**SCHOOL OF LANGUAGES AND SOCIAL SCIENCES**

**PEER OBSERVATION PROCESS**

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| --- | --- |
| Principle | How the scheme achieves it |
| Is demonstrably developmental in nature – for the observee and the observer | Teaching staff are asked to conduct one peer observation per year, and to be observed once. The Learning and Teaching Enhancers in each Academic Subject Group are responsible for monitoring that peer observation takes place.  The L and T Enhancers and the AD for Learning and Teaching are responsible for providing any necessary support to colleagues. |
| Is collegial in nature | The Peer Observation process is understood as a reflective exercise which encourages the expertise within the School to be shared.  Observers are encouraged to note examples of best practice; the L and T Enhancers will collect these examples of best practice at the end of each TP and pass them to the AD for Learning and Teaching, so that these could be replicated in other areas if appropriate. |
| Allows for and supports peer dialogue | Observer and observee will complete the form and agree on any necessary actions, and items of best practice. LSS Learning and Teaching Committee has an overview of the whole process, and will be responsible for the discussion and dissemination of any relevant actions and themes. |
| Articulates with the PDR process, even if only to verify it has occurred | PDR will note that peer observation has taken place. It is not the aim to be process to be used as a performance tool. |

## Apprendix 1 PIR Peer Observation: Report Form

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| --- | --- |
| Name and position of Person Observed: |  |
| Name and position of Observer: |  |
| Date of Observation: |  |
| Module: |  |
| Mode (e.g. lecture, seminar etc): |  |

|  |  |
| --- | --- |
| Spatial Issues | |
| Appropriateness of Room Layout: |  |
| Appropriate Use of Room Facilities: |  |

|  |  |  |
| --- | --- | --- |
| Teaching issues | | |
|  |  |
| Clear structure of session |  |
| Clarity of explanation to students |  |
| Clarity of aims |  |
| Matching of mode of delivery to class objectives |  |
| Appropriate use of AV, electronic resources etc. Panopto used? |  |
| Reading list checked? |  |
| Module Outline checked? |  |

|  |
| --- |
| Further Remarks, suggestions etc., for feedback |
|  |

|  |  |
| --- | --- |
|  |  |
| Signature of Observer: |  |
| Signature of Observee: |  |
| Date: |  |

**Apppendix 2: ENGLISH LANGUAGE**

**Peer Observation of Learning and Teaching Observation Form (A)**

**Name of Observer: Date:**

**Class:**

**Part 1**

Please give brief details of what you have learnt from the observation:

**Part 2**

Please indicate how what you have learnt might be implemented in your own teaching:

**Part 3**

Please indicate any further action you intend to take e.g. reading, staff development, further observation:

**Part 4**

Please indicate examples of learning and teaching practice that you would like to share with colleagues:

**Peer Observation of Learning and Teaching Observation Form (B)**

**Name of observed: Date:**

**Class:**

Part 1

Please indicate features of the class which you felt were successful (with reasons, if appropriate):

Part 2

Please indicate features of the class which you felt were not successful (with reasons, if appropriate:

Part 3

Please indicate any further action you intend to take e.g. further reading, staff development, observation of peers:

**Appendix 3: LANGUAGES AND TRANSLATION STUDIES**

**Peer Observation Form**

Peer observation aims to provide insights into good practice in learning and teaching for the practitioner being observed and the observer. A teaching observation should enable both parties to reflect on their teaching, and feedback should be constructive.

How the form works: (1) The Observed fills in sections A and B and forwards the information to the Observer ideally 2 days before the observation; (2) Observed/Observer fill in sections C and D separately; (3) Observed/Observer meet to exchange and discuss their impressions; (4) the Observer should fill in section E and send a signed copy to the Observed for their files.

|  |  |
| --- | --- |
| Observed:  [fills in sections A, B and C] | Observer:  [fills in section D and E] |
| Module/course: | Date: |
| Section A  Please describe the type of teaching & learning session planned (e.g. seminar, pair work) | |
| Section B  Please explain the learning objectives for this session (e.g. key skills, practical skills) | |
| Section C  Please reflect on your experience of the session. Did it match your expectations?  The following points can be considered as guidance, but may not all be relevant for this session.  Clarity of aims/objectives; explicit learning outcomes; clarity of presentation; logical order of activities; balance and variety of teacher/student input; time management; focus on key points; link with previous and future learning; student engagement and interaction; suitability of material; learning strategies; use of visual or audio aids; appropriate pace; conveying of enthusiasm; achievement of learning outcomes. [This list is not exhaustive.]  Section D  Please describe your experience of the session. The following points can be considered as guidance, but may not all be relevant for the session observed.  Clarity of aims/objectives; explicit learning outcomes; clarity of presentation; logical order of activities; balance and variety of teacher/student input; time management; focus on key points; link with previous and future learning; student engagement and interaction; suitability of material; learning strategies; use of visual or audio aids; appropriate pace; conveying of enthusiasm; achievement of learning outcomes. [This list is not exhaustive.]  Section E (to be completed once Observed/Observer have met to exchange views)  Please provide some final comments. You may wish to address the following points.  Has the Observed:  Led an effective session which achieved its learning objectives? Provided students with an appropriate and meaningful learning experience? Made good use of relevant resources and/or technologies? Used appropriate learning, teaching or assessment methods? Explained key points where relevant? Encouraged student participation?  Please also identify examples of good practice and possible action points. | |
| We agree that this is a fair record of the teaching session and subsequent discussion:  **Signature of Observer Date**  **Signature of Observed Date** | |

**Apprendix 4: CELCA**

**Peer Observation of Learning and Teaching**

**Observer’s Form**

Name of Observer: Date:

Class:

**Part 1**

Please give details of what you have learnt from the observation:

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**Part 2**

Please indicate how what you have learnt might be implemented in your own teaching:

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| --- |
|  |

**Part 3**

Please indicate any further action you intend to take (if appropriate):

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| --- |
|  |

**Part 4:**

Please indicate examples of learning and teaching practice that you would like to share with colleagues:

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| --- |
|  |

**Peer Observation of Learning and Teaching**

**Observee’s Form**

Name of Observed: Date:

Class:

**Part 1**

Please indicate features of the class which you felt were successful (with reasons, if appropriate):

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|  |

**Part 2**

Please indicate features of the class which you felt could be improved (with reasons, if appropriate):

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**Part 3**

Please indicate any further action you intend to take (if appropriate):

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| --- |
|  |

**Appendix 5: SOCIOLOGY and SOCIAL POLICY**

**Peer Observation of Learning and Teaching Observation Form (A)**

**Name of Observer: Date:**

**Class:**

**Part 1**

Please give brief details of what you have learnt from the observation:

**Part 2**

Please indicate how what you have learnt might be implemented in your own teaching:

**Part 3**

Please indicate any further action you intend to take e.g. reading, staff development, further observation:

**Part 4**

Please indicate examples of learning and teaching practice that you would like to share with colleagues:

**Peer Observation of Learning and Teaching Observation Form (B)**

**Name of observed: Date:**

**Class:**

Part 1

Please indicate features of the class which you felt were successful (with reasons, if appropriate):

Part 2

Please indicate features of the class which you felt were not successful (with reasons, if appropriate:

Part 3

Please indicate any further action you intend to take e.g. further reading, staff development, observation of peers: