

CENTRE FOR TEACHING SUPPORT & INNOVATION

NAME of TEACHER:	
NAME of OBSERVER:	
DATE:	

TEACHING ASSISTANTS' TRAINING PROGRAM (TATP) PEER FEEDBACK FORM

MICROTEACHING I: Presentation Skills Builder

	check all that apply –	leave blank	if not applicable
Lesson Topic:	Needs work	Good	Excellent
Lesson Organisation			
INTRODUCTION - promotes interest, orients audience to topic			
BODY - body of lesson highlights main idea(s)			
PACING - lesson is paced appropriately (not too slow, information identified in			
introduction is covered, nothing feels too rushed)			
CONTENT - lesson is targeted to the audience (material is not too advanced;			
terminology is explained)			
TIME MANAGEMENT - content is appropriate for the time allotted (lesson is able			
to complete logically within the time limit)			
CONCLUSION - wrap-up and summary at the end			
Presentation Skills			
VOICE PRODUCTION - voice pitch and volume clear, with appropriate expression			
and variety in modulation			
ENERGY LEVEL - shows enthusiasm through facial and physical expression			
PHYSICAL MOVEMENT - nonverbal gestures enhance the lesson (and are non-			
distracting); moves appropriately during lesson to interact with audience or			
emphasize important points			
VERBAL PACING - rhythm of speech is steady			
DELIVERY - extemporaneous delivery (no reading off notes or slides)			
EYE CONTACT - sufficient and appropriate eye contact with audience			
Audience Interaction			
GENERATES QUESTIONS - initial questions encourage audience participation			
QUALITY OF QUESTIONS - questions asked are at the appropriate level for the			
audience and stimulate participation			
RESPONSE TIME - waits sufficient amount of time for audience answers			
ACTIVE LISTENING - listens actively to audience comments/questions			
QUALITY OF RESPONSES - responds positively and adequately to audience			
comments/questions			
USE OF EXAMPLES - examples used are concrete and relate to audience's			
interests and/or understanding			
Supporting Materials/Teaching Aids			
HANDOUTS – handouts are pertinent and easy to follow			
VISUAL AIDS - visual aids used effectively (blackboard, PowerPoint, overhead, flip			
chart, video clips, etc.)			
BOARD WORK - diagrams/equations/exercises are clearly written on board			



Teaching Assistants' Training Program (TATP) MICROTEACHING I COMMENTS

Strengths:		
Suggestions for improvement:		