

Peer Observation of Teaching Record

Section 1 - Briefing *(to be completed by the observee)*

Observee:	Observer:	Date:
Module:	No. of students:	Activity: (lecture, tutorial, etc.)
Topic:	Session length: (hrs.)	Observation: (hrs.)
<p>What are the specific intended learning outcomes of this teaching session?</p>		
<p>What is your perception of your role and responsibilities with respect to student learning for this session?</p>		
<p>Peer observation focus: (List the aspects you would like the observer to focus on.)</p>		
<p>Are there any aspects of your teaching that you would like to develop? (Provide details.)</p>		

Section 2 - Observation *(to be completed by the observer)*

	Identified strengths	Areas for future focus

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Clarity and achievability of ILOs:		
Planning & organisation:		
Teaching methods/approach:		
Delivery and pace/time management:		
Content: (currency, relevance, accuracy, use of example, level to match students)		
Student engagement:		
Use of teaching resources:		
Development of students' skills:		
Generation of enthusiasm:		
Feedback and assessment:		
Quality of the session in relation to the agreed focus of the observation:		
Recommendations:		

Section 3 - Action Plan *(to be completed by the observee following written feedback in Section 2)*

Action Plan: (To build on your reflections of the session and the peer observation feedback you received.)

Areas for Consideration: *(NB: This is not an exhaustive list. Use selectively.)*

Preparation and planning

- Session organisation (opening, closing, signposting, structuring)
- Preparation (content, handouts, planning of activities)
- Learning outcomes for session (explicit, achievable, achieved)
- Time management (also allocation of time to various activities)
- Adequacy of venue for the purpose of the session

Classroom management

- Teaching methods/approaches
- Delivery (clarity, pace, variety of modes of delivery, repetition, summary)
- Use of resources/teaching materials (extent, types, effectiveness)
- Student responses (participation, attention, note-taking)
- Attention to diversity (inclusive strategies)
- Guidance to students
- Learning activities in which students are engaged
- Leicester attributes (oral skills, group work)
- Overall style and teaching presence

Feedback and assessment

In the classroom:

- Questioning strategies (number /types of questions, wait time, tutor responses)
- Error correction strategies
- Giving feedback to students (oral/written)
- Obtaining student feedback on teaching (oral/written)

Signatures

To confirm the peer observation of teaching has taken place and all parties are satisfied with the process.

Observee:	Observer:
Date:	Date: