

Team Teaching Evaluation

Karen Long, Oct. 2006

1. Did the speaker know the material well and seem otherwise prepared?
Yes.
2. What supporting materials were provided? Examples: handouts, web pages. None (handout and web page provided by the primary lecturer).
3. Did the speaker involve the students in discussion, exercises, or hands-on activities? This was a very low-energy group but the speaker did a good job of involving the students in discussion at several points. She asked the students to identify which journal/magazine (held in front of class) was scholarly and which was popular; she wrote a research topic on the board and asked the students to identify the most important words, as a first step in constructing a search statement.
4. How well did the speaker connect with the audience (eye contact, response to audience questions and cues)? N/A – no questions from audience.
5. How was the speed/pacing of the presentation? Good.
6. Is there any particular vocal mannerism that the speaker should be aware of (frequent use of “uh, um, you know,” speaking in a monotone, speaking too quickly, etc.)? No.
7. Is there any particular physical mannerism that the speaker should be aware of (playing with hair, chewing nails, hands in pockets, etc.)? No.
8. Was the use of space effective (i.e., moving away from podium, demonstrating features on the board during explanations)? Yes, however the speaker seemed tied to the computer a few times (see below).
9. Was the speaker a considerate teaching partner (sticking to his/her allotted time, giving attention to the current speaker or unobtrusively “working the room,” etc.)? Yes.

Other:

The speaker did a good job of demonstrating database results. She showed abstracts, html and pdf full text, and asked the audience questions throughout, waiting for answers before responding.

The speaker chose good examples for the demonstration of Journal Finder (serials linking system) but she seemed a little tied to the computer during this portion of the presentation. She paid more attention to navigating than to giving explanations of the system and watching the audience for cues (many of her comments seemed to be of the “now I click here” variety).