

PEER OBSERVATION/FEEDBACK TALKING POINTS

The aim of this form is to give lecturers the opportunity to exchange teaching practices and informally support each other. It is clear that with blended learning, QMPlus and the mechanics of delivering a lecture online now contribute substantially to the overall module experience, so some suggested items to consider are included below; note that you are not required to have put all of the items listed below on QMplus (and may have excellent reasons for not doing so)!

A. QMPLUS PAGE			
Lecture Notes	<input type="checkbox"/> Easy to find	<input type="checkbox"/> Hard to find	<input type="checkbox"/> Absent
Exercise Sheets	<input type="checkbox"/> Easy to find	<input type="checkbox"/> Hard to find	<input type="checkbox"/> Absent
Solutions to Exercise Sheets	<input type="checkbox"/> Easy to find	<input type="checkbox"/> Hard to find	<input type="checkbox"/> Absent
Q-Review Recordings	<input type="checkbox"/> Easy to find	<input type="checkbox"/> Hard to find	<input type="checkbox"/> Absent
Last year's exam paper	<input type="checkbox"/> Easy to find	<input type="checkbox"/> Hard to find	<input type="checkbox"/> Absent
Is there enrichment material on the QMPlus page? (e.g., interesting applications/links, challenge questions, etc.)	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Unclear

B. LECTURING MECHANICS			
Audibility of the Lecturer	<input type="checkbox"/> Good	<input type="checkbox"/> Too loud	<input type="checkbox"/> Too quiet
Legibility of Lecture Material	<input type="checkbox"/> Clear	<input type="checkbox"/> Clear, but too small/big	<input type="checkbox"/> Unclear
Organisation of "Whiteboard" Material	<input type="checkbox"/> Good	<input type="checkbox"/> Adequate	<input type="checkbox"/> Messy
Organisation of Mathematical Content	<input type="checkbox"/> Good	<input type="checkbox"/> A bit Disorganised	<input type="checkbox"/> Too detailed
Pace of Lectures	<input type="checkbox"/> Right	<input type="checkbox"/> Too fast	<input type="checkbox"/> Too slow
Audience engagement (eye contact, soliciting interaction, etc.)	<input type="checkbox"/> High	<input type="checkbox"/> Occasional	<input type="checkbox"/> Low
Vocal Expression	<input type="checkbox"/> Good	<input type="checkbox"/> Adequate	<input type="checkbox"/> Poor
The tutorial sessions are	<input type="checkbox"/> Useful	<input type="checkbox"/> Adequate	<input type="checkbox"/> Useless

General comments: Two questions are included to help frame a constructive discussion.

- Is there anything in particular you would like the observer to comment on?
- Are there any particular strengths you see in the lecture style, module format, choices made by the lecturer?