**Peer review form lectures**

This form can be used in peer review of lectures for large or small groups. Pages 1 and 2 list points to look out for during the observation of the lecture. On page 2, there is also room to formulate personal learning objectives that can be taken into account during the observation.

|  |  |
| --- | --- |
| **Name of lecturer** |  |
| **Name of peer reviewer** |  |
| **Date of peer review** |  |
| **Title of lecture** |  |
| **Place in curriculum** |  |

You will briefly preview the peer review with your colleague, discussing what can be considered during the review. You will also briefly discuss the review afterwards, then write a short reflection on page 4.

**Preparation + introduction**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| The lecturer: | - | + | ++ | Comments, advice, explanations |
| 1. Arrives on time in the lecture hall. Checks the equipment to be used; makes sure presentation is ready
 |  |  |  |  |
| 1. Welcomes attendees and introduces him/herself
 |  |  |  |  |
| 1. States the objectives of the lecture
 |  |  |  |  |
| 1. Presents the structure of the lecture
 |  |  |  |  |

**Presenting and activating**

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| --- | --- | --- | --- | --- |
| The lecturer: | - | + | ++ | Comments, advice, explanations |
| 1. Presents lecture material in a balanced way and in a clear, logical order
 |  |  |  |  |
| 1. Addresses students and engages them with the lecture material
 |  |  |  |  |
| 1. Adapts to the knowledge and experience of these students
 |  |  |  |  |
| 1. Asks appropriate questions during the lecture
 |  |  |  |  |
| 1. Responds well to responses or questions from students
 |  |  |  |  |
| 1. Summarises the presentation, showing how the objectives of the lecture were achieved
 |  |  |  |  |
| 1. Offers the opportunity to ask closing questions
 |  |  |  |  |
| 1. Concludes the lecture with clarity and refers to follow-up
 |  |  |  |  |

**Verbal and non-verbal communication**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| The lecturer: | - | + | ++ | Comments, advice, explanations |
| 1. Speaks clearly
 |  |  |  |  |
| 1. Maintains eye contact with the entire room
 |  |  |  |  |
| 1. Shows enthusiasm
 |  |  |  |  |

**Use of audiovisual resources**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| The lecturer: | - | + | ++ | Comments, advice, explanations |
| 1. Uses audiovisual resources in a functional way
 |  |  |  |  |
| 1. If sheets used: appropriate illustrations, figures and tables
 |  |  |  |  |
| 1. If sheets used: good layout
 |  |  |  |  |
| 1. If film used: suitable for objective, clear, intelligible, not too long
 |  |  |  |  |

**Other learning objectives that can be observed (own formulation)**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | - | + | ++ | Comments, advice, explanations |
|  |  |  |  |  |
|  |  |  |  |  |

**Strengths**

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| --- |
|  |

**Points for improvement**

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|  |

**Space to write during the observation**

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|  |

**Own reflection following the performance and received feedback**

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| --- |
| * What have you learned?
* What would you like to (continue to) apply next time?
* What would you like to do differently next time?
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