

# Classroom peer observation

Instructor: Alvaro

Date: 2019-02-14

Course/Institution: Symplectic Geometry/Math Department, Utrecht University

Observer: Frank

Summary: There were approximately 10 students. The class consist of 3x45 minutes of lecture.

Content (structure & clarity)	What is good / Top! What is already there / been done	Could improve / Tip! What you could do more / differently
<ul style="list-style-type: none"> <li>Clearly states session objective and significance of activities (periodically overall course objective) with class</li> <li>Starts class with an introduction (agenda and relation to prior class) and ends with a summary/debriefing</li> <li>Clearly demonstrates transition from one topic/activity to the next</li> <li>Distinguishes between main points and supporting details</li> <li>Uses concrete examples to explain</li> <li>Clearly explains relationships among topics/theories/etc.</li> <li>Periodically summarizes main points (to-the-point)</li> <li>Uses visuals as well as appropriate examples during class.</li> <li>Relates content to prior knowledge</li> <li>Covers an appropriate (not too little or too much) amount of material during class</li> <li>Organizes lecture/strategies so students can easily take notes</li> </ul>	<ul style="list-style-type: none"> <li>The lecture started out with a recap of concepts from linear algebra that the students needed.</li> <li>I liked the fast-forward.</li> <li>The examples of the properties are good, they relate the newly learned material to existing knowledge that the students have (e.g. This is the usual congruence of matrices ).</li> <li>The application about measuring the complex areas in the beginning of the second hour was nice.</li> <li>I liked that when you were going through the proofs you mentioned what the final goal was/kept the final goal in mind (i.e. setting up to do actual symplecting geometry ).</li> <li>There was a summary of the important parts at the end.</li> </ul>	<ul style="list-style-type: none"> <li>In the beginning it was not really clear why we were going through these particular topics. It might be useful to give an overview of what you will do today/what the students will see in terms of new material (and why that is nice).</li> </ul>
<b>Use of Media (Ppt, video, board)</b> <ul style="list-style-type: none"> <li>Uses electronical devices (internet, microphone, presenter) well</li> <li>Added value of media is clear</li> <li>Shares key terms/points visually</li> <li>Powerpoints/hand outs are readable</li> <li>Timing is good</li> </ul>	<ul style="list-style-type: none"> <li>The only real media used is the blackboard, but I think that is perfectly sufficient. Its use is clear and the timing is good.</li> </ul>	
<b>Elaboration/presentation</b> <p><b>General</b></p> <ul style="list-style-type: none"> <li>Well prepared</li> <li>Varied</li> </ul> <p><b>Speaking</b></p> <ul style="list-style-type: none"> <li>Speaks in expressive and enthusiastic manner</li> <li>Speaks in respectful, easy to understand language</li> <li>Speaks in an acceptable tone/volume and pace (not too fast or slow)</li> <li>Speaks clearly (does not stutter, slur, mumble words, or say uh / um)</li> <li>Uses appropriate (non-distracting) gestures</li> <li>Emphasizes important points by pausing, raising voice or speaking slowly, etc.</li> </ul> <p><b>NonVerbal</b></p> <ul style="list-style-type: none"> <li>Maintains eye contact with students</li> <li>Moves around room while speaking</li> <li>Gestures with arms, hands, head or body</li> <li>Appears relaxed with class</li> <li>Does not read continually from notes</li> <li>Distracting mannerisms/habits (specify)</li> </ul> <p><b>Pace</b></p> <ul style="list-style-type: none"> <li>Students were not rushed/have enough time to finish tasks</li> </ul>	<ul style="list-style-type: none"> <li>Alvaro speaks clearly, and the occasional change in tone is good. Sometimes the actual speaking is a bit fast, but I found it still ok to follow.</li> <li>Alvaro uses gestures with hands and fingers for additional elaboration. For example using fingers to indicate when vector spaces are orthogonal.</li> </ul>	<ul style="list-style-type: none"> <li>Sometimes Alvaro still talks a bit while turned towards the board. However, considering that the lecture is a 100% blackboard lecture that seems somewhat unavoidable. I did not think it was too troublesome, but keep in mind to turn around and look at the class when explaining some key concept.</li> <li>The time given to the students after the Any questions up to this point? seems a bit short.</li> </ul>

<ul style="list-style-type: none"> <li>Checks understanding before moving to next topic</li> </ul>		
<b>Rapport &amp; interaction</b> <ul style="list-style-type: none"> <li>Encourages student thought, feedback and participation</li> <li>Responds constructively to student opinions/contributions</li> <li>Uses a variety of strategies in class</li> <li>Listens effectively to student comments/concerns/questions</li> <li>Warm classroom climate (students speak freely, relates to students as adults, appropriate humor)</li> </ul>	<ul style="list-style-type: none"> <li>Asks the student if the explanation/answer actually answered the students question.</li> <li>There are some occasional dry humouristic remarks, which I thought were great. They lighten up the mood, and somehow fit well. ( Nobody cares about these poor guys , that is just crazy! (about naming something other than omega) etc)..</li> <li>I liked the small-group exercise at the end. The students seemed a bit surprised by it, but they did seem to like it and were actively discussing the question you asked.</li> <li>There is a good, informal atmosphere in which the students can feel at home/feel relaxed.</li> </ul>	<ul style="list-style-type: none"> <li>You could consider asking (easier) follow-up questions when none of the students answers.</li> <li>Instead of answering I don't agree when a student suggested something that was incorrect you could maybe ask the class do you all agree? to let them try to figure out what is wrong with the answer.</li> <li>The time for the group exercise was a bit short. The students were still actively discussing when you wanted to move on.</li> </ul>
<b>Specific feedback questions</b> <ul style="list-style-type: none"> <li>Is everything written on the blackboard?</li> <li>Is the blackboard erased too soon?</li> <li>Is the lecture engaging?</li> </ul>	<ul style="list-style-type: none"> <li>As far as I can tell you write everything that you tell (and is important) on the blackboard.</li> <li>Generally it was fine when you erased parts of the whiteboard.</li> <li>I think the lecture was engaging. Also, your students seemed enthusiastic, so I think it was.</li> </ul>	<ul style="list-style-type: none"> <li>The only exception to when you had erased something that I still wanted to know was at the very end. During the induction proof that any even dimensional space was symplectic I was looking for the lemma with the definition of symplectic. However, you had just erased that.</li> </ul>