

Peer Observation of Teaching

Course Information

Instructor: _____

Date: _____

Observer: _____

Setting: _____

Pre-observation meeting

The following are intended as guiding questions that may be addressed in the pre-observation meeting. The term "session" (below) is intended to be inclusive and may encompass didactic lectures, laboratory and/or discussion sessions, clinical rounds, teaching during clinics, problem-based learning sessions, etc. Please provide the observer with any relevant teaching materials (may include handouts, learning objectives, powerpoint slides, syllabus etc.).

What do you wish the students to learn by the end of this session? Do you feel that your objectives are clearly communicated to the students?

How does this session fit into the overall course or curriculum?

Are there specific aspects of the session or your teaching style for which you would like to receive feedback?

What is the proposed format of the session to be observed and will it be typical of your teaching?

What revisions, special efforts, new ideas/techniques, or trials have you made to this type of session? What motivated you to make these changes (if any)?

Are any pre/post session assignments or ancillary teaching materials required/provided?

What areas or techniques are you working on to enhance your teaching?

Is there anything else you would like to share? What do you hope to gain through this observation?

Peer Observation of Large Group Teaching

Instructor: _____ Date(s): _____ Course: _____

 Student year of study: _____ Session title/topic: _____
 Class format: _____ Number of hours observed: _____
 Peer Observer: _____ Knowledge level of content (circle one): low, med, high

Add written comments or "not applicable" as deemed appropriate.

1. Initiation – connecting with learners, providing context/background, integrating pre-session preparation

2. Apparent knowledge of subject

3. Logical organization of information, emphasizes core concepts and communication of learning objectives (class or case flow)

4. Presented material is current and relevant to course objectives

5. Communication style: pace, clarity, effective transitions, links to prior classes, appropriate examples, gives periodic summaries. Does the instructor maintain student interest?

6. Attitude toward students (e.g. classroom rapport, dealing with questions and discussions, ability to deal with disruptions)

7. Use of techniques to facilitate active learning and encourage comprehension. Describe any techniques used as an alternative to didactic lecture

8. Closing – summarizes, integrates, highlights key points; last questions; set up for transition to next class

9. Presentation style considerations

Began on time?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Ended on time?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Voice clear and audible? (microphone acceptable)	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Any distracting mannerisms?	<input type="checkbox"/> Yes	<input type="checkbox"/> No

Post-observation meeting

Instructor: _____

Date: _____

Observer: _____

Setting: _____

Did you accomplish what you intended for this session? If not, why not?

Were you able to determine whether your students learned what you intended? How?

What do you feel worked well (major strengths) in this session? Consider the following: initiation, presence, ensuring interaction, active learning, content, clarity, and closing of the session.

What challenges did you encounter?

What might you change for next time?

What else would you like to discuss?

OBSERVER'S FINAL COMMENTS AND SUGGESTIONS:

Overall perception of teaching: Emerging Evident Exemplary