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USJ/FHSS/QAC/006 – Version 2

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**Peer Observation of Teaching Protocol**

**Quality Assurance Cell**

**Faculty of Humanities and Social Sciences**

**University of Sri Jayewardenepura**

 Department of

Date:

**Instructions to Peer Reviewer**

Bring a copy of this form to the observation meeting. Please submit your typed and signed report no later than two weeks after the peer review is completed.

***Peer Reviewer details:***

|  |  |
| --- | --- |
| Reviewer’s name |  |
| Reviewer’s Faculty/Department |  |
| Reviewer from same Faculty☐*or*Reviewer not from same Faculty☐ | Discipline expert ☐*or*Learning and teaching expert ☐ |

***To be completed during the pre-observation:***

|  |  |
| --- | --- |
| Reviewee’s name |  |
| Department |  |
| Course code and name |  |
| Year level |  |
| Type of session: face-to-face/online(e.g. lecture/tutorial/lab/workshop)  |  |
| Number of students enrolled in Course unit |  |
| Date and time of session |  |
| Length of session |  |
| Part of session observed |  |
| Dimensions chosen for peer review (minimum of six) |  |

***To be completed after the peer observation:***

|  |  |
| --- | --- |
| Number of students in the session |  |
| Comments if an optional post-observation meeting took place |  |
| Date peer review report signed and submitted |  |

1. **Highly Satisfied 2. Satisfied 3. Somewhat Satisfied 4. Dissatisfied 5. Highly Dissatisfied**

|  |  |
| --- | --- |
|  | **Dimension of Learning and Teaching Activities** |
| **1** | **Students are actively engaged in learning** | **1** | **2** | **3** | **4** | **5** |
| Encouraging students to express views, ask and answer questions, and allow time and opportunity for this to occur |  |  |  |  |  |
| Using questioning skills which encourage student engagement |  |  |  |  |  |
| Providing immediate and constructive feedback where appropriate |  |  |  |  |  |
| Fostering a supportive, non-threatening teaching / learning environment |  |  |  |  |  |
| **2** | **Students prior knowledge and experience is built upon**  | **1** | **2** | **3** | **4** | **5** |
| Being fully aware of and/or determining students’ prior knowledge and understanding |  |  |  |  |  |
| Building on students’ current knowledge and understanding, and taking them conceptually beyond this level |  |  |  |  |  |
| Where appropriate, using and building upon student contributions and preparation |  |  |  |  |  |
| **3** | **Teaching caters for student diversity** | **1** | **2** | **3** | **4** | **5** |
| Demonstrating an appreciation of the different levels of knowledge and understanding in a group |  |  |  |  |  |
| Fostering students’ responsibility for their own learning, encouraging them towards being self-directed learners |  |  |  |  |  |
| Exercising balance between challenging and supporting students |  |  |  |  |  |
| Using appropriate strategies for different needs, balancing discursive interactive strategies with those that are more didactic  |  |  |  |  |  |
| Recognizing, at times, the need for teacher-directed strategies such as explaining, and being able to implement these effectively |  |  |  |  |  |
| Providing examples or opportunities for discussion that cater for cultural diversity |  |  |  |  |  |
| 4 | **Students are encouraged to develop/expand their conceptual understanding** | **1** | **2** | **3** | **4** | **5** |
| Helping students bridge the gap between their current conceptual understanding and the next “level” |  |  |  |  |  |
| Encouraging students to become self- directed learners by using the “lecture”/presentation as the stimulus for individual study/learning |  |  |  |  |  |
| Challenging students intellectually eg by extending them with question/answer/discussion components where students’ conclusions must be justified to the teacher and peers.  |  |  |  |  |  |
| Encouraging students to internalize or “construct “ their individual conceptual understanding (ultimately the learner must be responsible for his/her own learning) |  |  |  |  |  |
| Encouraging deep (intrinsic) rather than surface (extrinsic) approaches to learning |  |  |  |  |  |
| Clearly demonstrating a thorough command of the subject matter |  |  |  |  |  |
| 5 | **Students are aware of key learning outcomes** | **1** | **2** | **3** | **4** | **5** |
| Focusing on learning outcomes at key points in the presentation |  |  |  |  |  |
| Ensuring a synthesis of key learning outcomes is emphasized towards the conclusion of the session so that individual student follow-up work is well focused |  |  |  |  |  |
| Encouraging each student to accept responsibility for learning issues to follow-up and consolidate |  |  |  |  |  |
| Ensuring students are aware of the link between key learning outcomes and assessment (formative and summative), as appropriate |  |  |  |  |  |
| 6 | **Actively uses links between research and teaching** | **1** | **2** | **3** | **4** | **5** |
| Emphasizing, where appropriate, links between research outcomes and learning |  |  |  |  |  |
| Using research links appropriately, given the level of student conceptual development |  |  |  |  |  |
| Raising students' awareness of what constitutes research |  |  |  |  |  |
| 7 | **Uses education resources and techniques appropriately** | **1** | **2** | **3** | **4** | **5** |
| Using IT techniques effectively, eg PowerPoint or multimedia presentations of a professional standard |  |  |  |  |  |
| Supplying resources, materials and literature to support student learning |  |  |  |  |  |
| Using available classroom resources to support student learning effectively |  |  |  |  |  |
| 8 | **Presents material logically** | **1** | **2** | **3** | **4** | **5** |
| Providing an early brief structural overview of the session |  |  |  |  |  |
| Developing this structure in a coherent manner, ensuring students are constantly aware of the development of the session |  |  |  |  |  |
| Establishing closure, aiming at helping students draw together and understand major issues and identify individual learning needs and short-comings |  |  |  |  |  |
| 9 | **Seeks feedback on students’ understanding and acts on this accordingly** | **1** | **2** | **3** | **4** | **5** |
| Seeking feedback progressively during the session eg through constant observation of interest level and engagement and by using specific questions to test understanding |  |  |  |  |  |
| Modifying the presentation to accommodate feedback messages |  |  |  |  |  |
| Seeking feedback towards the conclusion of the session to assist student to determine individual work to be consolidated |  |  |  |  |  |