



# Tutor, Demonstrator & Coordinator Development at UCD

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## Peer Observation: a Practical Guide

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## 1. Overview

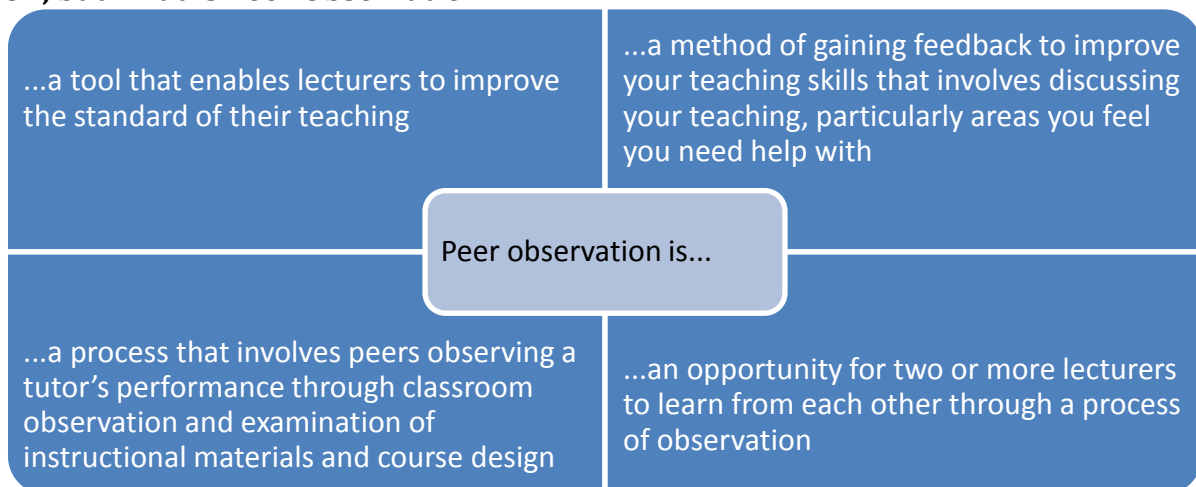
### What is Peer observation?

While learning by observation isn't exactly new, observation of teaching has only become a feature in our universities in the last decade. The application of these social learning principles became common in the USA in the 1960s. Student-generated reviews of teaching staff led to professional development programmes. Peer observation was an integral part of this process (D'Andrea, 2002)

A short 20-30 years later, the practice was increasingly developed throughout the UK, but didn't become widespread in the 1990s (Shortland, 2004). It took an additional ten years to infiltrate third-level education in Ireland.

Peer observation is regarded by academics and educational developers as a tool for personal and professional development.

### Ok, but what is Peer Observation???



Peer observation is a complex process which isn't easily defined. One very basic definition is that it is a:

*...process whereby a third party observes & provides feedback on teaching and learning support taking place in a university or college*

(NATFHE, 2001, cited in Shortland, 2004)

Gosling (2002) considers the topic by deconstructing the individual terms in the title. A summary of the key points is provided below:

## ***'Peer'***

Many learning theories see learning as a social process (for example, the social constructivism that underlies student-centred learning or a PBL approach to teaching/learning). Webb (1996) states that since learning cannot be abstracted from the social relations within which it occurs, the peer will have an impact merely by being involved in the process regardless of their status.

A 'peer' can be taken to mean a variety of things – a colleague from the same School, different School, similar status, above or below your own grade, same age or experience etc. The nature of this relationship may change depending on *why* the observation is occurring.

If peer observation is being used throughout a School it's vital that all staff members are regarded as genuine peers, and that there is real mutuality and respect for the participants, regardless of their status.

## ***'Observation'***

What are we actually observing? There's an ostensible emphasis on the 'performance' aspect of teaching, and of moving teaching from a private, to a more public activity. Perspective is an important consideration, since those involved in the observation don't just 'see' the teaching behaviours – they interpret them. Their views are shaped by their own interpretation or idea of what a lecture, innovative teaching, or traditional lecturing involves, and so the experience and expertise of the observer influences what is seen and what is missed, and what is thought to be important.

To avoid a vague, anecdotal observation/feedback, it is suggested that some form of checklist/proforma is used. However, since most genuine peer observation is developmental in nature, the checklist approach to data collection can be limiting and it is suggested that a more open, informal recording measure should also be incorporated. This ensures that the observer isn't merely relying on memory & interpretation without any evidence, while at the same time not being limited to the strict format of a checklist.

One option for capturing as much data as possible is the use of recording equipment (either audio or video). While this can be a very powerful tool, the presence of a video camera can have an undesirable influence, particularly if the class is small.

The process of observation then is not simply a neutral, objective process. Rather, the observer, method of observation, and instruments used will all impact on the information obtained from the session.

## ***'Teaching'***

The emphasis on 'teaching' can often cause us to overlook the fact that the main purpose of teaching is to promote student learning. Consequently, we may have to broaden our perspectives, or reassess our conception of what we understand teaching to be and what evidence should be collected accordingly.

The assumptions we make about teaching will influence what is observed, since we often have different ideas of what constitutes teaching. Aspects that tend to receive less focus include tutorials, supervision, lab or studio work that may involve one-to-one conversations etc., or anything that happens outside the traditional arena of learning (i.e., the lecture theatre/classroom).

## 2. Potential problems with observation

### **Sounds easy !**

Peer observation isn't problem-free. Although potentially problematic issues can easily be resolved, they must first be identified.

### **Task 2**

*Based on this brief overview can you think of any potential problems and, more importantly, how these can be overcome? Take a few minutes to discuss with a partner and then add any issues to the table below.*

<b>Potential Problem</b>	<b>Potential Solution</b>

## *Overview of some controversial issues*



### **1. Who observes whom? And why?**

- Who decides who should be observed and who their observer should be? Does this matter?
- In true peer observation, the person to be observed generally chooses the observer and the observation focus (such as student activity; presentation skills; clarity of explanation; interactivity; use of aids; questioning skills etc)
- One method is to deliver one class using a well-established lecture method, and a second using a new technique or approach to teaching.
- If the observation process/an observer is being forced upon a lecturer, are they compelled to participate? How much room is there to negotiate? And what exactly are the data collected going to be used for?

### **2. Choice in participation**

- There is a clear distinction between voluntary and compulsory observation.
- Should peer observation be forced on any lecturer? And if so, how will this affect the overall effectiveness of the process as a learning tool?
- Research suggests that: there should be a culture that supports and encourages individuals to invest in their personal growth (Loughran & Gunstone, 1997); that a self-diagnosed need for learning is a more powerful motivator than an externally prescribed one (Wade & Hammick, 1999); and, that informal collegial relationships are often the most fruitful (Rowland, 2000)
- The issue of choice has profound implications at several levels: degree of participation and engagement; self-reflection; effectiveness; motivation for continuing; what you actually do in your observation; how it's observed; what's done with the data; your relationship with the observer; your level of comfort and trust in the process/observer; whether you actually learn anything from the

process (or just breathe a sigh of relief when it's finished); or, apprehension about having no control over flow of data and how it's used

- If the observed is trying something more innovative or interactive than usual, to impress rather than to get feedback, is there any point in the observation?

### 3. Judgemental/evaluative observations

- According to Shortland (2004) the first guiding principle of observation should be that it's developmental, not judgemental, and MacKinnon (2001) reports that evaluative observations may have detrimental effects.
- There's a major flaw with observations conducted for means of evaluation. If the aim is to determine professional competence, the lecturer will be more concerned with looking good and demonstrating their strengths than honestly and openly exposing themselves and their methods to a peer.
- Judgemental observations tend to be less realistic and representative of real teaching methods or abilities. During such instances students are expected to remain impressively quiet while the teacher delivers a slick, packaged presentation. This shifts the emphasis away from encouraging student learning, to the 'performance' of being a teacher.
- To improve teaching (and student learning), it's the weaker aspects that have to be submitted to the rigours of real peer observation so teachers can engage in effective self-managed professional development.
- While peers from a different subject discipline can validly comment on non-judgemental observations, can (or more importantly, should) the observer judge the explanation of the subject if they're observing a class in an unfamiliar discipline?
- How does the judgemental/evaluative component limit the aspects of teaching that Cohen & McKeachie (1980) state peers are most competent to comment on? These include:
  - i. Selection of course content
  - ii. Course organisation
  - iii. Appropriateness of objectives
  - iv. Appropriateness of instructional materials (e.g., readings, media)
  - v. Appropriateness of evaluative devices (i.e., assessment methods)
  - vi. Appropriateness of methodology used to teach specific content areas
  - vii. Commitment to teaching & concern for student learning
  - viii. Students achievement, based on performance on exams and projects
- In non-evaluative/developmental observations, it's the methods, materials, and performance within the class that are of interest and commented upon, not the lecturer's grasp of the subject. For this reason, the background discipline of the observer is less important.
- In genuine peer observations choosing an observer from the same subject discipline can actually be more limiting, since they may focus primarily on the

