

Peer Observation Form for Formative (Professional Development) Purposes

Instructor: _____

Course: _____

Faculty Observer: _____

Observation Date: _____

Complete this form during the class observation. Assume a student perspective rather than content expert. Be as specific and objective as you can.

Context / Background Information: Describe the context for the class.

Examples: Seminar, interactive lecture, discussion-based course; lower-level course, non-majors, fulfills requirement

Aspects of Teaching	Observation Notes (note what you observe)
<p>Goals for Student Learning From a student's perspective, what did you learn and/or experience as a result of this class session?</p>	
<p>Teaching Approach(es) Comment on the presentation of the course material and how the teaching method(s) supported student learning. <u>Examples:</u> Organization, presentation, use of examples, use of technology, variety of instructional activities, use of class time, pacing of material, sequencing of material, sequencing of class activities</p>	
<p>Instructor/Student Interaction Comment on student engagement and interaction and its support of student learning; i.e., how does the level of interaction support student learning? <u>Examples:</u> Opportunities for questions and interaction among students, answers to questions, comprehension checks, level of student engagement, facilitation of discussion, respect, relating to students.</p>	
<p>Feedback/Assessment Comment on how the faculty provides feedback to students, gauges students' comprehension, assesses what the students are learning.</p>	

General Observations When did the students seem particularly engaged? What worked well from your perspective? Why? What could have been improved? Why? How could these improvements be made (consider long- term vs. short-term possibilities)?	
Post-Observation Discussion	

Note. The instrument attempts to capture what actually occurs in the class during the observation without presupposing any particular instructional approach. The narrative allows for a more holistic and contextual description.

Developed by Gabriele Bauer, Director, Villanova Institute for Teaching and Learning (VITAL) based on Chism, N. (1999). *Peer review of teaching*. Bolton, MA: Anker Publishing and instruments developed at University of Maryland, College Park, UNC-Charlotte, and University of Minnesota.

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