### TEACHING ASSISTANTS’ TRAINING PROGRAM (TATP) PEER FEEDBACK FORM

**MICROTEACHING II: Polishing Your Teaching Style**

**Lesson Topic:**

**Lesson Organisation**
- INTRODUCTION - introduction promotes interest, orients students to topic
- OVERVIEW & OBJECTIVES - overview of lesson is clear, learning objectives are identified
- PRIOR KNOWLEDGE - checks prior knowledge of students
- BODY - lesson highlights main ideas, with clear transitions between topics
- INTERNAL SUMMARY - uses planned repetition of key points
- PACING - lesson is paced appropriately (not too slow, information identified in introduction is covered, nothing feels too rushed)
- CONTENT - content of lesson is targeted to the audience (material is not too advanced; terminology is explained; exercises or activities are appropriately modeled)
- CONCLUSION - indicates conclusions and provides review at the end

**Presentation Skills**
- VOICE PRODUCTION - voice pitch and volume clear, with appropriate expression and variety in modulation
- ENERGY LEVEL - shows enthusiasm through facial and physical expression
- PHYSICAL MOVEMENT - nonverbal gestures enhance the lesson (and are non-distracting); moves appropriately during lesson to interact with audience or emphasize important points
- VERBAL PACING - rhythm of speech is steady
- DELIVERY - extemporaneous delivery (no reading off notes or slides)
- EYE CONTACT - maintains sufficient and appropriate eye contact with audience

**Interaction with Students**
- GENERATES QUESTIONS - initial questions encourage audience participation
- QUALITY OF QUESTIONS - questions asked at a variety of levels of complexity
- RESPONSE TIME - waits sufficient amount of time for audience answers
- ACTIVE LISTENING - listens actively to audience comments/questions
- QUALITY OF RESPONSES - responds adequately to audience comments/questions
- DISCUSSION MANAGEMENT (1) - provides positive reinforcement for student comments/questions
- DISCUSSION MANAGEMENT (2) - redirects student comments/questions if incorrect or inappropriate
- USE OF EXAMPLES - examples used are concrete and relate to students’ interests and/or level of understanding

**Supporting Materials/Teaching Aids**
- HANDOUTS - handouts pertinent and easy to follow; value is clearly explained
- VISUAL AIDS - visual aids used effectively (blackboard, PowerPoint, overhead, flip chart, video clips, etc.)
- BOARD WORK - diagrams/equations/exercises are clearly written on board

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See over for comments...
What I liked most about this lesson:

What I learned from this lesson:

Strategies for improvement: