***Peer Teaching Evaluation***

Instructor’s Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_ Time: \_\_\_\_\_\_\_\_\_\_\_

Reviewer: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Course #: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Please rate according to the following scale: 1-outstanding, 2-excellent, 3-good, 4-fair, 5-poor**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Presented the lecture content in a systematic and organized fashion | 1 | 2 | 3 | 4 | 5 |
| Presented information at an appropriate conceptual level | **1** | **2** | **3** | **4** | **5** |
| Presented examples to clarify very abstract of complex ideas | **1** | **2** | **3** | **4** | **5** |
| Defined terminology | **1** | **2** | **3** | **4** | **5** |
| Explained clearly and to the point | **1** | **2** | **3** | **4** | **5** |
| Emphasized important point/main ideas | **1** | **2** | **3** | **4** | **5** |
| Related new ideas to already familiar ones | **1** | **2** | **3** | **4** | **5** |
| Provided occasional summaries and restatements of important ideas | **1** | **2** | **3** | **4** | **5** |
| Did not digress from main topic | **1** | **2** | **3** | **4** | **5** |
| Spoke at appropriate volume | **1** | **2** | **3** | **4** | **5** |
| Raised or lowered voice for variety | **1** | **2** | **3** | **4** | **5** |
| Used voice for emphasis | **1** | **2** | **3** | **4** | **5** |
| Avoided the use of speech fillers (“okay”, “a-hmm”, etc.) | **1** | **2** | **3** | **4** | **5** |
| Spoke neither too fast nor too slow | **1** | **2** | **3** | **4** | **5** |
| Talked to class, not to blackboard or windows, etc. | **1** | **2** | **3** | **4** | **5** |
| Used eye contact with the class | **1** | **2** | **3** | **4** | **5** |
| Appeared natural—neither too stiff nor too casual | **1** | **2** | **3** | **4** | **5** |
| Seemed enthusiastic and interested in topic | **1** | **2** | **3** | **4** | **5** |
| Answered students questions satisfactorily | **1** | **2** | **3** | **4** | **5** |
| Moved purposefully—not pacing nor stuck to podium | **1** | **2** | **3** | **4** | **5** |
| Slowed word flow when ideas were complex and difficult | **1** | **2** | **3** | **4** | **5** |
| Used audiovisuals to enhance the verbal presentations | **1** | **2** | **3** | **4** | **5** |
| Coordinated audiovisual with verbal presentation | **1** | **2** | **3** | **4** | **5** |
| Used well designed audiovisuals | **1** | **2** | **3** | **4** | **5** |
| Audiovisuals were visible and/or audible | **1** | **2** | **3** | **4** | **5** |
| When showing slides, provided sufficient light for note taking | **1** | **2** | **3** | **4** | **5** |
|  |  |  |  |  |  |

**Overall Evaluation**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Content | 1 | 2 | 3 | 4 | 5 |
| Delivery | **1** | **2** | **3** | **4** | **5** |
| Teaching Aids (audiovisual, syllabus, handouts, etc) | **1** | **2** | **3** | **4** | **5** |

Strengths:

Recommendations for improvement: