

Table 1. Instructor Code and Descriptive Statistics from 62 PBL Cases

Category	Indicators	Mean	SD
Instructional Design & Organization		22.82	5.87
ID-S	Setting Curriculum Purpose of instruction or description of instruction	2.19	1.88
ID-D	Designing Methods What is expected of students	8.74	2.90
ID-E	Establishing Time Parameters Due dates, instructor availability, etc.	2.89	3.02
ID-U	Utilizing the Medium Effectively Clarifying expectations using the technology; tips	1.90	1.04
ID-N	Establishing Netiquette More specific details	3.48	1.70
ID-M	Making Macro-level Comments About course content or how it relates to their role as a physician	5.82	2.41
Facilitating Discourse		19.11	7.51
FD-I	Identifying Areas of Agreement/Disagreement	.65	0.81
FD-C	Seeking to Reach Consensus/ Understanding Used with summarizing, trying to move from case to big picture	.66	0.89
FD-E	Encouraging, Acknowledging or Reinforcing Student Contributions; especially by name	5.79	3.79
FD-S	Setting Climate for Learning Establishing rapport, assuring students to help each other, etc.	.84	0.98
FD-D	Drawing in Participants, Prompting Discussion Asking general questions	5.60	2.99
FD-A	Assess the Efficacy of the Process Uses evaluative language	5.83	2.9
Direct Instruction		19.42	6.65
DI-C	Present Content Making a teaching point (after students have struggled on their own)	5.58	3.71
DI-F	Focus the Discussion on Specific Issues Questions that are generated based on the discussion, pushing students beyond their comfort zone	11.00	4.50
DI-S	Summarize the Discussion	1.02	1.22
DI-A	Confirm Understanding Through Assessment and Explanatory Feedback Clarifying what's right, what's wrong, providing more explanation	4.94	3.49
DI-D	Diagnose Misconceptions	.47	0.69
DI-I	Inject Knowledge from Diverse Sources Referring to book, website, personal experiences	.71	0.98
DI-T	Responding to Technical Concerns Facilitator responds to student questions or complaints that are specific to the technology	1.15	1.10