# Formative Peer Observation Record: Lecture

**Staff member whose teaching is being evaluated: Activity:**

**Evaluator: Date:**

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| Please list 2-4 mutually identified criteria. The following are suggested criteria. | Aspects done well | Areas where reflection may be warranted |
| How does the lecturer value-add to the material?[[1]](#endnote-1) |  |  |
| How are the students actively engaged in learning?[[2]](#endnote-2)  |  |  |
| How does the lecturer seek feedback on students' understanding and act on this accordingly?[[3]](#endnote-3) |  |  |
| Other criterion: |  |  |
| Other observations / notes: |
| What might the person being evaluated do now as a result of feedback? |

Please refer to these expanded criteria when completing the above table. These are indicative teaching strategies for demonstrating the criteria.

1. **The lecturer value-adds to the material**

	* giving the students more than they could get by reading/watching the material elsewhere
	* illuminating connections between various sources of information
	* presenting material not elsewhere available to the students
	* providing explanations to help the students understand the material available elsewhere**Students are encouraged to develop/expand their conceptual understanding**

	* helping students bridge the gap between their current conceptual understanding and the next "level"
	* helping students become aware of what the next levels are
	* encouraging students to become self- directed learners by using the "lecture"/presentation as the stimulus for individual study/learning
	* challenging students intellectually e.g. by extending them with question/answer/discussion components where students' conclusions must be justified to the teacher and peers. This usually involves questions such as "What do you think is going on"; "Why"; "What if…?" etc
	* encouraging students to internalise or "construct " their individual conceptual understanding (ultimately the learner must be responsible for his/her own learning)
	* encouraging deep (intrinsic) rather than surface (extrinsic) approaches to learning
	* working cooperatively with students to help them enhance understanding
	* clearly demonstrating a thorough command of the subject matter**Actively uses links between research and teaching**

	* emphasising, where appropriate, links between research outcomes and learning
	* using research links appropriately, given the level of student conceptual development
	* raising students' awareness of what constitutes research [↑](#endnote-ref-1)
2. **Students are actively engaged in learning**

	* fostering a supportive, non-threatening teaching/learning environment
	* encouraging students to express views, ask and answer questions, and allow time and opportunity for this to occur
	* using questioning skills which encourage student engagement
	* providing immediate and constructive feedback where appropriate
	* demonstrating enthusiasm for teaching and learning**Students are aware of key learning outcomes**

	* ensuring students are progressively aware of key learning outcomes
	* focussing on learning outcomes at key points in the presentation
	* ensuring a synthesis of key learning outcomes is emphasised towards the conclusion of the session so that individual student follow-up work is well focussed
	* encouraging each student to accept responsibility for learning issues to follow-up and consolidate
	* ensuring students are aware of the link between key learning outcomes and assessment (formative and summative), as appropriate**Uses educational resources and techniques appropriately**

	* using IT techniques effectively, e.g. PowerPoint or multimedia presentations of a professional standard
	* using available classroom resources to support student learning effectively
	* supplying resources, materials and literature to support student learning**Presents material logically and clearly**

	* providing an early brief structural overview of the session
	* developing this structure in a coherent manner, ensuring students are constantly aware of the development of the session
	* providing time for reviewing at key stages, including closure
	* establishing closure, aiming at helping students draw together and understand major issues and identify individual learning needs and short-comings [↑](#endnote-ref-2)
3. **Seeks feedback on students' understanding and acts on this accordingly**

	* seeking feedback progressively during the session e.g. through constant observation of interest level and engagement and by using specific questions to test understanding
	* modifying the presentation to accommodate feedback messages
	* seeking feedback towards the conclusion of the session to assist student to determine individual work to be consolidated [↑](#endnote-ref-3)