



## Effective Lecturing Observation

Name of Instructor:

Course number and name:

Name of Observer:

Course enrollment / Format:

Date:

Description of space:

**Instructions:** Note which of the following behaviors associated with effective lecture occur and to what extent:

<b>Behaviors Associated with Effective Lecturing</b>	<b>Comments:</b>
<ol style="list-style-type: none"><li>1. <b>Reviews briefly</b> the main ideas from the previous lecture, or asks students to summarize them.</li><li>2. <b>States topic</b> of each lecture.</li><li>3. Provides an <b>outline</b> for each lecture, on the board, on an overhead transparency, or in a handout.</li><li>4. Follows outline and presents an <b>orderly progression</b> of ideas</li><li>5. Spells and defines all new or specialized vocabulary and important points in <b>writing</b>.</li><li>6. Reinforces information with <b>visual aids</b>.</li><li>7. Gives many <b>concrete examples</b>.</li><li>8. Uses <b>analogies</b> frequently so that student can conceptualize concepts within a more familiar context.</li><li>9. <b>Refers to assigned reading</b> when relevant, including the precise place where students can find the information.</li><li>10. <b>Speaks loudly and clearly</b>; uses microphone if needed.</li><li>11. <b>Stops</b> to check for comprehension regularly rather than only at end of lecture.</li><li>12. Clearly <b>signals topic shifts</b> and transitions, both verbally and non-verbally.</li></ol>	

13. Clearly **signals digressions**; explicitly indicates how a digression relates (or does not relate) to the prior points.
14. Makes regular **eye contact** with all students.
15. Uses **paralanguage** (diction, tone, volume) and **body language** (hand motions, walking) effectively.
16. **Summarizes** main points of lecture at the end of class.
17. Saves time during class for **student questions/** comments
18. **Ends class on time.**
19. Modifies conversational style of speaking to make language comprehensible **including....**
  - a. **Speaks slowly and enunciates clearly** so that all students can hear and understand
  - b. Maintains **strong voice** through end of sentence or idea (doesn't let voice trail off).
  - c. Controls **vocabulary**; avoids unnecessarily sophisticated terminology or jargon
  - d. Provides **synonyms** or other descriptive clues for new or specialized terms.
  - e. **Limits slang** and idiomatic expressions
  - f. **Repeats or paraphrases** to improve comprehension
  - g. Uses **transition phrases** to link information (e.g. Therefore...On the other hand....However...)
  - h. Monitors and **limits use of filler words** (Okay) or non-words (Uh...Um..)
  - i. Allows **adequate pauses** (5-8 seconds) to facilitate the decoding process, listening comprehension, notetaking and question formation.

### Acknowledgements

*This resource was adapted by Aaron Brower, Chris Dakes, and Kathy Sanders as part of the Peer Review of Teaching program at University of Wisconsin-Madison.*