**Department of Psychological Science**

**Peer/Mentor Review Form for Classroom Observation**

**Date\_\_\_10/31/2014\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Faculty/Instructor being reviewed\_\_\_\_\_Kiersten Baughman\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Course No. \_\_364\_\_\_\_\_\_\_ of observed class \_\_X\_\_Undergrad \_\_\_\_Grad**

**Course Title\_\_\_Psychology of Learning\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Faculty Reviewer\_\_\_\_\_\_Johnathan Forbey\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Please attach a narrative, including a list of course materials reviewed (e.g. syllabus, tests, paper instructions, experiential activities, etc.) and, if appropriate, recommendations for improvement, in response to the following areas of observation:**

**Knowledge** (subject matter expertise, experience, training)

**Presentation Skills** (effectiveness as a lecturer)

**Organizational Skills** (assessment, preparation, syllabus, handouts)

**Fairness, Rapport, and Enthusiasm** (responsiveness/ balance to questions & issues)

**Student Involvement** (student expression & participation)

**Creativity and Innovation** (effectiveness of pedagogical techniques)

**Technology** (use of PowerPoint, Blackboard, Gradebook, PC labs, online instructional tools, as utilized in class or described in syllabus)

**Diversity** (integration of diversity into curriculum, as utilized in class or described in syllabus)

**Additional observations**

October 31, 2014

This letter is being written as the result of an observational peer review of teaching for **Kiersten Baughman**. At the request of Kiersten and of the Professional Policies and Personnel Committee of the Department of Psychological Science at Ball State University, I observed Kiersten teaching her *Psychology of Learning* course (PSYS 364) on October 31, 2014 at 2:00 P.M.

The lecture I attended focused on the concept of Negative Reinforcement. At the beginning of lecture, Kiersten made some general announcements regarding previous test results and some changes to an assignment in the syllabus. After the announcements, she first presented an overview of the various topics to be discussed in the day’s lecture. Next, Kiersten presented an iClicker response poll with a question about the topic to be discussed, which provided students with an opportunity to display their basic understanding of the topic matter. During the “formal” lecture, Kiersten gave a number of examples for each of the topics presented, as well as thorough definitions of the material. In addition, she elicited numerous responses from the students, who provided their own examples of the topics that were being discussed. Kiersten was quick to provide thorough responses to student questions and was highly encouraging of student’s participation. As the discussion progressed, she seamlessly integrated examples from real life, from an online learning tool (i.e., “Sniffy the Virtual Rat”), and various types of research studies. Kiersten clearly has a mastery of the topic at hand, and she presented the material with obvious enthusiasm, which was reflected by the students in their willingness to engage with her in discussing the concepts at hand.

With regard to instructional style, I found Kiersten to maintain a professional demeanor throughout the observational period, but to also demonstrate a high level of rapport with the students. This rapport was manifested by her engaging the students directly by name, using humor effectively, and displaying respect towards students’ questions and comments. Her modalities of communication (i.e., verbal and PowerPoint) were clear, concise, and reflective of the material that she was presenting in the discussion. A review of Kiersten’s syllabus suggests that she is covering the appropriate material for an undergraduate course in the Psychology of Learning.

Respectfully submitted,

Johnathan D. Forbey, Ph.D.

Professor of Psychological Science