

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's good? / What's already there / What's been done	Could improve? / What you could do more / differently
<ul style="list-style-type: none"> Clearly states session objective and significance of activities (periodically overall course objective) with class Starts class with an introduction (agenda and relation to prior class) and ends with a summary/debriefing Clearly demonstrates transition from one topic/activity to the next Distinguishes between main points and supporting details Uses concrete examples to explain Clearly explains relationships among topics/theories/etc. Periodically summarizes main points (to-the-point) Uses visuals as well as appropriate examples during class. Relates content to prior knowledge Covers an appropriate (not too little or too much) amount of material during class Organizes lecture/strategies so students can easily take notes 	<ul style="list-style-type: none"> The lecture started out with a recap of concepts from linear algebra that the students needed. I liked the fast-forward. 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). The application about measuring the complex areas in the beginning of the second hour was nice. 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 symplectic geometry). There was a summary of the important parts at the end. 	<ul style="list-style-type: none"> 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).
Use of Media (Ppt, video, board)		
<ul style="list-style-type: none"> Uses electronic devices (internet, microphone, presenter) well Added value of media is clear Shares key terms/points visually Powerpoints/hand outs are readable Timing is good 	<ul style="list-style-type: none"> The only real media used is the blackboard, but I think that is perfectly sufficient. Its use is clear and the timing is good. 	
Elaboration/presentation		
General <ul style="list-style-type: none"> Well prepared Varied Speaking <ul style="list-style-type: none"> Speaks in expressive and enthusiastic manner Speaks in respectful, easy to understand language Speaks in an acceptable tone/volume and pace (not too fast or slow) Speaks clearly (does not stutter, slur, mumble words, or say uh / um) Uses appropriate (non-distracting) gestures Emphasizes important points by pausing, raising voice or speaking slowly, etc. Nonverbal <ul style="list-style-type: none"> Maintains eye contact with students Moves around room while speaking Gestures with arms, hands, head or body Appears relaxed with class Does not read continually from notes Distracting mannerisms/habits (specify) Pace <ul style="list-style-type: none"> Students were not rushed/have enough time to finish tasks 	<ul style="list-style-type: none"> 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. Alvaro uses gestures with hands and fingers for additional elaboration. For example using fingers to indicate when vector spaces are orthogonal. 	<ul style="list-style-type: none"> 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. The time given to the students after the Any questions up to this point? seems a bit short.

<ul style="list-style-type: none"> Checks understanding before moving to next topic 		
Rapport & Interaction		
<ul style="list-style-type: none"> Encourages student thought, feedback and participation Responds constructively to student opinions/contributions Uses a variety of strategies in class Listens effectively to student comments/concerns/questions Warm classroom climate (students speak freely, relates to students as adults, appropriate humor) 	<ul style="list-style-type: none"> Asks the student if the explanation/answer actually answered the students question. There are some occasional dry humouristic remarks, which I thought were great. They lighten up the mood, and somehow t well. (Nobody cares about these poor guys , that is just crazy! (about naming something other than omega) etc).. 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. There is a good, informal atmosphere in which the students can feel at home/feel relaxed. 	<ul style="list-style-type: none"> You could consider asking (easier) follo-up questions when none of the students answers. 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 gure out what is wrong with the answer. The time for the group exercise was a bit short. The students were still actively discussing when you wanted to move on.
Specixc feedback questions		
<ul style="list-style-type: none"> Is everything written on the blackboard? Is the blackboard erased too soon? Is the lecture engaging? 	<ul style="list-style-type: none"> As far as I can tell you write everything that you tell (and is important) on the blackboard. Generally it was ne when you erased parts of the whiteboard. I think the lecture was engaging. Also, your students seemed enthousiastic, so I think it was. 	<ul style="list-style-type: none"> The only exception to when you had erased something that I still wanted to know was at the very end. During the indicution proof that any even dimensional space was symplectic I was looking for the lemma with the de nition of symplectic. However, you had just erased that.