# **Peer Observation/Review of Teaching Template**

This form could be used for either formative (peer observation) or formative/summative (peer review), or both. Itcovers any delivery/context type (i.e. **consistent across all learning contexts**).

The suggested method of using this template is that the reviewee completes a self-assessment of chosen items. Once completed, the reviewee can direct the reviewer to particular areas that they would like feedback for.

**Type of review (lecture, tutorial etc.):**

|  |  |  |  |
| --- | --- | --- | --- |
| **Date:** |  |  |   |
| **Reviewee:** |   | **Reviewee/s:**  |   |

This template uses four of the **teaching criteria from** [**the University of Notre Dame Quality Learning Framework**](https://www.notredame.edu.au/__data/assets/pdf_file/0017/51317/Quality-Learning-and-Teaching-Framework.pdf)**[[1]](#footnote-1)**:

1. Design and planning of learning activities
2. Teaching and supporting student learning
3. Assessment and giving feedback to students on their learning
4. Developing effective learning environments, student support and guidance

The teaching criterion being assessed is indicated in brackets after each descriptor in the Area of Focus column.

## Template

| ***Area of Focus*** | ***Comments - SELF*** | ***Comments - PEER*** |
| --- | --- | --- |
| **Pedagogy*** *Understanding of specific aspects of effective teaching & learning support methods (2)*
* *Inclusive strategies(2)*
* *Strong content knowledge(1)*
* *Variety of activities, strategies, approaches (2)*
* *Opportunities for critical thinking, problem solving & reflection(1)*
* *Relationship to previous material made clear(2)*
* *Resources/materials suitable(1)*
* *Opportunities for development of students’ digital literacies(1)*
 |  |  |
| **Learning Environment*** *Clear, coherent, and well structured(1)*
* *Pace, & the time-management effective(2)*
* *Tasks & their purpose clear(2)*
* *Enthusiasm for the subject(2)*
* *Classroom Management*
* *Projects accessibility, availability to answer questions after the session(4)*
 |  |  |
| **Student Engagement*** *Objects of the University evident*
* *Discussion inclusive of all students (2)*
* *Participation encouraged(2)*
* *Collaborative learning opportunities(2)*
 |  |  |
| **Feedback/evaluative judgement*** *Formative assessment opportunities – educator checks student understanding (3)*
* *Self-directed learning opportunities(2)*
* *Feedback opportunities – educator communicates with student about their progress (3)*
* *Feedback is constructive – educator indicates to student what steps they need to take to improve/move forward(4)*
* *Opportunities for developing learners’ mastery, confidence and self-efficacy (4)*
 |  |  |
| **Other** |  |  |

## Summary Peer Assessment

## Reflection

## Action Plan

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **What will change** | **Why it needs to change** | **How it will change** | **By when** | **What was the outcome? (i.e. what did I learn?)** |
|  |  |  |  |  |

1. The Framework is adapted from the Australia University Teaching & Criteria & Standards [(AUTCAS)](http://uniteachingcriteria.edu.au/) [↑](#footnote-ref-1)