

### *Peer Assessment of Medical Lecturing Instrument*

Name of lecturer: \_\_\_\_\_ Topic of presentation: \_\_\_\_\_ Date: \_\_\_\_\_

Audience (UME/GME/CME) Size (<, >, = 100) Name of observer: \_\_\_\_\_

Please rate your own content expertise in this topic: Excellent   Very Good   Good   Fair   Poor

Criteria for Effective Lecturing		Excellent Demonstration of Criteria 5	Very Good Demonstration of Criteria 4	Adequate Demonstration of Criteria 3	Poor Demonstration of Criteria 2	Does not Demonstrate Criteria 1	Rating or Unable to Assess (U/A)	COMMENTS
1 <i>Goals</i>	Clearly states goals of the talk	During introduction, communicates purpose of the presentation. For example may provide an overview of content, present expected learning outcomes, pose rhetorical/challenging questions to be answered, etc.		Communicates the goals, but description is limited in scope (e.g. <i>only</i> provides topics to be covered or the format of talk)		Does not provide overview nor communicate goals of talk		
2 <i>Importance of Topic</i>	Communicates or demonstrates importance of the lecture's topic(s)	Clearly explains the topic and subtopics' relevance, context, applicability, and/or the significance to the audience (e.g. presents compelling information, case, or data; uses a "hook")		Refers to the importance of topic, but provides limited description of why learners need to know the material		Does not communicate or describe why the topic is of importance		
3 <i>Organization</i>	Presents material in a clear, organized fashion	Uses an explicit, organized framework so that the presentation flows logically (e.g. articulates a structure and sequence to the talk, frames subtopics, links concepts)		Presentation has some organization, but limited in structure, linkage, and/or sequence		Does not present material in a clear, organized fashion		
4 <i>Enthusiasm</i>	Shows enthusiasm for topic	Demonstrates keen enthusiasm for topic through voice, eye contact, energy, movement and/or body language (e.g. varies pitch, inflection, tempo and volume; gestures to emphasize importance)		Shows some enthusiasm for topic, but limited in display		Does not show enthusiasm for the topic		

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5 <i>Command of Topic</i>	Demonstrates command of the subject matter	Demonstrates strong understanding of subject matter (e.g. cites the literature, refers to overarching subject area, draws upon personal experiences, speaks to advances or current controversies in the field, and/or provides informative answers to questions, etc.)		Demonstrates some command of subject, but breadth of understanding is limited (e.g. unable elaborate with greater detail or information)		Does not demonstrate a command of subject matter		
6 <i>Explanations</i>	Explains and summarizes key concepts	Defines new terms/principles, synthesizes information (e.g. identifies important points; uses examples, analogies, metaphors; thinks out loud)		Explains some key concepts, or provides vague explanations		Does not explain or summarize key concepts		
7 <i>Audience Interaction</i>	Encourages appropriate audience interaction	Stimulates active participation (e.g. makes eye contact, solicits comments and questions, polls the audience, uses deliberate silence, poses open-ended questions, invites learners to interact with each other; manages flow of discussion)		Encourages some interaction or uses less effective strategies (close-ended questions, little wait time, often turns back to audience and reads from slides)		Does not engage or encourage interaction (e.g. reads all slides without looking at audience, defers questions and does not answer them)		
8 <i>Monitors Audience's Understanding</i>	Monitors audience's understanding of material and responds accordingly	At appropriate intervals assesses and responds to audience's understanding of material (e.g. asks probing questions or polls audience; asks if material is clear, then tailors response by rephrasing or providing alternative examples; adjusts the pace of lecture to accommodate learners)		Pays some attention to the audience's understanding of topic, but tailoring of response is limited		Does not pay attention to the audience's understanding of material		
9 <i>Audio and/or Visual Aids</i>	Audio and/ or visual aids reinforce the content effectively	Appropriately chooses and designs instructional material to reinforce key points, demonstrate relevance of material, or stimulate thought		Some of the audio and/ or visual aids reinforce content, or material is less than effective		Audio and/ or visual aids do not reinforce content		

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10 <i>Mechanics of Communication</i>	Voice is clear and audiovisuals are audible/legible	Sensitive to the setting and tailors audio and visual aids so all can see and hear (e.g. checks if audience can hear/see material; talks to audience not to blackboard, laptop, or screen; visual material is well organized, text is legible, and graphics are clear)		At times voice is unclear or audiovisuals are inaudible/illegible		Voice is unclear and audiovisuals are inaudible/illegible.		
11 <i>Conclusion</i>	Provides a conclusion to the talk	Concludes presentation by summarizing main points. If appropriate venue, invites/responds to questions and open to hearing learners' perspectives/opinions		Provides summary of talk, but limited in scope. Invites few questions and/or provides limited or ambiguous responses		Fails to summarize information and does not solicit questions/opinions		

