

School of Mathematical Sciences

Peer Observation of Teaching



PART A (to be completed by the Lecturer)

Lecturer Francis Wright	Module Code MTH4105	Module Title Introduction to Mathematical Computing
Observer Jens Starke	Observation Date 16 Nov 2015	Type (e.g. lecture, lab. etc.) Mini-lecture and lab

1. Aims (long term goals relating the teaching session to the whole module)
Briefly outline the broad purpose of the teaching session, e.g. how it connects to previous and subsequent sessions:

This week will be a first introduction to repeating and deciding in Maple. The teaching is primarily student centred and students are supposed to learn by working through one Maple document per week, which contains full notes, examples and exercises. (Feedback exercises are separate.)

2. Objectives (short term goals specific to the teaching session)
Indicate what you might expect students to gain from the teaching session, in terms of knowledge, skills and understanding:

I begin each week with a mini-lecture, in which I try to present an overview of the week's material by demonstrating the key concepts using Maple. This is intended to make the detailed notes more accessible and to show the students where the module is going. After the mini-lecture, the students have about 90 minutes to work on their own and ask my TAs and me questions. Unfortunately, questions often focus more on how to answer the previous week's feedback exercises than on the new material!

3. Observation Focus
Identify any aspects of the teaching session that you would like the observer to comment on in particular:

Anything that doesn't seem to work.

PART B (to be completed by the Observer and discussed with the Lecturer)

4. (Please circle as appropriate: 1 = needs improvement; 2 = meets expectations; 3 = exceeds expectations; 4 = exemplary, i.e. worth following as an example)

Appropriateness of objectives to module level	1	2	3	4
Achievement of objectives	1	2	3	4
Quality of structure (e.g. session outline, summary, links to other teaching)	1	2	3	4
Quality of content (e.g. currency, accuracy, relevance, use of examples, level)	1	2	3	4
Appropriateness of teaching/learning methods	1	2	3	4
Level of student participation	1	2	3	4
Quality and use of audio-visual aids	1	2	3	4
Audibility	1	2	3	4
Pace	1	2	3	4
Vocal Expression (e.g. engaging, monotone, enthusiastic, listless, dramatic)	1	2	3	4

Please comment on your ratings, if necessary, in **Section 5**

5. General Observations/Points of Clarification

very good motivation and overview

6. Strengths

well structured

7. Suggested Areas for Development

none

8. Additional Comments in relation to Observation Focus in Section 3

None

9. Further Action (this should be discussed and agreed jointly by the Observer and the Lecturer)

none

10. Observer Reflection: What did you learn from the observation?

good example for teaching Mople

11. Lecturer Reflection: What did you learn from the observation?

Jens told me that some students are "doing other things" during my mini-lecture, which I didn't know. I don't see what I can do about this if they are not being disruptive.

We agree that this is a fair record of the teaching session:

Signature of Lecturer

J. Hought

Date

16.11.2015

Signature of Observer

J. Hought