

TEACHING FELLOWS PROGRAM

Feedback from Lesson Observation

TEACHER: PETAR STANKOV

Date: 13/4/2010

Place: VSE (Observation at CERGE-EI)

Students: 8

Observer: Lawrence Smith

Course: Banking and Monetary Policy

**Topic: Basics of Commercial Banking
(part of a one week intensive course)**

CONTENT OF PRESENTATION

ASPECTS	COMMENTS AND RESPONSES
<i>Clearly Defined Lesson Objective? Relevant to students needs and levels</i>	Objectives are clearly stated on the lesson plan and reemphasized at the beginning of the lesson
<i>Methods used to deliver content (variety, effectiveness, & addresses lesson objective)</i>	Mixture of teacher centered lecturing supported by appropriate PP visuals and student interaction with questions and discussion. Clear explanations and development of lesson clearly signposted
<i>Effective Introduction and Conclusion</i>	Lesson begins with highlighting the aims and a quick review of what was covered in the previous lesson (the day before). Maybe more time could have been dedicated to the revision to provide context for the current lecture. No conclusion as observation ended at first break
<i>Content suitable for intended class; logically developed; accuracy of coverage of chosen material</i>	Lessons seems well organized and logically developed and completely central to the aim of the lecture. However, is the material challenging enough for the group? The lesson contains much discussion and student participation but one gets the feeling that this is a bright group that could probably be challenged more

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LEARNING ENVIRONMENT AND BODY LANGUAGE

APECTS	COMMENTS AND RESPONSES
<i>Student engagement?</i>	Students are positively engaged and seem to be very willing to answer questions and to participate in discussion
<i>Teacher-centered / student-centered when appropriate?</i>	An appropriate amount of teacher centered lecturing and student centered participation is evident in the lesson.
<i>Class time managed well?</i>	Time generally managed well during the observed section but could have been a bit quicker to challenge the students
<i>Effective eye contact Relaxed body language Gestures “open” not “closed”</i>	Relaxed, chatty approach with student and appropriate in this context of a more “mature” engaged group of students compared to the previous observation

VISUAL AIDS, VOICE, AND LANGUAGE USED

ASPECTS	COMMENTS AND RESPONSES
<i>Effective use of PowerPoint – Visual aids used as support to presentation NOT to distract or actually <u>be</u> the presentation?</i>	Effective use of visuals. Number of slides kept to a minimum and appropriately expanded on and developed. Visuals do not detract from the teacher and provide support for the points being made.
<i>Vocal delivery—volume, pace, enthusiasm, clarity</i>	Vocal delivery very clear with a good even delivery and appropriate volume for a small group in a large room
<i>Language used successfully so that meanings are understood?</i>	Language and terminology seems to be clearly understandable for the students. Is it challenging enough for the group?

POINTS FOR FURTHER CONSIDERATION

<i>Comparison to previous observation</i>	This was a noticeable improvement on the last observed lesson. The delivery was much more business like and focused with no side steps such as small talk and elongated examples and unnecessary chat. The lesson was much better organized and much more effectively delivered. The students obviously played a major part in this. They were more mature and were engaged in the topic and willing to participate. This kind of group allows the teacher to be more relaxed and to let the discussion flow – though be careful not to let this go on too long. In comparison to the observation at AAU it is evident that careful thinking needs to be done about the approach taken with the students. A more teacher-controlled approach is advisable with a less mature group.
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