**Clackamas Community College**

**Associate and Part-Time Faculty Peer Observation**

**Lecture (F2F Option A)**

Observed \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_ Observer \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Class \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Please check those items that you observe during your time in the class. **Not all items need to be rated. Not checking a statement does not necessarily indicate a deficiency.** Add **comments** and additional items of note either at the end of the related section or at the end of the observation form.

**Importance and Suitability of Content for the Attainment of Learning Outcomes.**

* The material presented is relevant and useful for this group of students.
* Students seem to have the necessary background to understand the material.
* The examples used drew upon students’ experiences.
* When appropriate, a distinction was made between factual material and opinion.
* When appropriate, authorities were cited to support statements.
* When appropriate, divergent viewpoints were presented.
* A sufficient amount of material was included in the lecture.

Comments: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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**Organization of Content**

**Introductory Portion**

* Stated the purpose of the lecture.
* Presented a brief overview of the lecture content.
* Stated a problem to be solved or discussed in the lecture.
* Discussed the relationship between this and previous lectures.

**Body of Lecture**

* Arranged and discussed the content in a systematic and organized fashion that was made explicit to the students.
* Asked questions periodically to determine if too much or too little information was presented.
* Presented examples to clarify very abstract and difficult ideas.
* Explicitly stated the relationships among various ideas in the lecture.
* Periodically summarized the most important ideas in the lecture.

**Conclusion of Lecture**

* Summarized the main ideas in the lecture.
* Solved or otherwise deals with any problems.
* Related the day’s lecture to upcoming presentations.
* Related what students were expected to gain from the lecture material.

Comments: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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**Presentation Style**

**Voice characteristics**

* Voice could easily be heard.
* Voice was raised or lowered for variety and emphasis.
* Speech was neither too formal nor too casual.
* Speech filler (e.g. “OK,” “ahm”) were not distracting.
* Rate of speech was neither too fast nor too slow.

**Nonverbal Communication**

* Established and maintained eye contact with the class.
* Listened carefully to student comments and questions.
* Wasn’t too formal in appearance.
* Wasn’t too casual in appearance.

**Clarity of Presentation**

* Stated purpose at the beginning of the lecture.
* Defined new terms, concepts and principles.
* Used relevant, clear and simple examples to explain major ideas.
* Explicitly related new ideas to familiar ones.
* Reiterated definitions of new terms to help students become accustomed to them.
* Provided occasional summaries and restatements of important ideas.
* Used alternative explanations when necessary.
* Slowed the word flow when ideas were complex and difficult.
* Did not digress from the main topic.
* Talked to the students, not to the board or windows.
* The board work is organized and legible.

Comments: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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**Establishing and Maintaining Contact with Students**

**Establishing Contact**

* Greeted students with a bit of small talk.
* Established eye contact with as many students as possible.
* Used questions to gain student attention.
* Encouraged student questions.

**Maintaining Contact**

* Asked questions that allowed the instructor to gauge student progress.
* Noted and responded to signs of puzzlement, boredom, curiosity, and so on.
* Varied the pace of the lecture to keep students alert.
* Spoke at a rate that allowed students time to take notes.

**Questioning Ability**

* Asked questions to see what the students knew about the topic.
* Addressed questions to individual students as well as the group at large.
* Used rhetorical questions to gain students’ attention.
* Paused after all questions to allow students time to think of an answer.
* Encouraged students to answer difficult questions by providing cues or rephrasing.
* When necessary, asked students to clarify their questions.
* Asked probing questions if a student’s answer was incomplete or superficial.
* Repeated questions and/or answers when necessary so the entire class could hear.
* Received student questions politely and, when possible, enthusiastically.
* Refrained from answering questions when unsure of correct response.

Comments: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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