

Faculty of Education

University of British Columbia
Technology Teacher Education

Microteaching Peer Assessment & Feedback

Assessment Criteria:

- Demonstrated ability to inform and facilitate with a goal of technological literacy (behaviour, dispositions, feelings, knowledge, skills) in design and technology education.
- Information provided creates clarity or critical discussion, and makes a clear impact or affects attitude and knowledge clarification within the audience.

Presenter:

Topic:

Peer Assessor:

Subject: Was the presentation or demonstration informative?
Did it have a clear focus? Was it accurate or well documented
and researched? Was it relevant? 1 ... 2 ... 3 ... 4 ... 5 ... 6 ... 7
poor good

Organization / Clarity: Was it easy to follow? Was there a
clear introduction and conclusion? 1 ... 2 ... 3 ... 4 ... 5 ... 6 ... 7
poor good

Preparation: Had the speaker rehearsed? Was he, she or they in
control of the sequence, pacing and flow of the presentation?
Did he, she or they make effective use of notes, without relying
on them too heavily? 1 ... 2 ... 3 ... 4 ... 5 ... 6 ... 7
poor good

Sensitivity to Audience: Did the speaker establish or maintain
eye contact with all members or the class at various points? Did
he, she or they give you time to take notes as needed? Repeat the
main ideas more than once? Make effective use of pauses,
gestures, change in pace and pitch? Make effective use of
questioning techniques? 1 ... 2 ... 3 ... 4 ... 5 ... 6 ... 7
poor good

Media and Instructional Technologies: Did the presenter make
effective use of slides, IWB, handouts, overheads or whiteboard,
etc.? Were overheads or board writing large enough to see?
Were all media and technologies professional quality? 1 ... 2 ... 3 ... 4 ... 5 ... 6 ... 7
poor good

Additional Comments:

1. What did you particularly like about this demonstration or presentation?
2. What would you have done differently if you had been the presenter?
3. Other supportive, constructive comments?