

PILOT PEER OBSERVATION FEEDBACK SHEET

Peer Observation of:

Academic's name:

Teaching Profile: (Sessional, Continuing, Fixed Term, Other) *Please circle*

Academic Role (e.g. course convenor, guest lecturer etc.)

Group:

School:

Course name:

Year level:

Nature of course (e.g. core, elective)

Session type (e.g. lecture, tutorial, collaborate etc.):

Number of students in course:

Number of students in class:

Date and time of session:

Length of session:

Part of session observed:

Observer Name and Faculty:

Name:

Faculty:

Please use this sheet to record your observations of the teaching session (face to face, online, laboratory etc). You are to write down your observations. The "things to consider" page provides suggestions of what you may like to comment on (where relevant) but is not intended to be exhaustive nor is it a rating exercise.

You should use this form to assist you to structure your verbal feedback on the performance of your peer immediately following the observation. You will be required to complete a more formal report using the report template after the observation and after you have had a chance to reflect on the performance.

It is good practice to plan your feedback with your co-observer before discussing with the teacher. This should only take 5-10 mins. Identify 2-3 things that you want to focus on in the feedback and who will take the lead.

Things to consider

1. How did the establishment of the learning environment support student engagement and Learning

- How was the physical environment used to assist learning? E.g. In a face to face setting this may be the room layout, position of teacher, lighting, ventilation etc., and audiovisual equipment e.g. projection screen. In an online environment this may be a verbal explanation to students as to how to structure their physical environment prior to the session.
- How was the social/normative environment established? e.g. group norms established, encouragement to engage throughout the session
- How were the various roles within the learning environment clarified for the learner
- How were any organisational processes required by the session established? E.g. interactions with simulated patients, process for giving and receiving feedback

Observations/Comments

Things to consider

2. How was the context framed to assist student engagement and learning?

- How clear were the learning objectives?
- How was the relevance of the content established?
- How were links made to prior learning?
- What strategies were used to motivate the students to learn?

Observations/Comments

3. How did the session design and activities promote student engagement and learning?

3a How did the session design contribute to student engagement and learning?

- How effective was the structure of the teaching episode? E.g. time management , pace, variety of activities
- How well were resources used? E.g. handouts, Audio-visual, PowerPoint
- What strategies were used to manage diversity in the student cohort? e.g. culture, disability, range of student abilities, prior knowledge

Observations/Comments

3b. How did the learning climate and teacher interpersonal behaviours contribute to student engagement and learning?

- How were responses to student questions framed? e.g. respectful, encouraging, supportive, knowledgeable
- What verbal behaviours of the teacher were effective in encouraging student participation? e.g. enthusiasm, paraphrasing for clarity, summarising regularly
- What non-verbal behaviours of the teacher were effective in encouraging student participation? E.g. eye contact, use of space in the physical environment
- How well were concepts explained? E.g. clarity, scaffolding, “chunking”
- What feedback was provided to support student learning?

Observations/Comments

3c. How did the session activities promote student engagement and learning

- What were the opportunities for student participation and interaction? e.g. with content, teacher and/or each other
- How were questions used to promote active learning
- How were students assisted to think critically and apply learning?
- How were activities tailored to take into consideration diversity across ability levels

Observations/Comments

4. How was the session summarised and integrated with future learning for the students?

- How were the learning objectives reviewed?
- How were key messages summarised?
- How was the content of the session linked/integrated with future learning? E.g. follow up activities, independent learning activities, link to upcoming tutorials

Observations/Comments