content (since this is what they feel they can reliably comment on). This has the potential to be less beneficial in developing your teaching processes.

#### 4. Equality/Trust/Respect

- Can observations really be open and honest?
- Are there issues of power balance, even within formative observations?
- To be true 'peer observation' there has to be equality between the observed and the observer - they have to be genuine peers. It can only be successful when all parties involved are regarded as equal and respectful, regardless of their position in the School/institution.
- To avoid giving a non-representative performance of teaching (as per the previous section), lecturers have to be able to identify with the observer as an equal, to create an atmosphere of trust and respect (McMahon et al., 2007)
- Farrell (2001) states that to foster a successful and reflective environment, time and trust are essential.

#### 5. Control

- Who controls the information generated by an observation?
- What can the information be used for, and whose permission should be sought beforehand?
- The issue of control defines the observation process.
- If a genuine peer observation has occurred, but the resulting report on their performance is forwarded to a Head of School or above without their knowledge or consent (i.e., the observer has no control over the transmission or flow of the data), then the observation constitutes an evaluation and the 'peer' observer concerned (regardless of their status) must be seen as acting in place of the superior.
- Because of the importance of this issue, McMahon et al (2007) suggest that it's possible to classify observation processes by this distinction of who controls the data flow (who decides what is reported, how it's reported, and to whom).
- McMahon et al identified six dimensions of control.
  - i. Control over whether or not to participate in the observation
  - ii. Control over choice of observer
  - iii. Control over focus of observation
  - iv. Control over how feedback should be given
  - v. Control over all information generated by the observation
  - vi. Control over what is done as a result of the observation

#### 6. Confidentiality

- Linked with the idea of controlling the data, is the issue of confidentiality - an essential part of the Peer Observation process.
- This refers to the information that's generated by the observation, in terms of what is actually reported, who it's reported to, what format it is in, and the purpose for which it's being reported (Gosling, 2002)

- If confidentiality cannot be guaranteed, and it cannot be confirmed that only the observed lecturer can choose to disclose the information gathered, it's not really peer observation, and should not be referred to as such.
- The issue of confidentiality also extends to the students in the class that is being observed. The ideas, views, and personal experiences expressed or recounted in the class should remain confidential.
- Ensuring confidentiality is vital to establishing the aforementioned atmosphere of equality, trust, and respect. Any information that is sanctioned for use outside the context of the observed/observer should be aggregated and anonymised before it is discussed.

## **7. Good teaching**

- What is good teaching?
- Does the observer or the observed set the criteria?
- The definition and conceptualisation of what constitutes 'good teaching' may affect the observation in several ways.
- The differing view between observed and observer may result in innovative techniques being frowned upon, or traditional, static, pedagogic techniques reinforced or praised.
- All comments or suggestions from the observer may be dismissed if the observed lecturer feels that their definition of good teaching is outdated or incorrect.
- Conform to teaching standards that are not aligned with best practice in the classroom, but may be aligned to the definition of good teaching accepted/offered by management.
- As McMahon et al (2007) state, it is often the most innovative teachers who are concerned about this, since what they're doing may not be viewed as 'good teaching', since it may go against the norm or challenge the existing methodology within their School.

## **8. Quantifying teaching**

- Can teaching be reduced to a number?
- If you were told your teaching was a three, a seven, or even a one (Ewens & Orr, 2002) would this make any sense? Or would it give you an idea of how or what you should develop?
- Graded peer observation suggests that a simple numerical value can capture what's happening in the classroom. This fails to capture the complex environment and variables involved and has the potential to demoralise teachers who receive lower grades.

