

MBS Peer Teaching Observation Form

Instructor:

Peer Observer:

Rank and Title:

Rank and Title:

Course Name and Number:

Date(s) of Observation:

Class Description

Describe the class you observed. State whether the course is face to face, hybrid or fully online. Include the student population served, the size and setting of the class, and where this class fits in the students' program of study.

BEFORE CLASS OBSERVATION: Request access to the syllabus, class first-day handouts, current or previous year exams, and if applicable prerecorded video lectures. This can usually be done by having the instructor add you as an observer to the Canvas site. Comment on the items in the “Course Materials” section.

Course Materials

1.1 Syllabus. The syllabus included information on course goals and learning objectives, grading, exam policies, schedule of topics, method and frequency of faculty to student communication, method and frequency of student to student communication, explanation of how students should navigate the course, estimate of time spent on various assigned tasks, and other essential information.

Evidence:

1.2 Course objective. The course objectives and learning goals are clear and consistent with students' background and preparation.

Evidence:

1.3 Formal Assessment. Formal assessments in the class are consistent with instructional objectives (homework, lab sheets, tests, quizzes, summary papers, etc.). Questions assessed depth of knowledge and critical thinking, rather than memorization.

Evidence:

1.4 Learning Assets. Learning assets are consistent with the learning objectives. Learning assets include supplemental sources (textbook, primary literature, websites), lecture video (self-authored, curated from other sources), and associated formative assessments (in-class response system for questions/polls, in-class work) .

Evidence:

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CLASS OBSERVATION: During the class observation, comment on the items in the following sections. This may also be completed after the observation based on observational notes taken during the class.

Environment, Structure, and Implementation

2.1 Synchronous Instruction. The instructor's activities were well organized, were structured, and made good use of time. If applicable, instruction complemented asynchronous learning modules.

Evidence:

2.2 Asynchronous Instruction. If applicable, learning modules are organized, directly aligned with in-class instruction and efficiently communicate information.

Evidence:

2.3 Engagement. The instructor employed active learning strategies appropriate for the size and structure of the class. Students were on task throughout the class and engaged in learning. During synchronous instruction instructor offers opportunities for interaction and communication (student to instructor, student to student). For asynchronous instruction instructor offers opportunities for students to check for understanding and provides a forum for asking questions outside of regularly scheduled meetings (student to instructor, student to student.)
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Evidence:

2.4 Informal Assessment. The instructor took advantage of opportunities to gauge student understanding (synchronous: asking questions, classroom response system, quizzes, etc. asynchronous: embedding questions in lecture video, providing short online quizzes, requiring regular participation in discussion forums, etc).
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Evidence:

2.5 Inclusivity. The instructor demonstrated awareness of diversity and a range of student experiences and learning styles by creating course content that is respectful of differences in gender, sexual orientation, citizenship, religion, disability, learning styles, and racial diversity. Examples include, but are not limited to: providing content in a variety of formats such as providing captioned audio or captioned video recordings of lecture material; asking for student feedback in a variety of ways such as using a classroom response system so all students can answer questions; posting instructor and student notes to support a range of attention deficit and native language issues; organizing material into smaller chunks with clearly articulated learning outcomes and practice assessments for students with less rigorous learning backgrounds and first generation college students; helping students organize outside of class study groups to help integrate students in the minority; including gender pronouns on all communication and communicating using a welcoming tone.

Evidence:

2.6 Resources. Resources selected for the class (e.g. demos, PowerPoints) enhanced the instruction.
Evidence:

Content, Significance, and Connections

3.1 Content. The instructor chose content that was appropriate and in alignment with stated learning objectives.
Evidence:
3.2 Accuracy. Instructor written content information was accurate.
Evidence:
3.3 Depth. The instructor delivered content and answered questions in a way that was consistent with deep knowledge of the subject.
Evidence:
3.4 Significance and Connections. The instructor made the significance of the material explicit by drawing appropriate connections to other areas of learning or to other disciplines, or by bringing up the topic's role in history, current events, or applications.
Evidence:

Summary and other comments:

Comments after meeting with the instructor following the observation and discussing the class that was observed:

Signature (Observer)

Signature (Instructor)