



STUDENT FEEDBACK RATING FORM

You are requested to consider the following questions and rate an individual instructor's competencies in the respective areas. We appreciate your personal, well-considered, and candid feedback as we take very seriously our joint effort for the improvement of the BPH programme. If there are any further comments that you would like to make to clarify or elaborate your views, please use the space provided at the end of this form. Please write the rating value, **1 (poor) to 4 (very good)**, in the right-most column. THANK YOU FOR YOUR KIND COOPERATION. **THIS IS STRICTLY CONFIDENTIAL.**

DATE __/__/__

SEMESTER/MODULE: ____/____ INSTRUCTOR _____

No.	EVALUATION PARAMETERS				SCORE
CONTENT					
1	Introduction and overview: Does the instructor provide appropriate teaching session introductions?				
	1. Never/rarely provides introduction: learning objectives or overview of activities.	2. Often does not provide introduction: learning objectives or overview of activities.	3. Usually provides only learning objectives.	4. Usually provides both learning objectives and overview of learning activities.	—
2	Engagement of students: Does the instructor engage the class using questions/ instructions?				
	1. Ignores students.	2. Seldom uses questions/instructions to engage students.	3. Uses engagement techniques only on average 1/session.	4. Frequently uses different engagement techniques in most/every session.	—
3	Clarification: Does the instructor check frequently for understanding?				
	1. Does not actively check for understanding.	2. Sometimes actively checks for understanding, but not every session.	3. Only checks for understanding at the end of a session; Inadequate time for clarification.	4. Actively checks for understanding periodically during every session. Allows adequate time.	—
4	Knowledgeable: Does the instructor demonstrate understanding of and experience in subject area?				
	1. Is not confident about subject theory & application with experience; confusing.	2. Demonstrates limited understanding of theory; does not give examples in practice; confusing.	3. Has adequate understanding of theory; can give some examples in practice.	4. Demonstrates in-depth understanding of theory and extensive application in practice.	—
5	Knowledge integration: Does the instructor integrate sessions within and across the modules?				
	1. Does not relate content to previous/future sessions, nor to other	2. Rarely relates learning content to previous and future sessions within and across modules.	3. Sometimes relates learning content to previous and future sessions within and	4. Frequently relates learning content to previous and future sessions within and	



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	modules.		across modules.	across modules.	—
COMMUNICATION & DYNAMICS					
6	Verbal: Does the instructor speak clearly and audibly?				
	1. Very difficult to understand. Speaks nervously, rapidly, softly.	2. Often difficult to understand. Speaks quickly and/or softly.	3. Usually understandable. Speaks clearly and audibly.	4. Always understandable. Speaks clearly and slowly.	—
7	Non-verbal: Does the instructor communicate effectively in non-verbal modalities?				
	1. Makes no eye contact (always reads off screen); lack of facial expression and gestures; no use of silence, rushed pace.	2. Makes little eye contact, usually reads from screen; few gestures and facial expressions; little use of silence, slow pace.	3. Makes adequate eye contact but favours one part of room; gestures and facial expressions support verbal; fair use of silence/pacing.	4. Good eye contact; expressive gestures and facial support verbal; good use of silence/pacing.	—
8	Attitude: Does the instructor demonstrate enthusiasm and motivate students?				
	1. No enthusiasm; inhibits students' enthusiasm	2. Little enthusiasm; does not encourage student involvement.	3. Generates interest in subject; sometimes motivates students.	4. Very enthusiastic about subject; actively engages students.	—
9	Dynamics: Does the instructor exercise appropriate control of classroom dynamics?				
	1. Authoritarian control that denies student participation in learning experience; accepts mobile calls without excusing; does not give breaks.	2. Lack of control, disruptions & interruptions common; chaotic; accepts mobile calls with excusing; often does not give breaks.	3. Fair management of group and classroom dynamics that supports an acceptable learning environment; usually gives break time in mid-session.	4. Good management of group and classroom dynamics that supports a positive learning environment; sensitive to student needs; provides breaks according to the classroom dynamic.	—
TECHNOLOGY & MEDIA					
10	Use of classroom hardware: Does the instructor use classroom technology effectively?				
	1. Does not use LCD/OH projectors, whiteboard, etc.	2. Is not competent in using LCD/OH projectors, whiteboard, often delaying classroom activities.	3. Average competency in using classroom technologies; infrequently interferes with activities.	4. Very competent using classroom technologies; can teach how to use them.	—
11	Use of teaching-learning software: Does the instructor effectively use software?				
	1. Little use of common MS Office® software (PPT, WORD, EXCEL);	2. Media used are confusing; breaks several rules of good	3. Media used are effective; breaks few rules of good	4. Media enhanced the teaching-learning experience; added to	



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	VDOs, websites	presentations	presentations	understanding of content; attractive use of media	—
MISCELLANEOUS					
12	Availability: Is the instructor available for consultation outside of classroom sessions?				
	1. Is rarely available for face-to-face or indirect (email or phone) communication; does not keep appointments.	2. Is seldom available for face-to-face or indirect consultation; often does not keep appointments.	3. Is usually available for face-to-face or indirect consultation; usually keeps appointments; sometimes takes initiative to contact students.	4. Is always available for face-to-face or indirect consultation; always keeps appointments; frequently takes initiative to contact students and follows up.	—
13	Punctual/Committed:				
	1. Is rarely on time and often closes the session early or usually takes more than the allotted session time.	2. Is often late and frequently closes the session early or extends well beyond the allotted session time.	3. Is usually on time and uses the full session time.	4. Almost always on time or early; completes almost all sessions on time.	—
14	Additional comments and clarification of above ratings: If there is anything that you may want to say to provide useful feedback for the improvement of our BPH programme, please write your comments/clarifications below:				

WE APPRECIATE YOUR VALUABLE FEEDBACK