## **9. Confusion over terms**

- The term 'peer observation' has become a catch-all for any type of observation. This has led to confusion over the boundaries and definitions of what it actually is, why it's used, and what it's used for.



- This can be exacerbated and abused at a managerial level by those who wilfully use the term to mislead (McMahon et al, 2007). This leads to greater levels of suspicion and mistrust of any type of third party observation.
- There are potential problems with implementation, especially when institutional views on the role and purpose of peer observation are taken into consideration (Cornwell, 2002).

## **10. Personal skills required**

- The interactive process requires much from the observer in terms of personal skills and collegial attributes. Many participants don't have these required personal skills, and developing these in the peer observation training takes time (Bell, 2002).
- Many participants are not aware of, or under-estimate, the high degree of professional ethics required to engage in such an intimate exercise with a colleague, while maintaining a professional and confidential relationship. Consequently ethics can easily and often unknowingly be violated.

## **11. Subjective nature**

- One major problem is that the idea of what constitutes 'good teaching' is highly subjective and variable. How should it be defined, and who should it be defined by?
- The impartiality of the data may be affected by previous or personal relationships, peer pressure, or a difference in opinion of the observed and observer.
- Peer relations may suffer
- There may be a possible bias due to the observer's preference for their own teaching methods.

## **12. Challenge to Lecturers' autonomy**

- Recent studies have identified that aversion to being monitored leads to a reluctance to participate in peer observation (Peel, 2005; Adshead, 2006)
- In addition, lecturing has been identified as a largely autonomous profession (Jarzabkowski & Bone, 1998), and any kind of peer review can increase this fear and suspicion (Shortland, 2004).

The reason for conducting the observation is important. The introduction of managerially owned QA driven observation will invariably result in suspicion, mistrust, and resistance, and this leads to great resistance and defensiveness (Gosling, 2000).

## 3. The UCD Model of Peer Observation

UCD Teaching and Learning has designed a five-stage peer-observation of teaching process which can be used as a development tool for reflective practice. The key elements of this model are outlined below and the full process is described in the figure on the following page..

