



LECTURE/LABORATORY OBSERVATION FORM

Dept/School:	Lecturer:
Observer:	Time/Date/Place:
Course/Block/Topic:	
<p><i>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. Please consult the FoM website for additional information prior to use. http://www.med.ubc.ca/faculty_staff/policies-procedures.htm</i></p> <p>Sign and return a copy “Private and Confidential” to:</p>	
NOTES OF SPECIFIC EXAMPLES/BEHAVIOURS	
<p>Opening</p> <ul style="list-style-type: none"> <input type="checkbox"/> States topic, sets framework <input type="checkbox"/> States objectives & expectations <input type="checkbox"/> Focuses student attention (eg question, demo, vignette) <input type="checkbox"/> Explains relevance of topic to current theme <input type="checkbox"/> Relates to students’ prior learning 	
<p>Delivery</p> <p>Pace is: Fast <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Slow</p> <ul style="list-style-type: none"> <input type="checkbox"/> Varies pace, style, movement, gesture, modulation <input type="checkbox"/> Communicates enthusiasm <input type="checkbox"/> Audible, easy to understand, free of distractions 	
<p>AV Material</p> <ul style="list-style-type: none"> <input type="checkbox"/> Knows how to use equipment <input type="checkbox"/> Orients audience to visuals <input type="checkbox"/> Visuals are easily comprehensible and visible <input type="checkbox"/> Appropriate number & important to enhance learning 	
<p>Structure and Clarity</p> <ul style="list-style-type: none"> <input type="checkbox"/> States and follows overview of lecture <input type="checkbox"/> Sequences topics logically and indicates transitions <input type="checkbox"/> Highlights important points <input type="checkbox"/> Summarizes periodically <input type="checkbox"/> 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