Title
A new faculty development approach for PBL tutors: self-reflection and peer-feedback improve teaching skills

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Background
Tutor teaching skills are central to ensure student learning in problem-based curricula. We elaborated a faculty development approach combining self-reflection and peer feedback based on a new instrument designed to assess teaching skills. We evaluated whether this process improves tutor teaching skills.

Summary of work
Twenty-two PBL tutors volunteered to be videotaped during one problem session. Three peers reviewed the videotaped session, assessed tutor teaching skills and provided feedback to each tutor. Tutors self-assessed their teaching skills before and after reviewing their videotaped session, and during the next problem session after receiving feedback. The impact on teaching skills was evaluated by 1) interviewing tutors 2) self-assessed tutor–teaching skills 3) student-assessed tutor performance pre- and post-feedback. We used qualitative and quantitative methods to analyze the data.

Summary of results
1) Tutors report that self observation is necessary to become aware of personal teaching strategies and that peer feedback gives cues to improve these strategies. 2) Self-assessed tutor teaching skills are identical before and after reviewing the videotaped session, but significantly better after receiving feedback. 3) Students confirm this improvement of teaching skills.

Conclusions
Tutors need to self-reflect before getting peer feedback in order to improve teaching skills.

Take-home message
A faculty development approach combining self-reflection and peer feedback improves tutor teaching skills