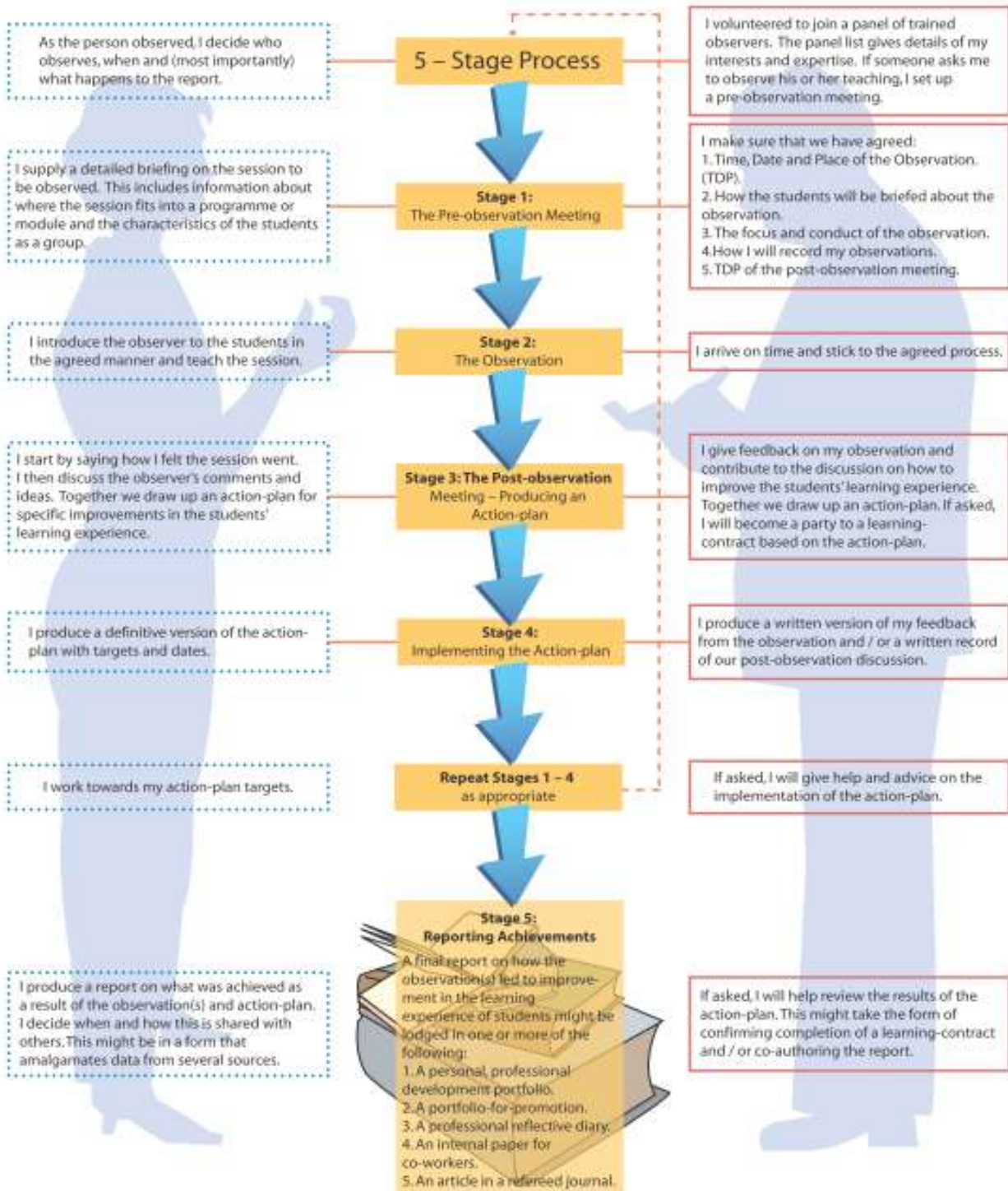
Pre-Observation Meeting	Post-Observation	Feedback Meeting
The person to be observed indicates they would to gain from the observation	The observer acts in an unobtrusive manner	Conducted in private and comfortable settings with sufficient time allocated.
The observed briefs the observer on the intentions of the session and the chosen teaching strategy	The observer observes both teacher and learners (is aware of the context of the class/the learning)	The observed should give their appraisal of the session first.
The observed supplies a lesson plan and copies of resources to be used	The observer discusses their observation notes. This <u>isn't</u> judgemental or summative	The observer gives feedback, drawing on the evidence they gathered
Both parties agree a recording system and an action plan structure	Observer makes comments on and records specific incidents that seem important	The observer leads a discussion on what can be learned from the observations and encourages the observed to identify issues for an action plan

*Key features of the first three stages of the UCD model of peer observation*

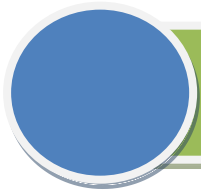


## Genuine Peer - Observation of Teaching

Project: to develop a peer-observation system that is genuinely an interaction between equals and will demonstrably lead to improvements in the learning experience of students.



## 4. Conducting peer observation using the UCD model



### Preparing for the Observation Session

The planning stage of the observation is one of the most important, and similarly most overlooked, aspects of the process. Poor planning will lead to confusion and misunderstanding, a lack of focus, and potential breakdown in communication and relationships.

#### Establish key principles

Before the pre-observation meeting occurs between the observed and the observer, care should be taken to ensure that all parties involved are appropriately trained and aware of key issues and principles that may adversely impact on the effectiveness or smooth-running of the observation process. These include:

- Clarifying the role and responsibilities of the observer and the observed
- Ensuring issues of confidentiality and control have been addressed and resolved to the satisfaction of the participants
- Emphasising the purpose of the process
- Identifying, discussing, and agreeing on the controversial issues identified earlier

#### Roles of Observed & Observer in Preparing for the Observation

Observer	Observed
Set up pre-observation meeting if requested/selected by observer	Decide who observes & what happens to the report

## 1

## Pre-Observation Meeting

The initial pre-observation meeting is essential to the success of the process. If you cannot physically meet beforehand, there should at least be an exchange via e-mail or telephone conversation. It's important to use this meeting to develop a sense of trust and to resolve any anxieties or concerns before the observation begins.

