College of Medicine
الوحدة المركزية للجودة والاعتماد الأكاديمي
Central Quality and Accreditation Unit

Peer Reviewing Form

* 1. Name of peer evaluator:

* 2. Name of Faculty:

* 3. Date:

Date / Time

Date	Time	AM/PM
DD/MM/YYYY	hh mm	-

* 4. I have observed the candidate teaching in the following settings:

○ Lecture

○ Clinical Session / case study

○ Seminar

○ Research forums/meetings

○ Tutorial / small group discussions

○ laboratory Session

○ PBL

○ Other (please specify)

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Please evaluate the instructor for effectiveness/applicability in the following categories using a scale from 1 to 5

(-1- being completely ineffective, -5- is most effective)

Answer N/A if you have not observed or not aware of the individual's performance in any given category.

* 5. Delivers well-structured presentations

◯ Completely ineffective

◯ Ineffective

◯ Neutral

◯ Effective

◯ Most effective

* 6. Provides clear-to-understand material / presentations

◯ Completely ineffective

◯ Ineffective

◯ Neutral

◯ Effective

◯ Most effective

* 7. Delivers presentations in clear English.

◯ Completely ineffective

◯ Ineffective

◯ Neutral

◯ Effective

◯ Most effective

* 8. Proceeds from simple to complex information

○ Completely ineffective

○ Ineffective

○ Neutral

○ Effective

○ Most effective

* 9. Utilizes principle of previous knowledge of the students

○ Completely ineffective

○ Ineffective

○ Neutral

○ Effective

○ Most effective

* 10. Answers questions in a manner that facilitates learning

○ Completely ineffective

○ Ineffective

○ Neutral

○ Effective

○ Most effective

* 11. Is able to convey knowledge in a clear and organized manner

○ Completely ineffective

○ Ineffective

○ Neutral

○ Effective

○ Most effective

* 12. Uses visual aids , handouts or teaching materials well

○ Completely ineffective

○ Ineffective

○ Neutral

○ Effective

○ Most effective

* 13. Is an enthusiastic and motivating teacher

○ Completely ineffective

○ Ineffective

○ Neutral

○ Effective

○ Most effective

* 14. Is knowledgeable in the field being taught

○ Completely ineffective

○ Ineffective

○ Neutral

○ Effective

○ Most effective

* 15. Involves students in probing the reasoning process

○ Completely ineffective

○ Ineffective

○ Neutral

○ Effective

○ Most effective

* 16. Allows student participation in the learning process

○ Completely ineffective

○ Ineffective

○ Neutral

○ Effective

○ Most effective

* 17. Encourages student's critical appraisal of information presented

○ Strongly Ineffective

○ Ineffective

○ Neutral

○ Effective

○ Most effective

* 18. Meets the learning objectives of the lecture/training session.

○ Completely ineffective

○ Ineffective

○ Neutral

○ Effective

○ Most effective

* 19. Has set times to meet with students after lectures(Office Hours)

○ Completely ineffective

○ Ineffective

○ Neutral

○ Effective

○ Most effective

* 20. Is able to train in clinical skills / present clinical case studies

○ Completely ineffective

○ Ineffective

○ Neutral

○ Effective

○ Most effective

○ N/A

* 21. Is able to effectively train research students (if it is a research lecture)

○ Completely ineffective

○ Ineffective

○ Neutral

○ Effective

○ Most effective

○ N/A

22. Comments/suggestions to improve (specifically if any parameters are less than 3):