

APPENDIX

Study on Learner Perceptions of Qualities of Good Medical Teachers (Modified Questionnaire)

Part 1

- Please circle preferred options where available

Year of study: Medical school year 1 / 2 / 3 / 4 / 5 / Graduated

Part 2

- For each of the following characteristics, please give a rating of 1–5,
 - 5 – strongly agree that this is a characteristic of a good teacher
 - 4 – agree that this is a characteristic of a good teacher
 - 3 – neutral with regards to being a good teacher
 - 2 – disagree that this is a characteristic of a good teacher
 - 1 – strongly disagree that this is a characteristic of a good teacher
- Shade the appropriate circle for each row
- You may also add up to three other characteristics of your choice that you think are not covered in the options below and give it the appropriate rating

	Teacher characteristics	1	2	3	4	5
1	Has good communication skills – conveys ideas and concerns clearly to patients, relatives, colleagues and students, listens well	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2	Has good presentation skills – memorable, a pleasure to listen to or to watch	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3	Uses a good sense of humour in teaching sessions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4	Innovative in using technology in the classroom	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5	Well organised and possesses excellent time management skills (good planner)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6	Inflexible regarding maintaining classroom discipline	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7	Aware of students' interests and needs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8	Is easily approachable/affable	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9	Does not encourage student participation during theory lecture classes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10	Works well with colleagues and administrators – a good team player	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11	Inspiring and motivational to students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12	Very generous in assessing the performance of students during exams	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13	Offers constructive criticism to students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14	Trusts and respects students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
15	Caring and shows empathy towards students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
16	Has leadership qualities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
17	Punctual	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
18	Unbiased – such as in assessment of and interaction with students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
19	Has a sound knowledge of the subject	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
20	Enthusiastic and has passion to teach, enjoys teaching	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
21	Honest, moral and ethical	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
22	Active in research, has publications	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
23	Willing to learn and open to change (flexible)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
24	Competence in procedural/technical skills – e.g. skilled at surgery and able to complete a procedure thoroughly, elegantly and in good time	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
25	Has a distant relationship with patients	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

(Contd...)

Teacher characteristics		1	2	3	4	5
26	Has many years of experience in medicine – someone who has ‘been there and done that’ and ‘seen it all’	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
27	Accepts uncertainty in medicine – does not impose certainty unfairly on a clinical scenario, comfortable making decisions despite uncertainty	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
28	Provides effective explanations, answers and demonstrations – easily remembered, crystallises concepts accurately and succinctly	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
29	Stimulates trainees’ thinking	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
30	Encourages trainees’ active involvement in clinical work e.g. patient care, patient procedures	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
31	Skilful and accurate in assessing and evaluating a learner – correctly judges a learner’s true proficiency, strengths and weakness	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
32	Teaches professionalism	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
33	Emphasises observational skills – e.g. encourages alertness to clues in environment and patient, to truly see rather than look inattentively	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
34	Acts as a role model, sets an example	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
35	Appreciates culture and different cultural backgrounds	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
36	Impatient with others	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
37	Makes students feel empowered	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
38	Others:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
39	Others:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
40	Others:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

- Choose the five most important characteristics (from the above listed) and rank them in order (you may use numericals)

Most important: _____

Important, but less so: _____

Thank you for completing this survey!