This meeting should also be used to clarify the roles and responsibilities of the observer and the observed. It's important to establish these parameters at this stage to avoid confusion or difficulties during the observation, or as part of the post-observation meeting/action plan production

### Topics the meeting should include

During the course of the meeting the following issues should be discussed & resolved:

- Necessary admin details – the where & when etc.
- The location of the observer in the classroom
- How their presence will be explained to the students
- The level of activity
- The teaching approach being observed, learning outcomes, anticipated student activities, time plan for session (a lesson plan may contain all of this information)
- The context of the class (how it fits into the curriculum/programme of study)
- How the observation is to be conducted (time of arrival and departure, focus of the observation, seating location, specific ways data will be collected, any special requests on behalf of either party)
- Identification of any particular areas of concern or areas /aspects to focus on
- How students will be involved or incorporated into the observation
- How data will be recorded (note taking, video/audio recording etc)

### Preparing the Students

It can be disconcerting for students to have someone else attend the class without warning. It is, therefore, sensible and proper for you to explain to them, in advance:

- that a colleague will be attending the class
- who that colleague is and their status in the institution
- that he or she will be there to help you with your teaching
- that he or she will play no part in the class proceedings (unless a participative observation strategy is agreed)

- that he or she will be “evaluating” the teacher not the students

## Evaluation component of the session

It should be firmly established (again!) that the observer is not there to assess your teaching. They have been asked to provide feedback to enable you to assess your own teaching. It is not about making summative judgements about teaching quality. Any outcomes of observations, whether spoken or written, are confidential between pairs of participants, unless both agree to make some or all of the outcomes public.

## Roles of Observed & Observer in the Pre-Observation Meeting

Observer	Observed
Confirm the following: <ul style="list-style-type: none"><li>- Time, date, &amp; place of observation</li><li>- How the students will be briefed</li><li>- Focus and conduct of study</li><li>- How observations will be recorded</li><li>- Post-observation meeting details</li></ul>	Supply a detailed briefing on session to be observed  Include info on how the session fits into programme & characteristics of students

## 2

## The Observation

Although criteria vary from session to session (depending on focus and purpose etc), some common features exist across almost all learning situations and these can be used to provide feedback.

### 1. Openings and closings

Focuses on whether sessions have a clear introduction indicating the aims and learning outcomes of the session and time plan; conclusion or summing-up; summary of learning outcomes achieved and setting of work/reading for students to complete their study time.

### 2. Planning and organisation

Does the class begin and end on time; planned activities occur within the time allowed; is there evidence of planning of student learning; does the tutor address the learning outcomes that students are expected to achieve; are these related to



the overall aims and objectives of the unit/course; and these outcomes are communicated to the students.

3. **Methods/approach**

Are approaches to organising and stimulating student learning suitable to achieving the learning objectives set; methods adopted justifiable in comparison with alternative approaches which may be taken; approach ensure adequate planned student participation.

4. **Delivery and Pace**

In a tutor led session: is the pace and delivery appropriate for the students present; sufficient time given to explain key concepts. In student led activities: are explanations to students of activities well paced; sufficient time allowed for student activities.

5. **Content**

Does the tutor demonstrate a good command of the subject being taught; is the content appropriate to the level being taught, up-to-date and accurate; can the tutor respond to students' questions; is the class intellectually stimulating

6. **Student Participation**

Do students have opportunities to participate in the learning process in an active way that promotes their understanding; do they have opportunities to ask questions

7. **Use of appropriate learning resources**

Are learning resources carried, interesting and appropriate

8. **Use of accommodation and equipment**

Is the accommodation and equipment well utilised; is the room suitable for the type of learning activity being undertaken; are seating arrangements are effective

9. **Overall style and ambience**

Can the tutor can be heard and understood clearly; does the tutor communicate an enthusiasm for the subject; are explanations given at the appropriate level in clear language; is student diversity respected; is there a good rapport with students

