

## Peer (Self) Assessment of Lectures

Title of Lecture: \_\_\_\_\_

Who is the Audience: \_\_\_\_\_

Date of Review: \_\_\_\_\_

Name of Lecturer: \_\_\_\_\_

Reviewed Lecture Live or Recorded: \_\_\_\_\_

Name of Reviewer: \_\_\_\_\_

Date of Lecture: \_\_\_\_\_

Criteria for Effective Lecturing		Does not Demonstrate Criteria 1	Poor Demonstration of Criteria 2	Adequate Demonstration of Criteria 3	Very Good Demonstration of Criteria 4	Excellent Demonstration of Criteria 5	Rating (1, 2, 3, 4, 5 or U Unable to Assess)	Comments
1	<b>Time management: Begins on time (+/- 3 minutes)</b>	The lecture began more than ten minutes late.		The lecture began five to ten minutes late.		The lecture began promptly.		
2	<b>Content Organization: Clearly states goals of the talk</b>	Does not provide overview or communicate the goals of talk.		States the goals, but description is limited in scope (e.g. <i>only</i> states topics to be covered or provides the format of talk).		During introduction, communicates purpose of the presentation. For example, may provide an overview of content, state expected learning outcomes, pose rhetorical/challenging questions to be answered.		
3	<b>Content: An appropriate amount of information was presented</b>	Amount of information presented was not appropriate (e.g. could not keep up with the talk or was severely <i>unchallenged</i> ).		Amount of information presented was slightly unmanageable (e.g. was working hard to keep up or felt a bit <i>unchallenged</i> ).		The amount of information presented was manageable and seemed to be just the right amount (e.g. wasn't too much to be information overload or too little to hold attention).		
4	<b>Content: Communicates or demonstrates importance of the lecture's topic(s)</b>	Does not communicate or describe why the topic is of importance.		States the importance of topic, but provides limited description of why learners need to know the material.		Clearly explains the topic's and subtopic's relevance, context, applicability, and/or the significance to the audience (e.g. presents compelling information, case, or data; uses a "hook").		
5	<b>Content Organization: Presents material in a clear, organized fashion</b>	Does not present material in a clear, organized fashion.		Presentation has some organization, but limited in structure, linkage, and/or sequence.		Uses an explicit, organized framework so that the presentation flows logically (e.g. articulates a structure and sequence to the talk, frame subtopics, links concepts).		
6	<b>Presentation Style: Shows enthusiasm for topic</b>	Does not show enthusiasm for the topic.		Shows some enthusiasm for topic, but limited in display.		Demonstrates keen enthusiasm for topic through voice, eye contact, energy, movement and/or body language (e.g. varies pitch, inflection, tempo, and volume; gestures to emphasize importance).		
7	<b>Presentation: Demonstrates command of the subject matter</b>	Does not demonstrate a command of subject matter.		Demonstrates some command of subject, but breadth of understanding is limited (e.g. unable to elaborate with greater detail or information).		Demonstrates strong understanding of subject matter		
8	<b>Presentation: Explains and summarizes key concepts</b>	Does not explain or summarize key concepts.		Explains some key concepts, or provides vague explanations.		Defines new terms/principles, synthesizes information (e.g. identifies important points; uses examples, analogies, metaphors; thinks out loud).		
9	<b>Presentation-Interaction: Encourages appropriate audience interaction</b>	Does not engage or encourage interaction (e.g. reads all slides without looking at audience; defers questions, yet does not answer them).		Encourages some interaction or uses less effective strategies (e.g. asks close-ended questions, offers little wait time, often turns back to audience, and reads slides).		Stimulates active participation (e.g. makes eye contact, solicits comments and questions, polls the audience, uses deliberate silence, poses open-ended questions, invites learners to interact with each other; manages flow of discussion).		
10	<b>Presentation-Interaction: Monitors audience's understanding of material and responds accordingly</b>	Does not pay attention to the audience's understanding of material, or checks in but doesn't respond accordingly.		Pays some attention to the audience's understanding of topic, but tailoring of response is limited.		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 of lecture to accommodate learners).		

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11	<b>Presentation aids: Audio and/or visual aids reinforce the content effectively</b>	Audio and/or visual aids do not reinforce content.		Some of the audio and/or visual aids, reinforce content, or material is less than effective (e.g. slides are cluttered).		Appropriately chooses and designs instructional material to emphasize key points, demonstrate relevance of material, or stimulate thought.		
12	<b>Presentation Style: Voice is clear and audiovisuals are audible/legible</b>	Voice is unclear and audiovisuals are inaudible/illegible.		At times voice is unclear or audiovisuals are inaudible/illegible.		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; visual material is well organized, text is legible, and graphics are clear).		
13	<b>Presentation: Provides a conclusion to the talk</b>	Does not synthesize or summarize information.		Provides synthesis and/or summary of talk, but limited in scope. Invites few questions and/or provides limited or ambiguous responses.		Concludes presentation by synthesizing information, summarizing main points, and inviting/responding to questions (e.g. repeats or rephrases questions as needed). Open to hearing learners' perspectives/opinions.		
14	<b>Time management: Ends on time (+/- 3 minutes)</b>	The lecture ended more than ten minutes late.		The lecture ended five to ten minutes late.		The lecture ended promptly.		

**Overall, how would you rate this lecture (please circle)**

1 - Needs Significant Improvement    2 - A Few Strengths, Many areas for Improvement    3 - Some Strengths, Some Areas for Improvement    4 - Many Strengths, a Few Areas for Improvement    5 - Skillful

**Lecture Summary:**

**What are three strengths of the lecture?**

**What are three areas for improvement of the lecture?**

**Other Comments? (Please use additional paper if needed)**