# 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)