

**Rutgers University – School of Nursing-Camden (SNC)  
Faculty Peer Teaching Evaluation Form**

**Faculty Member:** Mary Wunnenberg, Clinical Assistant Professor

**Course No/Name:** Best Education Practices 58:705:582

**Faculty Observer:** Cynthia Ayres, Associate Professor

**Date Observed:** July 20, 2022 [*viewed course shell and course recording*]

**Directions:**

Please complete the below evaluation using the Likert scale provided. Prior to the observation date, the faculty member being observed must provide the assigned observer with a copy of the syllabus, access to the course shell, and a copy of any handouts/slides that will be used in the class on the observation date. After the debriefing meeting, please provide a copy of the peer evaluation to the faculty member to be used accordingly.

**Please rate the faculty member on the following behaviors using this Likert Scale:**

**4= Exceeds Expectations**

**3=Meets Expectations**

**2= Does not meet Expectations**

**1= Not Applicable.**

		<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
<b>Organization of Content</b>	Presented measurable objectives using Bloom's Taxonomy in the beginning of the lecture		X		
	Presented topics with a logical sequence	X			
	Paced lesson appropriately	X			
	Summarized major points		X		
	Material presented was appropriate to student level of education	X			
	Linked new material with content previously learned	X			
<b>Faculty Student Interactions</b>	Encouraged student questions & discussion	X			
	Maintained student attention and control of the classroom	X			
	Responded professionally & respectfully to student questions/concerns	X			
	Challenged students to think critically	X			
<b>Presentation</b>	Projected voice so easily heard	X			
	Explained content & ideas clearly	X			
	Presented examples to clarify points	X			
	Inquired about clinical experiences, connecting knowledge with clinical presentation				X
	Utilized slides appropriately (did not just read off of slides)	X			
<b>Instructional Materials</b>	Materials were easy to read and supported the presentation		X		
	Assigned readings could easily be found on the syllabus and in the technology learning platform		X		
	Syllabus included all relevant program and course information	X			
	APA format was followed for all references on slides		X		

	Course shell was organized	X		
<b>Knowledge of Material</b>	Demonstrated knowledge and expertise in subject matter	X		
	Made distinctions between fact, opinion, and falsehoods	X		
	Presented alternative view-points when appropriate	X		
	Majority of presentation content was relevant and targeted presentation objectives	X		
<b>Use of Technology</b>	Technology was integrated into the lecture/presentation		X	
	Amount of technology used in the presentation was appropriate		X	
<b>Demeanor</b>	Faculty member focused on meeting objectives of presentation	X		
	Faculty member seemed generally interested in the course material	X		
	Faculty member had a positive attitude	X		
	Class started and ended on time	X		

**Which of the concepts below were integrated into the presentation? (Please circle all that apply)**

- a. QSEN
- b. Culture
- c. Leadership
- d. Delegation
- e. Evidence Based Practice
- f. Population Health
- g. Standards of Practice

**Which of the following teaching techniques were used in the presentation? (Please circle all that apply)**

- a. Lecture
- b. Problem based learning
- c. Case studies
- d. Student group presentations
- e. Role playing
- f. Flipped classroom
- g. Concept maps
- h. Muddiest points
- i. Other: \_\_\_\_\_

**What types of technology were used during the presentation? (Please circle all that apply)**

- a. Videos
- b. Simulation
- c. Socrative or questioning platform
- d. Slides
- e. Voicethread *This was used in her course shell for assignments/discussions to facilitate student engagement*
- f. Weblinks *Weblinks were embedded in the course shell as resources and supplement for student learning*
- g. Other: \_\_\_\_\_
- h. None used
- i. N/A

1. What overall impression do you think students left this lesson within terms of content or style?

I believe that Dr. Wunnenberg's students left this session with a strong understanding of knowledge and application of the knowledge presented as it related to the development, implementation, analysis, and evaluation of test questions. Dr. Wunnenberg presented content during her lecture in an organized and succinct way for student understanding, allowing for "real-time" assessment of their level of understanding through polling and opportunities for questions. Her enthusiasm and apparent expertise in the course content was evident not only in this class, but throughout her entire course delivery (i.e., Canvas course shell) which I believe positively impacted student learning.

2. List the major teaching strengths of the faculty member as demonstrated in this observation.

Dr. Wunnenberg provided detailed instructions in each module around assignments and learning activities. She was clear around student expectations. She also does well in providing links to other external resources, such as pdfs and links to already existing videos and website to supplement student learning. She also provided opportunities for students to engage with other students through discussion boards.

Dr. Wunnenberg's course is very organized. Information on the Canvas course shell was organized and easy to understand. Objectives for reach module/class were provided to set the context for the material presented. I especially liked how many student resources were provided to assist students in their understanding. Overall, I think she did a great job in this course in terms of organization, providing student resources, encouraging discourse through regular discussion boards, outlining assignment instructions and expectations clearly, and responding to student inquiries and discussion posts promptly. She created an environment that advances student learning, fostered and maintained the respect of her students, and exemplified master teaching skills.

3. What areas for improvement were noted in this observation? Please provide some suggestions for improving upon this faculty member's teaching skills.

Dr. Wunnenberg was observed to have effective teaching ability in both her delivery of content in the classroom (synchronous lecture observed) and in her Canvas course shell. In addition to effective transference of knowledge to her students, she was observed to have a warm, welcoming attitude that facilitated a sense of belonging and inclusivity in her classroom. I have no substantial recommendations for improvement in her teaching skills and ability.

*There is one suggestion which may help further strengthen student learning. Although this is a synchronous class, one suggestion would be to record these synchronous lectures and upload onto the course shell, also saving it in other formats for students' ease of accessibility (i.e., MP4 recordings). Providing a recorded lecture at the end of the week (after the synchronous session, of course) would allow varying formats for student learning, visual and auditory learning, with transcription mode visible. Students would be able to review the lectures multiple times (if they wanted) and take notes as they would in a synchronous classroom setting. Providing recorded lectures would also allow students to review the recordings at any time and as many times as they want to help reinforce their learning of material.*

Debriefing Meeting held on:7/302022

Faculty Member received a copy of this evaluation: \_\_\_\_\_

Faculty response to the evaluation:

Revised by FAC  
10/18