**Lesson Observation Template**

Lesson Instructor: Kate Kennedy

Course: BIOM\*6130

Lesson Title: The development origins of health and disease: a pathway to multigenerational disease risk

Lesson Length: 1:15:58

Approximate Number of Students Attending: N/A

Peer Observer: Curtis D’Alves

Prior to observing your peer, please discuss the context of your peer’s lesson and identify any particular elements about which they would like to receive feedback. Your feedback should be between 250 and 500 words, and should consider (though not be limited to) the prompts in the table below. You may also choose to present your feedback in paragraph form, rather than by using the rubric.

|  |  |
| --- | --- |
| **ORGANIZATION**  (uses the BOPPPS model of lesson planning; effectively implements each of the elements of BOPPPS; is well preparared) | I didn’t receive a lesson plan beforehand so it’s difficult for me to tell how much it conformed to the BOPPPS model exactly. You had a good bridge in, you did a bit of a preassessment throughout the presentation by asking how familiar students were with a topic, you definitely had participatory learning with all the questions/polling you asked via menti, those questions were a good post-assessment as well and you had a good summary. It was a bit difficult to tell what exactly the learning outcomes of the lesson were. Overall even if it wasn’t the BOPPPS model perfectly it was a good lesson anyways. |
| **RAPPORT**  (holds the interest of students; is respectful, fair, and impartial; encourages participation by all students; provides students with feedback on their contributions) | Your slides were very entertaining, and you paused for questions and seemed very inviting and encouraging of participation |
| **TEACHING METHODS**  (engages students in participatory learning; uses relevant teaching methods/materials; includes variety in teaching methods; uses appropriate examples; stays focused on and meets stated objectives) | Your frequent use of menti for polling and questions as well as pausing for questions seems to be a good way of keeping your students engaged. The word portrait it made for questions with one words answers (I think it’s called a word portrait?) was very neat. Unfortunately I wasn’t attending this live to experience it first hand but I would assume it was effective |
| **PRESENTATION**  (establishes classroom environment conducive to learning; maintains eye contact; uses a clear voice, good projection; ) | You speak very clearly, look into the camera and even have good posture. Your presentational skills are very impressive |
| **MANAGEMENT**  (uses time wisely; maintains control of the classroom; engages with students; has students engage with one another) | You broke your content up well and was able to cover a lot in a relatively short amount of time. You seemed to be able to get students to engage with the menti polls/questions pretty quickly and not spend to much time waiting for answers which was good. I didn’t notice you getting students to engage with one another exactly but I would say your management and engagement was good none-the less |
| **SENSITIVITY**  (exhibits sensitivity to students' needs and varied interests and abilities) | You asked questions/ did polls in a variety of ways that I think would appeal to a varied of students. |
| **PERSONAL**  (evidences self-confidence; maintains professional manner and appearance) | You seem like a confident presenter and come off very professional. Nothing to criticize here |

**Strengths observed:**

You are a very good presenter and your slides are very well put together.

The diagrams in your slides are very useful and descriptive

Your use of menti is very engaging and neat

**Suggestions for improvement:**

Make it clearer what the learning outcomes of the presentation are

Give more opportunity for general questions during the presentation, after explaining a more complicated concept ask if anything is unclear

**Overall impression of teaching effectiveness:**

Very interesting lesson, even though I know nothing about biology (didn’t even take it in highschool) I felt very interested and engaged and didn’t feel lost. You’re a great presenter and teacher