

Peer Observation

Form C – Post-Observation Conversation



Meet as soon as possible following the observation to discuss what was seen while the experience remains fresh in the minds of both participants.

This meeting should be a conversation between colleagues, not the delivery of a judgment. As you discuss the observation, it may be useful to consider the following question to ensure that it remains a conversation: what did you learn from each other?

For the Instructor: Most people find receiving criticism difficult but positive feedback can have a dramatic effect on self-esteem and performance.

For this reason it is important to celebrate your areas of strength. When it comes time to discuss areas for growth, remember that the feedback is intended to highlight the experience of a learner in your class. It is important to take time to consider the unbiased feedback. Try to avoid justifying your methods or dismissing the observer's assessment as they may have experienced the situation in a way you were previously unaware of.

For the Observer

Focus on things to praise, things to develop, AND on ways to improve. Bear in mind that you are not responsible to "fix" areas for growth – you're raising the issue. Receiving constructive criticism can be difficult, so it is important to deliver your feedback in a specific way. Focus on your experience as a learner in the classroom, reinforcing how your learning experience was aided or impeded ("I felt confused" or "The students appeared disengaged" rather than "You did this"). This ensures that the instructor does not feel personally attacked by the feedback.

Oftentimes instructors will want to focus on their "weaknesses" and ask to hear the areas for growth first, or rush over the areas of strength. It is essential to begin with areas of strength and elaborate on how these strengths aid student learning to ensure that the instructor understands what they do well.

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

Conversation structure

The following questions will likely arise as the observation is discussed:

- Is this reflective of a traditional class?
- What went well in the session? Why? How can this be built upon?
- What could be improved or developed? How might this be achieved?
- Has student feedback been collected on the class recently?
- Areas in which feedback has been invited.
- Other observations, comments, questions and suggestions from either party.