10. **Acknowledgement of students special needs**

Where students have special needs or disabilities are these taken into account

## Roles of Observed & Observer in the Observation

Observer	Observed	Student
<p>In addition to the role clarified with the observed the observer should:</p> <ul style="list-style-type: none"> <li>- Be discreet and diplomatic</li> <li>- Be located in an unobtrusive position</li> <li>- Take notes when necessary which relate to teaching and learning, not about the actual subject matter</li> <li>- Observe the methodologies employed, responses and interactive processes used, the ability of the tutor to effectively achieve their aims, and the areas of successful and less-successful achievement in the session</li> <li>- Share in a reflective feedback process with the tutor at the end of the session</li> </ul>	<p>Prepare the students for the presence of the observer</p> <p>Teach the students as normal, ignoring the presence of the observer</p> <p>Begin the class with the observer present</p>	<p>Students have to be informed about the observation in advance and should be aware:</p> <ul style="list-style-type: none"> <li>- That the purpose of the observation is to assist in the development of professional skills and the focus of the observation will be the work of the tutor</li> <li>- That the observer will not participate in the session</li> <li>- That they are not being assessed or evaluated in any way</li> </ul>

### 3a

## Post-Observation Meeting

In addition to a brief feedback session following the class (if possible), a post-observation meeting should be held, ideally within one week of the session. This meeting will involve the observer providing confidential feedback to the observed in a sensitive and constructive manner. The nature and format of this feedback depend on the parameters agreed by both parties at the outset of the process. Any information imparted at this meeting should be done respectfully, sensitively and constructively.



## Structure of the meeting

The structure and content of the meeting is illustrated below.

The meeting should begin with the observer asking how the teaching experience was for the observed lecturer, and how well the observed lecturer felt that they met their objectives. Sample starter prompting questions include:

- How do you think the session went?
- Did it go as you intended?
- What were the strong points?
- What were the weaker points?
- What would you do differently?



The observer should then outline and explain his observations, drawing on concrete example when necessary.

Based on this, the observer should identify what they observed the teacher to have done successfully, as well as those components which were less successful or where there were difficulties



The observed responds to the comments of the observer. There should be a joint exploration of areas of improvement, and ideas about skills, areas, or techniques that the observed may wish to develop.



The meeting also provides the observer with an opportunity to discuss aspects which they may take from their experience with the observed.

*Figure 5: Steps in the Post-Observation Meeting*

## Feedback

Receiving feedback can be a nerve-wracking experience. It's suggested, therefore, that feedback should be:

- As immediate as possible
- Delivered as informally as possible
- Kept to the areas you were asked to comment on

It has been established at this stage that the observer is **not** being asked to assess teaching competence. Despite this, the observed lecturer may want to know what judgements the observer made about the observed session. The extent of the evaluative judgements you are willing to provide should have been discussed and agreed upon in the initial pre-observation meetings.

Where judgmental comments are made, keep in mind the subjectivity of the task you have been involved in. Therefore, it's suggested that phrases such as "*It seemed to me ...*" or "*I felt that ...*" are more appropriate than "*This was bad ...*" or "*You didn't succeed in ...*". Because of the importance of feedback in the observation process (since it is the feedback that encourages and enables the observed lecturer to identify and develop weaker elements of their teaching), some tips on giving and receiving feedback are presented in the table below.

## Giving feedback

The impulsive response when providing feedback is to either report what you would've done in a similar situation, or highlight the weaknesses at the expense of the strengths. Neither is constructive or helpful.

Steps that can be taken to provide constructive, useful feedback include:

- Confidence building (e.g., comment on some positive aspect of the session)
- Limiting comments to aspects the lecturer can control or develop
- Being specific in identifying problem areas - vague generalisations are of little help
- Displaying sensitivity to the goals of your colleague
- Making a concerted effort not to be judgemental
- Balancing the proportion of positive and negative feedback - too much of either isn't constructive and is unlikely to lead to a change for the better
- Being prompt, since delay reduces impact

## Receiving feedback

Natural, opposing responses to receiving feedback are either to accept whatever you're told as fact and follow all advice without question, or ignore everything. Neither will lead to successful developments or a trusting, respectful relationship.

