

Began on time:	Yes	No	NA
Ends on time:	Yes	No	NA

If No – explain:

	5- Exceeds expectations in all respects	4- Meets expectations in all respects	3- Meets expectations in most respects	2- Meets expectations in some respects	1- Meets expectations in few or no respects	NA	I can't evaluate
Presented behavioral objectives		4					
Put material into context	5						
Displayed logical flow of information	5						
Offered clear transitions between topics	5						
Appeared knowledgeable about the subject matter	5						
Matched the course objectives	5						
Presented at an appropriate level	5						
Related the content to material previously taught in the course <u>OR</u> the overall PVM curriculum	5						

Comments (Mandatory for any marks <3).

- Behavioral objectives were discussed verbally, but could probably be a bit more specific. I know that you had your objectives on day 1. You might think about referring back to those at the start of each lecture. Maybe just a big overview of “here’s where we’ve been, here’s where we are going.”
- Really nice job interacting with the class, asking good questions, and keeping good energy and excitement throughout the lecture.
- Your PowerPoint slides were very well constricted, and they really seemed to serve as a tool, and not a crutch. You were able to anticipate what was on the next slide and maintained a nice flow throughout the lecture.
- You maybe came out of the gates a bit fast, but really settled in nicely!
- You made lots of great connections between the ideas in today’s lecture and ideas from previous lectures and classes. You also did a nice job of identifying some key points that they will definitely need at some other point (e.g., on the Capstone Exam)

	5- Exceeds expectations in all respects	4- Meets expectations in all respects	3- Meets expectations in most respects	2- Meets expectations in some respects	1- Meets expectations in few or no respects	NA	I can't evaluate
Well prepared for class	5						
Enthusiastic about the subject matter	5						
Spoke clearly, audibly, and confidently	5						
Used a variety of relevant illustrations/examples	5						
Made effective use of the board and/or visual aids	5						
Effectively held class's attention	5						
Sought active student involvement	5						
Give examples to illustrate/apply the material	5						
Information presented at a reasonable pace		4					
Classroom management: handling disruptions, and/or disengaged, hijacking or disruptive students	5						
Created activities to incorporate, synthesize or integrate the information	5						
Students were offered an opportunity to practice/apply the information	5						

Comments (Mandatory for any marks <3).

- You were very well prepared for class! I did not sense any disorganization.
- The class was highly engaged throughout.
- A couple of students asked questions, which indicates to me that you have created an environment where students *want* to learn and are comfortable talking to you.

What worked well in the lecture/session and what could be improved upon?

- Activities, teaching techniques
 - I think that the white board is very helpful. It allows students to watch you construct explanations.

- Organization of the material
 - I wonder if there is a way to start class with a big question that sets the stage for the day? If there was a broader question that the lecture was trying to address, it might make the lecture even more memorable.
 - I really like how many of your slides are progressive (i.e., not all of the info is on the slide all at once)

- Student engagement
 - You have really nice rapport with the class!
 - I love that you integrated the case!! What if you gave them a few seconds to talk to each other about the 'why it's a problem'? Can you think of any way to incorporate even more critical thinking types of strategies in the lecture?
 - Great use of humor throughout.

- Content delivery
 - Nice job asking lots of questions and allowing students to respond! I wonder if you might be able to incorporate a few more higher order think questions? Maybe give them a few seconds to talk to their neighbor and respond?

- Technology
 - Like we discussed in your pre-observation meeting, your PowerPoint slides are really sharp -- not too cluttered, easy to read, visually interesting

- Visual aids/handouts, etc.

FINAL COMMENTS AND SUGGESTIONS FOR IMPROVEMENT:

You might ponder the question, 'what can you include in lecture that students could not get from reading about these ideas in a book?'

I wonder if you might also provide students with the type of explanation for these ideas that would be accessible to future clients (i.e., at the very macro-level, what is going on?)

**Peer Teaching Observation
 Clinical Sciences Department**

Date: 9-17-15 9AM

Instructor: Christianne Magee

Course: VM618

Peer Observer: Sherry Stewart

Session Title(s): Endocrinology

Class Format: Lecture

Number of Hours observed: 1 hour

Peer Observer's knowledge level of content: Low, **Medium**, High

Pre-observation Meeting

Instructor's Goals - I was unable to attend the pre-observation meeting, so I listed instructor goals based on the pre-observation form Dr. Magee provided prior to the lecture. SS

Goal: **Use of iClicker**

Feedback during observation: Not used

Goal: **Level of engagement of students**

Feedback during observation: See comments below. Excellent!

Goal: **Communication/Pacing**

Feedback during observation: Pacing good; enthusiasm at first came across as a bit rushed, but that stopped about 5-10 minutes into the lecture, especially with use of lots of embedded questions, from review of previous material, to "Have you ever seen this in practice," to a brief pause for a funny transition to another topic. Excellent! You have it under control!!

Goal: **Ensuring content delivery, use of overhead/board**

Feedback during observation: Excellent use of PPT slides; liked your use of whiteboard as review

Goal: **Identify areas (and techniques) for improvement**

Feedback during observation: I honestly could not identify areas of improvement.

Feedback on notes, Powerpoints and other handouts- see other notes

Observation: Arrived early to set up. Is aware students have big anatomy exam this afternoon (students a bit distracted).

