

THE UNIVERSITY OF BRITISH COLUMBIA



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Dear Lecture Observer

This process is to provide peer-evaluation and good formative feedback to lecturers. It also provides evidence and a record of peer evaluation for their teaching dossiers.

The 'checklist' is not intended to be an accounting device, where you add up the number of ticks. The list is a summary of good teaching characteristics but it is unlikely you will ever see a lecture in which they are all notable. And some may not be applicable for certain presentations. They are to help you identify useful teaching behaviours. Your emphasis should be on narrative identification and description of specific behaviours of the sort that will lead to constructive formative feedback.

You should discuss your observations with the lecturer. A copy of the **LECTURE OBSERVATION FORM** should be given to the teacher if they wish it for their teaching dossier.

Please sign and return the *LECTURE OBSERVATION FORM* as soon as possible to the address on the form. This will be a record of your completed observation AND the original will be placed in the teacher's file. The intent is to: 1. Identify lecturers who are OK (meet or exceed expectations), 2. Prompt appropriate follow up of teachers who may be having difficulty and 3. Document your contribution to this educational activity.

Thank you very much for doing this. It is an important part of colleagues helping colleagues in educational enterprise and an important part of our attempts to continuously improve the students' learning opportunities.

LECTURE OBSERVATION FORM Department of Pathology & Laboratory Medicine

Lecturer: _____

Observer: _____ Time/Date/Place: _____

Course/Block/Topic: _____

This form is to give feedback and provide a record of peer assessment. Check boxes are to help identify useful teaching behaviours. They are not an 'accounting' list. **Sign and return a copy "Private and Confidential" to Sandy Liu, Department of Pathology, G227-Koerner Pavilion, UBC V6T 2B5.**

Notes of specific examples/behaviours

Opening

- States topic, sets framework
- States objectives & expectations
- Focuses student attention (eg question, demo, vignette)
- Explains relevance of topic to current theme
- Relates to students' prior learning

Delivery

Pace is: **Fast** **Slow**

- Varies pace, style, movement, gesture, modulation
- Communicates enthusiasm
- Audible, easy to understand, free of distractions

AV material

- Knows how to use equipment
- Orients audience to visuals
- Visuals are easily comprehensible and visible
- Appropriate number & important to enhance learning

Structure and Clarity

- States and follows overview of lecture
- Sequences topics logically and indicates transitions
- Highlights important points
- Summarizes periodically
- Uses effective, specific examples and explanations

Learner involvement

- Develops good rapport with students
- Student-teacher and/or student-student interaction
- Responds to student questions appropriately

Closing

- Highlights and integrates major points
- On time

Content

- Important for these students at this time
- Up to date, accurate, scholarly
- No major gaps
- Distinguishes nice to know from need to know
- Points out uncertainties; models critical thinking

Handouts

- Material is relevant and at appropriate level
- Amount of material (bulk) is about right
- Print and illustrations are clear and well laid out

Quantity: Amount of information presented was: **Overload** **Light weight**

Difficulty: I think this material was: **Easier** **More difficult** than usual.

Global rating for requirements: **Exceeds** **Meets** **Requires improvement**

Major Strengths

Suggestions for improvement or follow up