

**UND School of Medicine and Health Sciences  
Lecturer Evaluation Form**

Evaluator: \_\_\_\_\_

Lecturer evaluated: \_\_\_\_\_

Date/time of observation: \_\_\_\_\_

Course and number of students present: \_\_\_\_\_

Lecture title: \_\_\_\_\_

**1) Preparation**

- written lecture objectives provided
- handouts/objectives available at least 24 hrs prior to lecture
- handouts and visual presentation prepared
- starts lecture on time
- utilizes lecture time effectively (not too brief or lengthy)
- maintains professional conduct
- knowledge of both subject (breadth/depth) and presentation
- presentation/handout free of uncorrected errors
- if applicable, is lecture capture prepared

**2) Presentation**

- well organized and easy to follow
- presentation media appropriate for lecture subject
- presentation media effective (list media employed)
- oral review of objectives/outline at beginning
- extemporaneous delivery
- proceeds at a pace reasonable for the material
- speaks with clarity and volume
- remains on topic
- uses multiple examples
- describes difficult topics from multiple perspectives
- stresses and repeats important information
- transparency in relative importance of information
- information summarized and objectives reviewed

**3) Engagement**

(maintenance of audience attention)

- moves across front of room while lecturing
- speaks or moves with animation and interest/excitement
- eye contact utilized and responds to confusion
- uses humor or emphasis to support engagement
- actively involves students (list):
  - frequently asks questions
  - utilizes in class quizzes
  - recruits student for demonstrations
- utilizes models or other three-dimensional demonstrations
- utilizes web-based information or movies
- utilizes innovative technology (e.g. electronic voting device)
- was the lecture engaging/stimulating
- maintained classroom control
- fosters critical thinking

#### **4) Interaction**

(involvement of audience in the lecture)

- actively solicits questions
- is open to, and non-judgmental of, questions
- ensures that questions are answered before proceeding
- answers questions following the lecture
- does lecturer conclude with audience questions (Quizzes using formalized questions on screen; asks what was muddiest point?)
- does lecturer seek formative evaluation for that lecture

#### **5) Strengths**

#### **6) Recommendations**

This form is intended to serve as a guide to assist in the evaluation of instructors in a lecture setting. The prompts listed above in items 1-4 represent a few possible behaviors that may be exhibited in each general category. The prompts are not comprehensive and are not to be considered mandatory or expected behaviour. Prompts should not be used as a “checklist” but as a general guide. It is anticipated that the information gathered with the aide of this form will be translated into a synthetic, narrative evaluation letter. It may be easiest to synthesized the information gathered using this form into a narrative letter by addressing each section in a general manner (i.e. describe what the lecturer did to convince you he/she was adequately prepared to deliver this lecture; describe how the presentation was appropriate for the content and setting; describe how the lecturer maintained audience engagement; etc).