

Peer Observation of Teaching Record

Section 1- Briefing (with observee)

Observee:	Observer:	Date:
Module:	No. of students:	Activity: (lecture, tutorial, etc.)
Topic:	Session length: (hrs.)	Observation: (hrs.)

What are the specific intended learning outcomes of this teaching session?

What is your perception of your role and responsibilities with respect to student learning for this session?

Peer observation focus: (List the aspects you would like the observer to focus on)

Are there any aspects of your teaching that you would like to develop? (Provide details)

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

	Identified strengths	Areas for future discussion
Clarity and achievability of ILOs (Intended Learning Outcome):		
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 - Feedback / Discussion

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)