



## SeoulTech ILER Peer Evaluation

**Instructor Observed: Boyd, Ryan**

**Semester Observed: Spring 2016**

**Course Title, Description of Course  
and/or Course Objectives:**

Advanced Practical English Conversation  
Poster Presentation Module

Timing and Pacing	Comments/Examples
Class pacing	Class time was managed very well. The class started and finished on time. Activities were done at a good pace with a ten minute break in between two fifty minute classes.
Organization of activities	<p>The activities were organized well and fit the objectives of the class as the following:</p> <ol style="list-style-type: none"><li>1. Attendance was taken using Moodle. Ryan called out their names and checked their attendance when they answered.</li><li>2. In the beginning of the class, Ryan reviewed contents of a poster that included a title, purpose, main points and conclusion. He also went over the CRAP principles used when making a poster.</li><li>3. In groups, students presented the meaning of each acronym they had been assigned using a visual. Each presentation lasted about five minutes.</li><li>4. After each group finished presenting, Ryan showed some examples of posters on the computer screen. He asked students to also see these examples in their Moodle account using their smart phones.</li><li>5. Ryan asked the students to find weaknesses of posters based on the CRAP principle. The objective of this activity was to help students understand how to apply the CRAP principle to the posters they had to make for their group poster presentations in the following class.</li><li>6. After a ten minute the break, Ryan showed another example of an actual poster that was made by a group during a previous term. Ryan, distributed a peer evaluation sheet. Students would have to also evaluate other posters when other groups</li></ol>



	<p>gives their poster presentations. As a class, they went over how give scores on the evaluation sheet using the example poster.</p> <p>7. Students were then asked to write a short outline for the group poster presentation they had to present in the following class. When they were done, they introduced their outline to the class. Ryan gave feedback to each group after they were done on how to improve their presentation skills such as to speak louder or to make more eye contact with the class.</p> <p>8. When all groups presented their outlines, Ryan distributed a strip of paper to each student. The paper gave each student a role on how to be a bad presenter. For example, one student had to read from their text or pace back and forth while presenting. The groups presented their outlines again acting out their roles. The rest of the class had to guess what they were doing wrong.</p>
Balance between addressing student needs and keeping lesson on track	The lesson was always suitable to the needs of the students. Ryan would go around the room while they were working on their group outlines to check if they were on track.
Instruction & Curriculum	Comments/Examples
Instructions and explanations	Spoke slowly and clearly. Explanation of the activities were very clear and easy to understand. Ryan reviewed the contents of a poster and the CRAP principles that can be applied when making a poster very clearly. In the last activity, his instructions on how to take on the role of a bad presenter was also very clear and easy to understand. Occasionally, he would repeat some instructions or explanations to make sure all the students understood.
Course materials	The lesson used PowerPoint visuals of sample posters, peer evaluation sheets, a sample poster, and handouts. Ryan also gave out strips of paper that gave roles to students on how to act as a bad presenter. All of these materials were essential to prepare the students for their poster presentations.



Efficacy of student comprehension checks	Very good. During the activity when students had to find weaknesses on the example posters on the computer screen, Ryan asked what weaknesses they saw using the CRAP principle. Students would give him answers. If they were correct, Ryan would also ask them why they thought so. He made sure they really understood. If they were incorrect, he would ask them to find other major weaknesses.
Responses to student questions	Answered questions clearly. The students were very comfortable asking Ryan questions and he always gave clear answers so that they would be able to understand.
Clarity of the link between language objectives and real world use	Students would be able use the skills to create and present a poster in English in the future.
<b>Interaction/Classroom rapport</b>	Comments/Examples
Student-teacher interaction	Ryan circulated around the room and tables to check with students. Students were always comfortable to ask any questions.
Interaction among students	Students participated well in their groups. They were also very focused and excited about the topics they were presenting.
Level of student participation in activities	At first, students were shy to answer questions from the instructor but later they started to volunteer their answers as they felt more comfortable giving out answers. Ryan was very patient with them and encouraged them when they did answer. He was able to make the feel comfortable about calling out their answers whether they correct or incorrect.
<b>Additional Comments:</b>	It was pleasure to observe the class. Ryan's class was very organized and his instructions were always clear so that students rarely had questions about what they had to do or what was expected of them. He also helped students to feel comfortable to speak out or to speak in front of the class by providing them opportunities to do so. All these qualities helped make his lesson highly successful.

Observer: Connie Park

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