# Formative Peer Observation Record: Discussion-based Tutorial

**Staff member whose teaching is being evaluated: Activity:**

**Evaluator: Date:**

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| --- | --- | --- |
| Please list 2-4 mutually identified criteria. The following are suggested criteria. | Aspects done well | Areas where reflection may be warranted |
| How is the collective knowledge and experience of the group of students harnessed to improve the learning for all? |  |  |
| How are students included or inadvertently excluded from the interaction. What strategies are used to encourage inclusion of all participants. |  |  |
| How are different learning needs and styles accommodated in the group.  |  |  |
| Other criterion: |  |  |
| Other observations / notes:  |
| What might the person being evaluated do now as a result of feedback? |

Please refer to these expanded criteria when completing the above table. These are indicative teaching strategies for demonstrating the criteria.

**Dimension 1: Students are actively engaged in learning**

Indicative teaching strategies for demonstrating this dimension may include:

* fostering a supportive, non-threatening teaching/learning environment
* 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
* demonstrating enthusiasm for teaching and learning
* (for smaller groups) fostering extensive interaction
* (for very large groups) presenting in such a manner as to achieve maximum engagement

**Dimension 2: Students' prior knowledge and experience is built upon**

Indicative teaching strategies for demonstrating this dimension may include:

* 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

**Dimension 3: Teaching caters for student diversity**

Indicative teaching strategies for demonstrating this dimension may include:

* demonstrating an appreciation of the different levels of knowledge and understanding in a group
* addressing, as appropriate, different learning needs and styles within the group
* focussing on building confidence, enthusiasm and intrinsic motivation
* fostering students' responsibility for their own learning, encouraging them towards being self-directed learners, (as distinct from teacher-directed learners)
* using appropriate strategies for different needs, balancing discursive interactive strategies with those that are more didactic (where simple transmission of knowledge is needed)
* recognising, at times, the need for teacher-directed strategies such as explaining, and being able to implement these effectively
* exercising balance between challenging and supporting students
* designing activities/tasks that allow students of differing abilities to participate/engage and demonstrate/enhance their learning
* providing examples or opportunities for discussion that cater for cultural diversity

**Dimension 4: Students are aware of key learning outcomes**

Indicative teaching strategies for demonstrating this dimension may include:

* ensuring students are progressively aware of key learning outcomes
* focussing on learning outcomes at key points in the presentation
* ensuring a synthesis of key learning outcomes is emphasised towards the conclusion of the session so that individual student follow-up work is well focussed
* 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

**Dimension 5: Students are encouraged to develop/expand their conceptual understanding**

Indicative teaching strategies for demonstrating this dimension may include:

* helping students bridge the gap between their current conceptual understanding and the next "level"
* helping students become aware of what the next levels are
* encouraging students to become self- directed learners by using the "lecture"/presentation as the stimulus for individual study/learning
* challenging students intellectually e.g. by extending them with question/answer/discussion components where students' conclusions must be justified to the teacher and peers. This usually involves questions such as "What do you think is going on"; "Why"; "What if…?" etc
* encouraging students to internalise 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
* working cooperatively with students to help them enhance understanding
* clearly demonstrating a thorough command of the subject matter

**Dimension 6: Actively uses links between research and teaching**

Indicative teaching strategies for demonstrating this dimension may include:

* emphasising, 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

**Dimension 7: Uses educational resources and techniques appropriately**

Indicative teaching strategies for demonstrating this dimension may include:

* using IT techniques effectively, e.g. PowerPoint or multimedia presentations of a professional standard
* using, as appropriate, a balance of IT and other strategies
* using available classroom resources to support student learning effectively
* supplying resources, materials and literature to support student learning
* using specific educational strategies and techniques in the design and delivery of teaching sessions, to achieve key objectives

**Dimension 8: Presents material logically**

Indicative teaching strategies for demonstrating this dimension may include:

* 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
* providing time for reviewing at key stages, including closure
* establishing closure, aiming at helping students draw together and understand major issues and identify individual learning needs and short-comings

**Dimension 9: Seeks feedback on students' understanding and acts on this accordingly**

Indicative teaching strategies for demonstrating this dimension may include

* seeking feedback progressively during the session e.g. 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