To gain the most from feedback, the receiver should:

- Be prepared to consider comments which may challenge your own perceptions.
- Have established from the outset exactly what you want your feedback to include
- Be aware of how you're receiving the info, both intellectually and emotionally
- listen to what is being said rather than trying to explain or justify yourself
- Be clear about what your colleague is saying and about the points they are trying to make
- 

### *Giving and receiving feedback*

3b

## Producing an Action Plan

After particular issues have been identified one action may be produce an action plan or learning contract. This may involve a verbal or written agreement based on an issue identified through the observation that details how a particular activity will be undertaken in order to achieve specified learning goals, and what will be produced as evidence that the goals were met.

The role of the observer in this process is to help the observed party identify issues and to develop an action-plan with specific targets. Examples include:

- trying out new approaches to teaching
- practising specific teaching techniques with a view to improving personal mastery
- investigating what research says about particular teaching strategies or techniques, applying this knowledge in the classroom and evaluating the results
- producing new or improving existing learning materials
- developing new curriculum content or processes
- trying out new ways of assessing learning

It is important that the targets set are manageable within the time-frame.

## Roles of Observed & Observer in the Post-Observation Meeting & Planning

Observer	Observed
Encourage reflection on the session	Start by commenting on how you felt session went. Be reflective
Identify issues to be addressed	Discuss observer's comments & ideas. Be open to constructive comments
Provide structured and constructive feedback	Draw up an action plan for specific improvements in students' learning experience with observer
Contribute to discussion on how to improve students' learning experience	Agree on action plan/learning contract
Help draw up action plan	

## 4

## Implementing the Action Plan

While participating in the observation is an important step, the activities that result from it are arguably more important. Without benefiting from the observations made, or implementing some aspect, the process becomes a pointless paper exercise.

## 5

## Reporting Achievements

This stage involves the production of some type of report on how the observation led to improvement in the observed party's teaching and the learning experience of students. In this module this will relate to Assignment 2, and will include reflections on strengths and weaknesses, and suggestions for changes or improvements to some aspect of your teaching.

### 5. Sample Forms

This section includes sample forms that may be used for the peer observation. These may be developed or personalised as required.

#### 1. Pre-Observation Meeting

Person to be Observed:	Observer:
Date and Time of Observation:	Location of Observation:
Type and number of students:	
Focus of observation:	
How the observation data will be recorded:	
Where the observer will sit, time for observation start and finish:	

## 2. Observation Session

Observer: \_\_\_\_\_ Class: \_\_\_\_\_

Observed: \_\_\_\_\_ Date: \_\_\_\_\_

First impressions made by the lecture	
How were the intended outcomes made clear to students at the beginning of the lecture?	
How was this particularly put into context regarding previous & forthcoming lectures?	
How was the general tone & style of the presentation?	
How were visual aids used to enhance students' learning?	
To what extent were students kept actively learning during the lecture?	
How was intended evidence of achievement of intended learning outcomes clarified to student during lecture?	
How were links made between the content of the lecture and links to the way this would be assessed?	
What were students doing with any handout materials used during the lecture?	

How were students' questions invited and handled during the lecture?	
How was body language used to enhance communication at the lecture?	
Comments on tone of voice, clarity of diction, audibility and so on	
What were students doing during the lecture?	
How well was use made of the available space as a learning environment?	
How were learning outcomes revisited towards the end of the lecture?	
Any further comments about the close of the lecture?	
Specific areas asked to focus on?	

## 3. Post-Observation Meeting

Name of person observed:

Date of observation:

Commentary / narrative on the processes of the session:

(You might like to pick out points for discussion during the feedback session.)

Any other comments that you think the person being observed might find useful:

Name of person conducting observation:



## 4. Observed - Self Reflection (post observation)

Name of person observer:	Date of observation:
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What did I do well during the tutorial?
What could I have done better?
What were the biggest challenges in that class?
What will I resolve to do differently in my next tutorial/next time I tutor this topic?
What I gained from my colleague's feedback (comments on feedback from observer):
What will I apply to my own teaching (action(s) to be taken)?

## 5. Observer - Self Reflection (post observation)

Name of person observed:

Date of observation:

What I learned from observing my colleague:

Comments on tutor's feedback regarding my feedback:

What will I apply to my own teaching (action(s) to be taken)?

Reflection on action(s) taken (any other comments on the exercise):

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