Began on time:	Yes	No	NA
Ends on time:	Yes	No	NA

If No – explain: N/A

5 = Exceeds expectations in all respects

4 = Meets expectations in all respects

3 = Meets expectations in most respects

2 = Meets expectations in some respects

1 = Meets expectations in few or no respects

DK = Don't know (unable to evaluate)

NA = Not applicable for this observation

	5	4	3	2	1	DK	NA	Examples
1. Presented behavioral objectives		4						Since this was a continuing lecture, may have done so previously. Did refer back to previous material
2. Put material into context	5							Reviewed previous lecture (last part) as lead in to this lecture.
3. Displayed logical flow of information	5							Kept referring to "where we are relative to goals"
4. Offered clear transitions between topics	5							Good use of humorous slide (cat in water) to transition to different topic. Also used slide to talk about tonicity
5. Appeared knowledgeable about the subject matter	5							Credible - repeated important concept, rephrased or gave clinical example
6. Matched the course objectives							NA	
7. Presented at an appropriate level	5							Complex topic presented in logical sequence and appropriate level
8. Related the content to material previously taught in the course <u>OR</u> the overall PVM curriculum	5							Yes - see other comments
9. Well prepared for class	5							Very organized
10. Enthusiastic about the subject matter	5							Wow! Infectious!
11. Spoke clearly, audibly, and confidently	5							Very articulate, clear voice, good pauses
12. Used a variety of relevant illustrations/examples	5							Good use of clinical examples
13. Made effective use of the board and/or	5							PPT slides clear, not too much narrative per slide, nice use of images that unfold as

visual aids									narrative on slides unfolds
14. Effectively held class's attention	5								Excellent use of inserting mini-questions about material (with brief pause, then answers herself) -- also slowed pace
15. Sought active student involvement	5								Frequent embedded oral questions and topic review questions as segway to next topic
16. Give examples to illustrate/apply the material	5								Gave good clinical examples (and images)
17. Information presented at a reasonable pace		4							The material was actually presented at a reasonable pace, but language seemed to be bit rushed (enthusiasm?)-only first 5-10 mins
18. Classroom management: handling disruptions, and/or disengaged, hijacking or disruptive students	5								She knew students were distracted (anatomy exam later in day), so she acknowledged that and even had candy for students. I watched students from the back of the classroom -- almost all students were highly engaged.
19. Created activities to incorporate, synthesize or integrate the information	5								See notes about embedded quizzes and funny slide pauses/transitions
20. Students were offered an opportunity to practice/apply the information	5								After presenting major concept stopped, asked how students were doing, then asked a series of about 3 questions over the topic she just covered -- excellent!0

Feedback required for scores <3.

Post-observation

What went well (if not covered in goals or examples)?

Excellent use of funny video and slides, got students' attention while also providing lead in or transition to next topic.

Great enthusiasm and sense of humor

Good use of inserted mine-questions (just for thought and pause)

Students persistently engaged (no nodding, appropriate class-related use of technology)

Good use of whiteboard to pull information together

Overall, very good pacing, good coverage of content, and presented in a way that was optimal for student learning

What could be improved upon (if not covered in goals or examples)?

- Activities, teaching techniques:
- Organization of the material:
- Student engagement:
- Content delivery:
- Technology:
- Visual aids/handouts, etc.:

Lecture Observation – Dr. Tiana Magee – October 24, 2017

Observer: Andrew West

- You began the class by talking about the elective course that will be offered. You incorporated helpful humor and casual talk that helped set a comfortable and relaxed tone for the rest of the class.
- Throughout the lecture, you toggled between the PowerPoint presentation and the dry erase board. This was an effective strategy, and one that I do not see very often. It wasn't that you used the dry erase board as an afterthought for bringing clarity to ideas (most common), but instead, planned the lecture so that the PowerPoint served as the outline and medium for housing text and images, while the whiteboard served as your medium for explanation. If you have not already asked students, it would be fascinating to know how they feel about this strategy. I suspect that they like it very much.
- As always, your tone and demeanor (including the use of humor and casual talk (e.g., "I hope that you've already had breakfast")) is inviting and creates a non-threatening environment for student learning. You are endearing. You are relatable. You are human. You seamlessly navigate between the content and storytelling. This invites students to engage with you and ask questions freely.
- You did not rush through the slides containing images and figures, but instead, you took your time orienting students to what they are seeing and what it means. Taking this extra time is helpful as students work towards understanding these complex ideas (see spatial navigation article).
- As you are discussing blood flow and pressure, would it be helpful to develop some animations that show things like flow and movement?
- Check in questions: "Are you feeling comfortable with ____?" "Does that make sense to you guys? I'm seeing some nods". Would it be helpful to ask some targeted questions that reveal to you if they are "getting it?"
- You intentionally made sure that you understood student questions before giving an answer or response. This is very helpful, as it ensures that you are answering the question that was actually asked and that it encourages students to ask more questions because they know that their questions are valued.
- The strategy of working the math on the whiteboard instead of the PowerPoint, while at the same time drawing the figure connected to the math, seemed to be effective. Conceptually, the strategy of linking the concrete to the abstract is always helpful.
- The strategy of using compare and contrast with the p50 (rabbit vs. elephant) helps support student understandings.
- Students seem to ask questions freely and the questions are connected to the content and you address them efficiently.
- You seamlessly adjusted your instruction based on student confusion (the students had looks of confusion, so you re-drew the ideas on the whiteboard to clarify and explain it differently). This flexibility of instruction, based on feedback from students, is very helpful for supporting student learning.
- You made connections of these ideas to the same ideas in humans, which again, is a great use of comparing and contrasting.
- Nice job allowing enough time for questions at the end and not trying to cram in more information!