

## Appendix D Peer Teaching Evaluation Checklist

<b>Instructor:</b>		<b>Class:</b>	
<b>Observer:</b>		<b>Date:</b>	
<b>Estimated number of students in the room:</b>			

This checklist may be used as a guide for preparing your written report. The written report should specify the date of the evaluation, the evaluator, and the person evaluated. It should then address:

- the strong points of the classroom performance and areas for improvement; and
- the strong points of the other teaching materials and areas for improvement.

### 1. Checklist Questionnaire: Preamble

**Suggestion:** Respond to each of the following statements by checking the blank that corresponds to your observation.

**Yes** = Observed

**Sometimes** = More emphasis needed

**No** = Not observed, would have been appropriate

**N/A** = not applicable

### 2. Checklist Questionnaire: Evaluation of course dossier

The evaluation of the course material can be performed better when the reviewer is familiar with the presented material, however, this will often not be the case.

**What is the quality of the materials used in teaching?**

	High	Sufficient	Low	N/A	Comments
Course outline					
Reading list					
Text used					
Study guide					
Non-print materials					
Hand-outs					
Online materials					
Problem sets					
Assignments					
Exams					

Is the presented material current?

Does the material represent the best in the field?

Is the material adequate and appropriate to course goals?

Does the material represent superficial or thorough coverage of course content?

### 3. Checklist Questionnaire: Evaluation of in-class visit(s)

The first question simply aims at identifying the style used for the session

The session/lecture incorporated the following elements	Yes	Sometimes	No	NA	Comments
Expository lecture					
Seminar					
Question and Answer Session					
Problem Solving					
Interactive lecture					
Blackboard					
Overheads					
Computer presentation					
Hardware demonstration					
In-class activities					
Case Study					
Other ....					

#### Checklist of Teaching Skills

Content of the session: Organization and clarity	Yes	Sometimes	No	NA	Comments
Stated the purpose of the class session.					
Presented a brief overview of the content and/or lesson plan for the day					
Made explicit the relationship between today's and other aspects of the course.					
Summarized the main ideas.					
Related the day's material to upcoming sessions.					

Lecture:	Yes	Sometimes	No	NA	Comments
Defined terms, concepts and principles appropriately.					
Arranged and discussed the content in a systematic and organized fashion.					
Asked questions periodically.					
Presented clear and simple examples to clarify abstract concepts and ideas.					
Used alternate explanations.					
Explicitly stated the relationships among various ideas or concepts.					
The examples used were based on well motivated or real life applications.					

<b>In case of blackboard use:</b>	<b>Yes</b>	<b>Sometimes</b>	<b>No</b>	<b>NA</b>	<b>Comments</b>
The blackboard picture was well organized.					
The writing was legible					

<b>In case of overhead use:</b>	<b>Yes</b>	<b>Sometimes</b>	<b>No</b>	<b>NA</b>	<b>Comments</b>
The slides were organized.					
The text was readable					

<b>In case of computer-presentation:</b>	<b>Yes</b>	<b>Sometimes</b>	<b>No</b>	<b>NA</b>	<b>Comments</b>
The equipment was handled competently.					
The slides were presented in an appropriate speed.					
The slides were organized.					
The slides were readable with respect to color choice and font size.					

<b>In case of hardware demonstration:</b>	<b>Yes</b>	<b>Sometimes</b>	<b>No</b>	<b>NA</b>	<b>Comments</b>
Demonstration was effective					

<b>Dealing with questions:</b>	<b>Yes</b>	<b>Sometimes</b>	<b>No</b>	<b>NA</b>	<b>Comments</b>
Paused after questions to allow the students to answer.					
Repeated answers when necessary so the entire class could hear.					
Received students' comments and questions in an appropriate way.					
Encouraged student questions.					
Answered student's questions.					
Adapted lecture content based on student questions /comments					
When appropriate, requested that time-consuming questions or questions of limited interest be discussed after class or during office hours.					

<b>In case of problem solving:</b>	<b>Yes</b>	<b>Sometimes</b>	<b>No</b>	<b>NA</b>	<b>Comments</b>
Problems were solved in sufficient detail					
Amount of solution detail was adapted to student questions					

<b>In case of Seminar:</b>	<b>Yes</b>	<b>Sometimes</b>	<b>No</b>	<b>NA</b>	<b>Comments</b>
Topic suitable – multiple possible solutions					
Good opening question					
Involves many students					
Discussion well controlled					
Discussion well structured					
Corrected student errors					

<b>Communication:</b>	<b>Yes</b>	<b>Sometimes</b>	<b>No</b>	<b>NA</b>	<b>Comments</b>
Established and maintained eye contact with the class.					
Facial and body movements did not contradict speech or expressed intentions.					
Noted and responded to signs of puzzlement, boredom, curiosity etc.					
Voice could be heard easily.					
Voice was raised or lowered for variety and emphasis.					
Speech fillers were not distracting.					
Varied the pace of the lecture.					
Exercised appropriate classroom control					
Mediated disruptive behaviour					

<b>In case of in-class activities:</b>	<b>Yes</b>	<b>Sometimes</b>	<b>No</b>	<b>NA</b>	<b>Comments</b>
Activities used appeared to be appropriate for this class.					
Activities were stated clearly.					
Sufficient time was given to complete the activities.					
Activities involved group work.					

<b>Overall assessment:</b>	<b>Yes</b>	<b>Sometimes</b>	<b>No</b>	<b>NA</b>	<b>Comments</b>
Class session was inspiring					
Students appeared to be paying attention					
Students appeared to be motivated					