Peer Support of teaching feedback template

## Pre-observation / conversation information – completed by the person being supported

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| **Name of the person being supported** | **Date** |
| **Name of supporter / observer** | **Location / Location of session / materials** (e.g. Blackboard, Teams etc) |
| **Module code** | **Start time** (if applicable)  **Finish time** (if applicable) |
| **Type of session** (e.g. lecture, seminar, practical, recorded lecture, live online session, etc.) | **Number of students** |
| **Type of support provided:** Conversation about Activities and Materials / Observation of Online Class (delete as appropriate) | |
| **Topics covered:** | |
| **What learning outcomes and aims do you hope to achieve for students in this session / activity?** | |
| **What teaching techniques will you use during this session / activity ?** | |
| **What areas would you like to receive advice and feedback on?** | |

## Conversation about Online Activities and Materials – completed by supporter

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| **Design and implementation of online activities and materials** (If desired, you may make detailed notes on a separate piece of paper and write just the highlights here.) |
| **Presentation of Learning Environment** (e.g. How well is it organised? Is it easy to find materials? Are they well presented? Are instructions clear to students? Does the design of the activities make it easy for students to locate their activities and take part in their learning?) |
| **Student engagement and support** (e.g. How are the students encouraged to engage with learning activities? How are students supported in their learning online?) |
| **Suggestions and areas for future focus** |
| **Strongest aspects of this teaching session** |
| **Areas of good practice to share with colleagues** |

## Observation form / Observation of Online Class form – completed by observer

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| **Structure of session** (Indicate the time point when the activity changed or an event occurred. If desired, you may make detailed notes on a separate piece of paper and write just the highlights here.) |
| **Clarity of presentation** (e.g. Could students read the PowerPoint easily? Could students hear the lecturer’s voice clearly? Did the lecturer give clear explanations of difficult concepts? Etc.) |
| **Student response** (e.g. How interactive was the session? How did students respond to the learning activities and/or lecture? Did the lecturer make adjustments based on the students’ responses? Roughly, how many students engaged actively in the teaching session? Etc.) |
| **Blackboard course** (Look at the module in Blackboard. How well is it organised? Is it easy to find materials? Are they well presented? Etc.) |
| **Suggestions and areas for future focus** |
| **Strongest aspects of this teaching session** |
| **Areas of good practice to share with colleagues** |

**Post-observation / support reflections – completed by person being supported**

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| **Which aspects of the support /observation did you find most useful?** | |
| **What changes will you make to your teaching in future?** | |
| **Person being supported name and date** | **Supporter name and date** |

UK PSF Checklist

The UK Professional Standards Framework for teaching and supporting learning in higher education 2011. Please tick the dimensions of the UK PSF that were evidence in this teaching session.

# Areas of Activity

* A1 Design and plan learning activities and/or programmes of study
* A2 Teach and/or support learning
* A3 Assess and give feedback to learners
* A4 Develop effective learning environments and approaches to student support and guidance
* A5 Engage in continuing professional development in subjects/disciplines and their pedagogy, incorporating research, scholarship and the evaluation of professional practices

# Core Knowledge

* K1 The subject material
* K2 Appropriate methods for teaching, learning and assessing in the subject area and at the level of the academic programme
* K3 How students learn, both generally and within their subject/disciplinary area(s)
* K4 The use and value of appropriate learning technologies
* K5 Methods for evaluating the effectiveness of teaching
* K6 The implications of quality assurance and quality enhancement for academic and professional practice with a particular focus on teaching

# Professional Values

* V1 Respect individual learners and diverse learning communities
* V2 Promote participation in higher education and equality of opportunity for learners
* V3 Use evidence-informed approaches and the outcomes from research, scholarship and continuing professional development
* V4 Acknowledge the wider context in which higher education operates recognising the implications for professional practice