



Faculty: _____ Date/Time of Observation: _____
 Peer Observer: _____ Course: _____
 Date of Observation: _____

Behaviours associated with Effective Lecturing

	Observed	Not Observed	Comments
1. Begins each lecture with a brief review of the main ideas covered in the previous class session. May also ask students to summarize the main ideas.			
2. States the topic of each lecture.			
3. Provides a preview of the information prior to an explanation.			
4. Provides an outline for each lecture, on the board, an overhead, PowerPoint slide, in Angel, other).			
5. Organizes information within a step-by-step sequence.			
6. Visually presents all new or specialized vocabulary and important points on the board, overhead, PowerPoint or other.			
7. Reinforces information with visual aids.			
8. Gives many concrete examples to illustrate information points.			
9. Uses analogies/examples/stories frequently so that students can conceptualize concepts within a more familiar context.			
10. Relates information to the assigned reading whenever possible and gives the precise place within the text or article where students can find the information.			
11. Speaks loudly and clearly; uses microphone if needed.			
12. Stops to check for comprehension regularly rather than at the end of the lecture.			
13. Clearly signals topic shifts and transitions, both verbally and nonverbally.			



	Observed	Not Observed	Comments
14. Clearly signals digressions; explicitly indicates how a digression relates (or does not relate) to the prior points.			
15. Makes regular eye contact with all students.			
16. Uses broad gestures and facial expressions to emphasize main points.			
17. Summarizes main points of lecture at the end of the class.			
18. Saves time at the end of class for students questions/comments.			
19. Assesses students learning at multiple intervals through class.			
20. Modifies conversational style of speaking			
a. Speaks slowly and enunciates clearly so that all students can hear and understand.			
b. Doesn't let voice trail off at end of sentence of idea.			
c. Controls vocabulary; avoids unnecessarily sophisticated terminology.			
d. Provides synonyms or other descriptive clues for new or specialized terms.			
e. Repeats or paraphrases to improve comprehension.			
f. Uses transition phrases to link information (e.g. Therefore... On the other hand... However...)			
g. Does not overuse filler words (Okay.....) or non-words (Uh... Um.....).			
h. Allows adequate pauses (5 – 8 seconds) to facilitate the decoding process, listening comprehension, note taking and question formation.			