

Peer Observation of Teaching Proforma

Principles

Peer observation is for the development of both people. It follows from this that: It is essential to brief beforehand about the observation, and to debrief afterwards. The observer should arrive early, sit unobtrusively, and never intervene in any way in the session.

In the debrief, the observed tutor should be invited to “lead” on a (self-) evaluation of the session. Any view offered by the observer should be followed by an invitation for the observed tutor to respond.

The discussion should, wherever possible, be broadened to encompass the course team’s overall approach to teaching. Relevant themes include: Promoting Active Learning and Key Skills (L/T Strategy reference www.northampton.ac.uk/cesd/lts/sdtal.htm): Differentiated Learning (Diversity and Social Inclusion agendas); Good Practice Guide in Support of First Year Undergraduates (October 2004).

The debrief should end with both people indicating what they have gained from the experience and consequent actions.

How to use this proforma:

In the left-hand column, note the time at 5 minute intervals.

In the second column, note what is happening in the room as it happens. Observe what tutor and students are doing and saying. Observe attentiveness, energy, pace, engagement and interaction.

In the right hand column, note the issues you wish to highlight in the debrief. These issues will almost certainly contain issues you wish to applaud, and issues you wish to pursue. The sheet following the table shows an inventory of features on which valuable feedback can be given.

Time	What is Happening	Issues
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OBSERVATION

Clarity of Objectives

Comment on the stated objectives and the scene setting for the session.

Have realistic targets been set?

Was the session clearly presented?

Planning and Organisation

Is there evidence of coherence, progression and relevance?

Is the information appropriate?

Methods and Approach to Teaching

Was the delivery pitched at a level the students could understand? Was any provision made for those who experienced difficulties?

Were the teaching methods appropriate for the subject?

Were examples or illustrations used whenever helpful to students in grasping key points?

Delivery and Pace

Was the presentation at an appropriate speed? Was there evidence of communication, understanding and a balanced interaction?

Was the material well organised, so that the students could follow the structure and sequence adopted?

Was the information presented in a lively and enthusiastic way?

Content

Was the information current, accurate, relevant and matched to the student needs?

Was adequate information available to the students?

Were sufficient links drawn between this and other parts of the course and study materials?

Student Participation

Did the lecturer find scope for interacting with the students, giving opportunities for questions and comments?

Give some details of the way the lecturer involved students in the session.

Use of Accommodation and Learning Resources

Was there appropriate use of handouts and other study materials?

Were audio visual aids used and if so where they successful in supporting the students understanding?

Was the venue appropriate and could the lecturer have done more to make the venue more congenial?

Quality in Relation to Learning Objectives

Things that went well. What were the three best things.

Things that could have been improved.