator) • Criteria for successful completion • Instructor responsibilities		
Closure, Affect, Summary (Educator)		
Instructor Role and Responsibilities (Course director)		
General • Course content was consistent with printed objectives • Content was relevant to my educational needs • Discussion time was adequate and enhanced my understanding of the subject • The interactive format of the course enhanced my learning of how to better teach in the ATLS program • Acquired knowledge will be applied to how I teach in the clinical and academic settings and ATLS Courses • Program was fair, objective, and unbiased toward any commercial product, institution, or by an individual		