

Evidence-Based Teaching: A Rubric for Large Enrollment Classes

Self or Peer Review Checklist

Directions: Please rate the general category, using the following scale:

- 0 - Not applicable
- 1 - Skill not observed during this session
- 2 - Cannot perform this skill - needs extensive practice
- 3 - Can perform this skill - needs additional practice
- 4 - Performs this skill well

Please check the boxes beside specific skills that require additional practice or attention.

| | 0 | 1 | 2 | 3 | 4 |
|---------------------------|---|---|---|---|---|
| Preparation Skills | | | | | |

- Demonstrated student-centeredness (knowledge of student characteristics in the class)
- Selected instructional methods in advance
- Prepared lecture notes in advance
- Selected appropriate technology for the class
- Prepared digital media in advance
- Practiced with using technologies in advance – appeared comfortable with technology
- Prepared and coordinated with TAs in advance
- Arrived in the classroom early
- Arranged room and equipment appropriately
- Created syllabus that details course plans, expectations, assignments, and grading
- Prepared contingency plans if technology doesn't work
- Prepared opportunities for accessibility to students outside of class
- Developed unique assignments that discourage plagiarism
- Created exams that encourage academic honesty
- Developed exam questions that balance content coverage and test-taking styles with ease of grading
- Developed enough assignments and exams to accurately reflect the students' progress in learning

| | 0 | 1 | 2 | 3 | 4 |
|-------------------------------------|---|---|---|---|---|
| Nonverbal Preparation Skills | | | | | |

- Maintained eye contact
- Maintained positive facial expressions
- Gestured with hands and arms
- Maintained good posture
- Moved around the room with energy
- Avoided distracting mannerisms (e.g., jingling keys, swaying, pacing, etc.)
- Followed lecture notes
- Demonstrated relaxed flexibility (e.g., if technology doesn't work, lack of civility, etc.)

| | 0 | 1 | 2 | 3 | 4 |
|-----------------------------------|---|---|---|---|---|
| Verbal Presentation Skills | | | | | |

- Projected voice (changed pitch, tone, tempo and volume)
- Used appropriate pronunciation, articulation, and grammar
- Avoided fillers (e.g., um, you know, etc.)
- Used student names
- Used familiar terms
- Used many examples
- Provided encouragement (e.g., praise, reinforcement)
- Accepted student ideas and suggestions
- Used appropriate humor
- Referenced syllabus details relevant to session content and/or assignment

| | 0 | 1 | 2 | 3 | 4 |
|--|---|---|---|---|---|
| Active Teaching/Learning Skills | | | | | |

- Used appropriate techniques to gain the students' attention and to motivate students
- Stated the objectives (desired outcomes) for this session
- Stimulated recall of students' prior learning
- Used a variety of teaching methods to introduce or reinforce concepts
- Changed pace – used different teaching methods every 10-20 minutes
- Incorporated interaction during the class (e.g., peer to peer, student to instructor, collaborative learning, etc.)
- Elicited students' performance via group or individual activities
- Prepared students for learning-how-to-learn, use of technology, etc. as appropriate
- Provided feedback based on students' performance
- Evaluated students' understanding and/or retention of the material presented
- Used effective summarizing techniques
- Used techniques to enhance students' retention and transfer of learning to other sessions, classes, life goals
- Modeled and/or communicated about digital citizenship for students (academic honesty, copyright, FERPA, ADA)
- Modeled and/or communicated with sensitivity toward diversity (e.g., culture, race, age, gender, etc.)

| | 0 | 1 | 2 | 3 | 4 |
|---------------------------|---|---|---|---|---|
| Questioning Skills | | | | | |

- Had clear purpose(s) for asking questions
- Asked questions at varying levels of difficulty
- Asked questions to group
- Asked questions to individual students
- Involved all students (if possible)
- Repeated student responses and questions
- Provided positive reinforcement

| | 0 | 1 | 2 | 3 | 4 |
|--------------------------|---|---|---|---|---|
| Assessment Skills | | | | | |

- Communicated clear purpose(s) for assignments
- Provided a grading rubric with examples for assignment
- Reinforced importance of academic honesty and techniques for citing sources
- Encouraged student reflection on assignments
- Provided opportunities for application and experiential learning during assignments
- Provided guidelines and grading process for group/collaborative assignments
- Communicated clearly the purpose of the exam process and expectations for academic honesty
- Provided an exam grading rubric
- Adequately prepared students for the testing style
- Communicated to students when they could expect grades to be submitted for assignments/exams
- Communicated to students the appropriate process for follow-up (e.g., asking questions about expectations, process/procedures, or contesting grades) on assignments/exams
- Followed FERPA guidelines when providing grades to students, returning exams/assignments

Adapted with permission from:

Sullivan RL and McIntosh N. 1996. Lecture skills checklist, in *Delivering Effective Lectures* (Strategy Paper No. 5). Jhpiego: Baltimore, Maryland. Copyright (c) by Jhpiego, an affiliate of Johns Hopkins University. All rights reserved.

Other contributing resources:

Gagne, R., Briggs, L. & Wager, W. (1992). *Principles of Instructional Design* (4th Ed.). Fort Worth, TX: HBJ College Publishers.

McKeachie, W.J. 2002. *McKeachie's Teaching Tips: Strategies, Research, and Theory for College and University Teachers*. Boston, MA: Houghton Mifflin Company.