

# Library Instructor Peer Review

## Evaluation Scale

1-Needs Improvement 7-Exceptional

### INSTRUCTIONAL DESIGN SKILLS

- Instructor collaborates with classroom faculty by defining expectations in order to determine appropriate information literacy proficiencies and resources to be introduced in the library instruction session.

1 2 3 4 5 6 7

*Comments:* He had obviously worked with the professor (who was not in attendance) and was familiar with the assignment as he introduced it to the class. He used a well-designed Educational Theory LibGuide to teach appropriate resources.

- Instructor creates learner-centered course content and incorporates activities directly tied to the learning outcomes.

1 2 3 4 5 6 7

*Comments:* His hands-on activities were directly tied to the outcomes of choosing effective keywords, using advanced search skills, and locating appropriate resources effectively.

- Instructor assists learners to assess their own information needs, differentiate among sources of information, and help them to develop skills to effectively identify, locate, and evaluate sources.

1 2 3 4 5 6 7

*Comments:* His lesson reflected these needs and walked students step-by-step through the process, from choosing effective keywords to understanding information formats to finding materials in print and online.

- Instructor designs instruction to best meet the common learning characteristics of learners, including prior knowledge and experience, motivation to learn, cognitive abilities, and circumstances under which they may be learning.

1 2 3 4 5 6 7

*Comments:* He was familiar with education students and their research needs, and he asked questions related to classes or research skills they may have learned previously.

### PRESENTATION SKILLS

- Instructor makes the best possible use of voice, eye contact, and gestures to keep the class lively and students engaged.

1 2 3 4 5 6 7

*Comments:* He established excellent rapport with the students in the first few minutes of class. He used humor, eye contact, and movement about the classroom to keep the students engaged. He personalized the session by asking and learning student names. His voice was clear, easy to hear and to understand.

- Instructor presents instructional content in diverse ways (written, oral, visual, technology); tailors methods according to class needs

1 2 3 4 5 6 7

*Comments:* He used several different methods to deliver content: the computer screen with written instructions, oral instructions where he also asked for audience participation, visual methods, and an impressive interaction between the iPad and the instructor computer in the room.

- Instructor uses classroom instructional technology and transitions are smooth between technological tools

1 2 3 4 5 6 7

*Comments:* His use of the iPad allowed him to circulate throughout the classroom during the hands-on activities. Although there was a minor connection issue, he was able to correct it quickly so that students barely noticed. He did explain the issue, since he was teaching prospective teachers who might encounter those issues in their own classrooms.

- Instructor seeks to clarify confusing terminology, avoids excessive jargon, and uses vocabulary that is appropriate for the level of the students

1 2 3 4 5 6 7

*Comments:* He consistently asked students to define terms, and after they did, he would refine or further reiterate what they had said. He made sure they knew about key sources and definitions.

## TEACHING SKILLS

- Instructor creates a learner-centered teaching environment by using effective, collaborative, and other learning activities

1 2 3 4 5 6 7

*Comments:* He created two group learning exercises: students discussed keywords in teams, and then generated keywords in pairs, relating to their specific topics. He then guided students through a hands-on exercise on the computers, followed by a time of searching on their own where he was available for questions.

- Instructor participates in constructive teacher-student exchanges by encouraging students to ask and answer questions by rephrasing questions and asking engaging questions

1 2 3 4 5 6 7

*Comments:* He kept the class interactive by asking questions and giving sufficient time for response. Students were not afraid to ask questions at any time and did so especially when they were searching on their own topics.

- Instructor modifies teaching methods to match class setting, and time and space available.

1 2 3 4 5 6 7

*Comments:* His use of class time was impressive. He specified how long students would work in groups and kept the class moving at a reasonable pace. He left time at the end for them to complete searching on their own.

**Library Instructor:** Logan Rath

**Reviewer:** Jennifer Kegler

**Class and Professor:** EDI430/530 Murray

**Date and Time:** Thursday, October 18, 2012; 12:30 p.m.