

SL Peer review guidelines

Preamble

Ideally, all learning advisors should aim to observe a different colleague each semester. It is probably useful to start with a general study skills workshop, or an embedded workshop.

In preparation for classroom observation you might find it useful to read through the Cornell guidelines. These are available at:

<https://www.cte.cornell.edu/resources/documenting-teaching/peer-review-of-teaching>

Pre-Observation Meeting

Once you have identified a scheduled workshop that works for each of you, set up a pre-observation meeting. The purpose of this meeting is to discuss syllabus materials, teaching objectives, your specific focus, outline any activities, and consider anticipated classroom dynamics.

Go through the checklist template together before the session – if you are teaching, you might like to consider suggesting an aspect that you would like explicit feedback on, for example, setting up a group activity, or responding to students' questions.

Classroom observation

During the classroom observation, the observer should join the class as an unobtrusive observer – feel free to join in activities and discussions, but remember that the focus of your presence is to provide useful feedback – and feedforward – on your colleague's teaching.

Post-observation debriefing

As soon as possible after the workshop, you should meet for a post-observation debriefing. Remember the classic sandwich approach for giving feedback/feedforward:

Positive comment 😊 >> *constructive criticism* >> **positive comment** 😊

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Observation template

You might like to change the template[s] for your own purpose. Here are the key points to focus on:

Planning

- Evidence of effective lesson planning and preparation
- Lesson logically sequenced
- Materials suitable for lesson and relevant to objectives of paper

Presentation and development

- Aims and objectives made clear to students
- Lesson well-paced
- Instructions brief and clear
- Teacher talk minimized
- Student errors monitored and corrected effectively
- Materials used effectively and appropriately

Interpersonal dynamics

- Teacher made conscious effort to pay attention to all students equally
- Teacher praised and encouraged students
- Good teacher / student rapport

Classroom management

- Teacher maintained good classroom atmosphere
- Seating arrangements appropriate for task
- Writing on whiteboard was legible and well organised and audio visual aids (if any) used effectively

Other themes [from the Cornell guidelines] include:

- Clarification of class purpose
- Organization of class structure
- Reinforcement of major concepts
- Pacing and scope
- Classroom atmosphere
- Consideration of diversity
- Class management
- Balance between abstract and concrete