

November 6, 2023

Kevin's teaching demonstrates a strong alignment with the objectives of his course, particularly through his clear integration of assignment rubrics into lesson plans. In this observed session, Kevin effectively tied the "Information Design" component of an assignment to his lecture, setting a focused agenda from the start with a well-defined forecasting statement. This allowed students to understand the session's purpose and how it related to their upcoming team deliverable. His approach ensures clarity in expectations and provides students with the tools to succeed in subsequent activities.

Kevin's use of storytelling to engage students was particularly notable. He captivated the class with a story about Florence Nightingale, using it to illustrate the evolution of information delivery and design. By asking targeted questions throughout the story, he fostered student participation, ensuring that everyone stayed engaged and thought critically about the content. His use of a sample slide deck to visually illustrate Nightingale's data presentation techniques further deepened students' understanding. Kevin expertly balanced visual elements such as photographs, numerical tables, and infographics, showcasing how effective information design can enhance audience engagement.

Throughout the session, Kevin maintained a conversational tone that encouraged open participation. His ability to speak to students without condescension created a psychologically safe environment, which was reflected in the high number of students who actively contributed to discussions. Kevin's focus on inclusive participation was clear—he called on students from different parts of the room, ensuring broad involvement while avoiding over-reliance on the same individuals. When questions were posed, he often redirected them back to the class, promoting a collaborative atmosphere and encouraging students to consider different perspectives.

Kevin also demonstrated strong classroom management and pacing. His movement through the material was both efficient and deliberate, spending adequate time on each slide without losing momentum. Students remained focused, as evidenced by their active participation and visible engagement with the material. When discussing key points, Kevin used a range of techniques to ensure comprehension, including slide builds, highlighting, and asking students to read key sentences aloud. These methods helped students follow along with the lesson's key themes and understand the assignment's expectations.

Finally, Kevin used the last five minutes of the class to address student questions and provide time for teams to plan their upcoming deliverable. This not only reinforced the day's lessons but also allowed students to immediately apply what they had learned in a practical context. His structured approach to closing the session ensured that students left with clarity and confidence.

Overall, Kevin's teaching style is highly effective in promoting student engagement, clarity, and participation. His ability to connect course content with real-world examples, combined with his inclusive and respectful communication, fosters a positive learning environment where students feel supported and motivated to succeed.



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Section 9: Peer Observation of Teaching for Promotion and Tenure Review - In Person Classes

Peer Observation of Teaching is coordinated by the candidate's Department Head/Director. They will identify an observer of the appropriate rank and title and request an observation in the Spring or Fall semester of the submission of the packet. The Department Head will pass on relevant information and class materials to the observer. The observer will use this template to complete their review and submit it to the Department Head/Director by the date set in order to include it in the review by the Departmental Review Committee.

Name of Observer:

Title and Rank of Observer:

Department:

College:

Name of Candidate Under Review:

Title and Rank of Candidate:

Department:

College:

Class Observation Details

Title of Class:

Class Catalog Number:

Brief Description of Class:

Class Enrollment:

Number of Students in Attendance on Day of Observation:

Day of Observation (s):

Type of Class:

Lecture

Laboratory

Live On-line

Collaborative Classroom

Clinical

Studio

Seminar/Discussion

Materials Reviewed for this Observation:

Syllabus

Handouts

Worksheets

Lecture Slides

Student Projects

Other:

Please return this form to the Department Head upon completion.

This form includes review criteria in four key areas: **Instruction, Assessment, Learning, and Student Instructor Interactions**. These items are based on best practices for promoting student learning. We recommend that reviewers cite specific evidence for all the criteria.

Categories and Criteria	Evidence	Comments
Instruction		
Provided opportunities for students to apply content (e.g., problems, case studies, practice)		
Assigned small-group tasks that were related to the lesson's learning outcomes.		
Assessment		
Asked questions that required varying levels of thinking (e.g., recall, analysis, synthesis)		
Asked students to generate their own explanations and explain their thinking.		
Learning		
Explicitly shared the learning outcomes of the class session or the current unit.		
Used materials and examples that reflect diverse experiences and/or views.		
Encouraged students to answer each other's questions.		
Student-Instructor Interactions		
Demonstrated flexibility and compassion regarding students' requests.		
Solicited question responses from a wide cross section of the course.		
Most students seemed to be engaged with the class throughout the session.		



Summary Questions		
What were the instructor's major teaching strengths demonstrated in this class session?		
What did the instructor do during the class session to engage students in learning important content?		
What did the instructor do during the class session to assess students' learning of important content (informally or formally)?		

Please provide a brief summary (500 words or less, in a separate document) of your assessment of the candidate's quality of teaching for promotion and tenure review.

If you have any questions about the peer observation of teaching, please contact Dr. Lisa Elfring with UCATT at elfring@arizona.edu.