

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

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

Areas of Strength:

Areas for Improvement:

Observer:_____ Date: _____

