

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

Faculty Member: Wanda Williams, PhD, RN, WHNP-BC, CNE

Course No/Name: 57:705:301 Nursing for women and the childbearing family

Faculty Observer: Jeanann Coppola, DNP, RN, CNM, CNE, C-EFM

Date Observed: August 19, 2020 Peer reviewer of course shell.

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	x			
	Material presented was appropriate to student level of education	x			
	Linked new material with content previously learned	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	x			
	Inquired about clinical experiences, connecting knowledge with clinical presentation	x			
	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			x	

	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	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**
- 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. Socratic or questioning platform**
- d. Slides**
- e. VoiceThread**
- f. Weblinks**
- g. Other: ___Boot Camp, Simulation- hands-on, and Virtual Clinical Sessions.
- h. None used
- i. N/A

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

This evaluation was completed based on the course shell and recorded lectures on Conference. After view

of her student class sessions, Dr. Williams did an excellent job in applying the concepts to the NCLEX style questions and case studies that were presented to students. She allowed for student questions and feedback on material.

Overall, the course shell was well organized. Each module clearly outlined the student expectations and instructions for that week, provided PowerPoints, supplemental readings, supplemental videos for the visual learner, as well as handouts that allowed student to engage their learning process and challenge their thinking. Dr. Williams was able to support all her lectures and material with evidence based practice.

Course evaluations supported the teaching effectiveness and quality of the course in which the average grading was 4.31/5.00. Student evaluations were excellent with examples including: The course has greatly impacted my intellectual growth because I have always had interest and zeal in Maternal–Newborn since I started my nursing degree. It was so excited and actually looking forward to taking the class. I learned a lot and have thus prepared me to be a great maternal–Newborn nurse. Professor Williams is a great professor she encourages all student to put effort and be a great nurse. She is awesome. I was glad I took her class

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

Major teaching strengths noted during the session were use of concept review and Socratic questioning to reinforce the material discussed. Dr. Williams has also demonstrated being knowledgeable and strategic in her teaching style, creating a positive learning environment, demonstrating professionalism, displaying scholarly traits, and being supportive of her students and their learning. Dr. Williams offered office hours and Open Forum Question session and Discussion Board to allow students to participate in asking and/or clarifying muddied points- especially after the implementation of Remote teaching because of Covid -19.

Dr. Williams is a formidable colleague and an asset to the School of Nursing. Not only was she the course instructor, but was also the course coordinator and oversaw the process and progress of the course and clinical component. Outside of this, during this semester, Dr. Williams implemented both OB Boot Camp and Virtual Clinical Sessions- both successful components that reinforced comprehension of material.

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

Although Dr. Williams demonstrated excellence in teaching skills and knowledge with the material, one suggestion would include modifying the teaching slides to have less visual coloration and wording. At times, this can be distracting to the viewer and lose their sense of attention. An example of this can be found with the Menstrual cycle slide deck under the Week 4 module. This can be distracting to some students and take away from the learning of the material.

The layout of the Course Shell clearly outlined the learning objectives along with material and supplemental videos and PDFs for learning. One suggestion would be to reorganized and consolidate or change headers for each week. That would help make navigation of the shell easier.

Lastly, include any link citations when using graphics on slides. APA for referencing was not identified, but is highly encouraged.

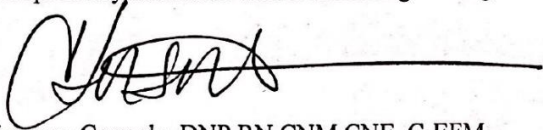
Debriefing Meeting held on: August 19, 2020

Faculty Member received a copy of this evaluation: August 19, 2020

Faculty response to the evaluation:

I appreciate the insight and detail evaluation conducted by Dr. Coppola. I will gladly take her suggestions in mind to improve my lectures and course shell. W. Williams

Respectfully submitted with a debriefing on August 19, 2020

A handwritten signature in black ink, appearing to read 'Jeanann', with a long horizontal line extending to the right.

Jeanann Coppola, DNP,RN,CNM,CNE, C-EFM

Revised by FAC
10/18