## Peer Observation Form

Peer observation of teaching is an opportunity for colleagues (both observers and observes) to mutually enhance teaching practice. It opens up **dialogue** through shared practice around the exchange of effective techniques, the addressing of shared challenges in teaching contexts, and reflection. The use of this form is optional. It is designed as an aide, suggesting potential areas of focus for observations and for conversations about teaching practice. You are free to include other themes, disregard prompts that are inapplicable, or use other means of taking focused notes about your observations.

**General information about the teaching session**

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| **Name of person observed:** |  |
| **Name of observer:** |  |
| **Date and time of observation:** |  |
| **Course & topic of session** |  |
| **Program & Year (if applicable)** |  |
| **Number of students present:** |  |
| **Session type:  (you may choose more than one)** | ❑Lecture ❑Seminar ❑Workshop  ❑Practical ❑Tutorial ❑Other |

1. **Pre-observation:** The observee may wish to 1) briefly discuss areas of desired feedback, and/or 2) share a lesson plan or session notes ahead of the observation.

**What does the observee want specific feedback on?** *(e.g., student engagement, materials and resources, activity planning, timing, etc.)*

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## Session design (feedback on the planning document, or if none shared, observations about design)

Suggested areas of focus: **Outcomes** (e*.g., learning objectives*), **Pedagogy** *(e.g., appropriateness of activities, the balance between student and teacher activity, assessment methods, etc.)***,** and **Structure** *(e.g., effectiveness of structure, resources/equipment, timing).*

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## Observation of the session: The observer should take notes in this section and give it to the observee with verbal feedback.

**Opening the session:** *e.g., clarity of purpose/intended learning outcomes; links to other sessions/modules/the programme; activity expected of the students in the session; any relevant reference to assessment.*

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**Main part of the session – Teaching and learning activities:** *e.g., appropriateness of format and structure; presentation and pace; instructor’s knowledge and enthusiasm for subject; facilitation of discussions or other methods to enable deep learning; preparation (e.g., effectiveness of slides or handouts if used, or if applicable, selection of key passages or dilemmas for discussion)*

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**Main part of the session – Instructor/student interaction:** *e.g., creation of an inclusive environment; engagement of all/most students; instructor’s rapport with students; ability to facilitate interest or enthusiasm in topic; awareness and application of different levels of understanding (e.g., different questioning levels); professionalism, respect, and ability to facilitate student growth.*

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**Closing the session:** *e.g., summary of keys points from session; extent to which planned outcomes have been achieved; links made to future work; activities and assessment students will undertake after the session.*

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**Overall effectiveness of the session.** *Effective planning and pacing; clear delivery; appropriate choice and integration of materials and activities; extent of students’ participation and engagement; establishment of an inclusive and learning environment; evidence of students’ learning.*

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**Please highlight the three most effective elements of this session.**

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**Please list three areas for potential further examination/reflection/development by the observe.**

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1. **Reflections**

**Reflection by the Observee:** What might you now apply to your own practice having taken part in this observation?

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**Any Additional Comments**

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**Reflection by the Observer –** What might you apply to your practice having completed this peer observation of teaching?

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**Signature & Date (observer):** [OPTIONAL] \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Signature & Date (observee):** [OPTIONAL] \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_