

# Peer Observation

## Form B - Observation

Remember that the focus of the observation is on teaching, so feedback will focus on the facilitation of learning, not just presentation/lecture skills.

**For the Instructor:** You should introduce the observer to students to ensure that they understand why a stranger is attending class. Reassure students that you are the one being observed, not them. If things don't go as planned, don't panic – teaching is often unpredictable. Remember that the purpose of the review is to reinforce your strengths and identify a few key areas that can be strengthened, not criticise your teaching.

**For the Observer:** Observe students' reactions and their level of engagement. This is also an opportunity to reflect on aspects of your own approach that are affirmed and observe new teaching strategies you could try as a result of your observation

Use the following Activity Record Indexes to help identify elements to provide feedback on

### Communication Skills

Speaking clarity	Audibility (including rear of classroom)	Deliberate pacing
Appropriate language and terminology for discipline	Welcoming and friendly body language	Effective use of visual aids
Demonstrates enthusiasm for subject	Make eye contact with participants	Limited, but expressive gestures

### Content and Structure

Clear and sustained focus on lesson learning outcomes	Explicit relevance and connectedness of lesson to prior and future knowledge	Demonstrate knowledge of the topic presented	Present content/ activities in a logical sequence
Appropriate level of difficulty	Frequent and detailed explanations (including real life)	Use visual tools to effectively aid the presentation of content	Summary

### Interaction

Invite participation / maintain interest	Activities are aligned to lesson learning outcomes	Explain instructions for activities	Create opportunities for hands-on skills development
Manage discussion / participation	Respond to and build on participants' questions and comments effectively	Assessment of students' understanding	

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Observers are encouraged to utilize the following form to document their observations throughout the class. The final section should focus on aspects of the teaching that your peer can directly and immediately address. Examples may include explaining content more clearly, incorporating activities to break-up lectures, providing better feedback, posing open-ended questions to solicit deeper engagement from students, encouraging participation from all students, maximising the potential of the physical learning environment.

**\*IMPORTANT:** Observers should collect feedback from the perspective of a learner in the classroom. What aided your learning? What impeded your success as a learner?

Running record of observation ( <i>Freehand notes</i> )	
Key areas of strength ( <i>Minimum two</i> )	Key areas for growth ( <i>Maximum three</i> )