

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

Faculty Member: Kevin Emmons

Course No/Name: ABS Health and Illness 57:705: 318

Faculty Observer: Margaret Avallone

Date Observed: 2/4/2025

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.

		4	3	2	1
Organization of Content	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- <i>Major points summarized in case studies</i>	X			
	Material presented was appropriate to student level of education	x			
	Linked new material with content previously learned: e.g. <i>fluid and electrolytes, health assesment, foundations (safety)</i>	X			
Faculty Student Interactions	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			
Presentation	Projected voice so easily heard	X			
	Explained content & ideas clearly	X			
	Presented examples to clarify points: <i>CASE study exemplar</i>	X			
	Inquired about clinical experiences, connecting knowledge with clinical presentation				
	Utilized slides appropriately (did not just read off of slides)	X			
Instructional Materials	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. N/A			
	Course shell was organized	X		
Knowledge of Material	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		
Use of Technology	Technology was integrated into the lecture/presentation <i>slides</i>	X		
	Amount of technology used in the presentation was appropriate	X		
Demeanor	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-(modified). Students prepared for class with concept map assignment
- g. Concept maps- Before class
- h. Muddiest points
- i. Other: _____

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

- a. Videos
- b. Simulation
- c. Socratic or questioning platform
- d. Slides
- e. Voicethread
- f. Weblinks
- g. Other: _____
- h. None used
- i. N/A

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

Class is a collaborative learning process. DR Emmons creates an interactive, fun classroom that is effective for learning.

2. List the major teaching strengths of the faculty member as demonstrated in this observation.
 - The course shell was very organized and visually appealing. Students are provided with detailed, step by step instruction in ways to be successful in the course.
 - The course is structured to develop deep learning, metacognition, and clinical judgment. Students prepare for class using structured concept maps. Class is an ongoing review and application of concepts.
 - Case studies were realistic and provided great opportunity to apply concepts.
 - Priority setting and priority frameworks included in case studies
 - Made an effort to learn student names
 - Dr Emmons creates a safe space for learning so students feel comfortable participating and asking questions.

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

This faculty provides an exemplar for best teaching practice. I have no suggestions for this exceptional teacher.

Debriefing Meeting held on: _____

Faculty Member received a copy of this evaluation: ___2/5/2025_____

Faculty response to the evaluation:

Revised by FAC
10/18