Peer Teaching Observation Worksheet

Presenting Faculty Name:

Observing Faculty Name:

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| **Criteria**  (not all criteria may apply) | **Observable Behaviors** | **COMMENTS** |
| 1  **Learning objectives** | Clear, focused learning objectives using action verbs from Bloom’s objectives.  May provide an overview of content |  |
| 2  **Importance of Topic** | Clearly explains the topic/subtopics’ relevance, context, applicability, or the significance to the audience (e.g. presents compelling data, case; uses “hook”) |  |
| 3  **Organization** | Uses an explicit, organized framework so that the presentation flows logically (e.g. articulates a structure and sequence to the talk, frames subtopics, links concepts) |  |
| 4  **Enthusiasm** | Demonstrates passion for topic through voice, eye contact, energy, movement and/or body language (e.g. varies pitch, inflection; gestures purposefully) |  |

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| 5  **Command of Topic** | Demonstrates strong understanding of subject matter (e.g. cites literature, refers to overarching subject area, draws upon personal experiences, speaks to advances or current controversies in the field, etc.) |  |
| 6  **Explanations** | Defines new terms/principles, synthesizes information (e.g. identifies important points; uses examples, analogies, metaphors; thinks out loud) |  |
| 7  **Content coverage** | Covers an appropriate amount of content for audience/time available. Pitches content at a level for the learners. Achieves planned learning objectives. No extraneous content. |  |
| 8  **Audience Interaction** | Stimulates active participation (e.g. makes eye contact, solicits comments and questions, polls the audience, uses deliberate silence, invites learners to interact with each other) |  |

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| 9  **Monitors Audience’s Understanding** | At appropriate intervals assesses and responds to audience’s understanding of material (e.g. asks probing questions or polls audience; asks if material is clear, then tailors response by rephrasing or providing alternative examples; adjusts the pace to accommodate learners) |  |
| 10  **Slide format and presentation** | Visual material is well organized and clear (text is legible, not too wordy. Graphics/images are large, not too numerous and clear, showing pathology with appropriate annotations). Unnecessary images not used. No extraneous visual distractions. Teaching points are identified and clearly signaled. |  |
| 11  **Mechanics of Communication** | Sensitive to the setting and tailors audio and visual aids so all can see and hear (e.g. checks if audience can hear/see material; talks to audience not to blackboard, laptop, or screen). Laser/other pointer used appropriately. Speaks at a well-paced rate and volume. Does not ummm or ahh excessively |  |
| 12  **Conclusion** | Concludes presentation by summarizing main points. If appropriate venue, invites/responds to questions and open to hearing learners’ perspectives/opinions |  |

Based on creation by Lori Newman PhD, Shapiro Institute for Education and Research at Harvard Medical School and Beth Israel Deaconess Medical Center, Boston, MA; edited by P. Lewis and N. McNulty

Additional comments:

**Presenter’s Self-Reflection**

Please jot down a few reflections for each item.

1. Overall, my sense of the session:

1. What do I want to keep the same the next time I present this session?

1. What do I want to change or do differently the next time I present this session?