

Adult Gerontology Primary Care Nurse Practitioner Program  
 Vanderbilt University School of Nursing  
 Peer Teaching Observation Form: Lecturing/Leading Small Group

Instructor:

Date of observation:

Course Title:

Lecture or Small Group:

Pre-observation tool completed? (Y/N)

TEACHING PHILOSOPHY CONCEPT	EXAMPLES	Y E S	N O	N / A	PEER COMMENTS
<b>COMMUNICATION</b>					
Clear expectations	<ul style="list-style-type: none"> <li>• Lists learning objectives at beginning of the lecture</li> <li>• Has communicated need for pre-lecture student preparation</li> <li>• Asks students about learning objectives</li> </ul>				
Succinct method	<ul style="list-style-type: none"> <li>• Covers all lecture material within time given</li> <li>• PPT slides: organized, no crowding of content</li> <li>• Effective use of visual aides</li> </ul>				
Professionalism	<ul style="list-style-type: none"> <li>• Use of professional, inclusive language</li> <li>• Dress is professional</li> <li>• Well-prepared, confident</li> <li>• Use of references &amp; citation in slides</li> </ul>				
Equal exchange of encouragement and constructive criticism	<ul style="list-style-type: none"> <li>• Asks for student feedback</li> <li>• Attentiveness to student learning needs.</li> <li>• Adapts teaching to student learning needs.</li> </ul>				
<b>CONTENT KNOWLEDGE</b>					
Quality presentations of evidence	<ul style="list-style-type: none"> <li>• Uses and discusses evidence-based guidelines and principles</li> <li>• Uses current illustrations and examples</li> </ul>				

TEACHING STRATEGIES					
Alignment between learning goals and objectives, assessments, and student activities	<ul style="list-style-type: none"> <li>Assessments reflect stated learning objectives</li> <li>Class activities are reflected in assessments and clearly align with learning objectives</li> <li>Teaching strategies align with students' evaluation of learning</li> </ul>				
Constructivist approach; Student-centered; learning facilitators; learning as partnership between faculty & students; promotes safe learning environment	<ul style="list-style-type: none"> <li>Provides real-world scenarios or case studies for students to apply new knowledge.</li> <li>Invites student participation</li> <li>Asks students about their understanding of presented materials and responds accordingly</li> <li>Integrates technology (i.e. videos, clickers, etc)</li> <li>Use of at least two different teaching methodologies (i.e. PPT, case studies, videos, clickers)</li> <li>Provides formative feedback to students (e.g., clickers, oral response to minute papers, oral or written response to mid-semester assignments)</li> <li>Facilitates development of a community of learners (e.g., well-structured small group discussions in class, well-structured online discussions, in-class discussion of clicker questions, peer response to mid-semester assignments)</li> </ul>				
Accommodate personal learning needs; Promoting satisfaction	<ul style="list-style-type: none"> <li>Provides resources for further self-directed learning opportunities.</li> <li>Asks students about understanding and/or confusion.</li> </ul>				

Areas of Strength:

Areas for Improvement:

Observer: \_\_\_\_\_ Date: \_\_\_\_\_

