



National Institute of Social Development

**National Institute of Social Development
Peer Observation of Teaching
Internal Quality Assurance**

School/ Division/ Department of
Date:

Instructions to Peer Reviewer

Bring a copy of this form to the observation meeting. Please submit your typed and signed report within a week after completing the peer review.

Peer Reviewer details:

Reviewer's name	
Reviewer's School/ division /Department /Faculty	
Reviewer from same school/ division ☐ or Reviewer not from same Faculty ☐ Or Practice Expert /practitioner	Discipline expert ☐ or Learning and teaching expert Practice expert/ practitioner ☐

To be completed during the pre-observation:

Reviewee's name	
School/ Division/ Department	
Course unit code and name	
Programme / Year	
Type of session: face-to-face/online (e.g. lecture/tutorial/ Training/ workshop)	
Number of students enrolled in the Course unit	
Date and time of session	
Length of session	

Part of the session observed	
Dimensions chosen for peer review (minimum of six out of 10)	

To be completed after the peer observation:

Number of students in the session	
Comments if an optional post-observation meeting took place	
Date peer review report signed and submitted	

1. Highly Satisfied 2. Satisfied 3. Somewhat Satisfied 4. Dissatisfied 5. Highly Dissatisfied

Dimension of Learning and Teaching Activities						
1	Students are actively engaged in learning	1	2	3	4	5
	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					
	Fostering a supportive, non-threatening teaching / learning environment					
2	Students prior knowledge and experience is built upon	1	2	3	4	5
	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					
3	Teaching caters for student diversity	1	2	3	4	5
	Demonstrating an appreciation of the different levels of knowledge and understanding in a group					
	Fostering students' responsibility for their own learning, encouraging them towards being self-directed learners					
	Exercising balance between challenging and supporting students					
	Using appropriate strategies for different needs, balancing discursive interactive strategies with those that are more didactic					
	Recognizing, at times, the need for teacher-directed strategies such as explaining, and being able to implement these effectively					

	Providing examples or opportunities for discussion that cater for cultural diversity					
4	Students are encouraged to develop/expand their conceptual understanding	1	2	3	4	5
	Helping students bridge the gap between their current conceptual understanding and the next "level"					
	Encouraging students to become self- directed learners by using the "lecture"/presentation as the stimulus for individual study/learning					
	Challenging students intellectually eg by extending them with question/answer/discussion components where students' conclusions must be justified to the teacher and peers.					
	Encouraging students to internalize 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					
	Clearly demonstrating a thorough command of the subject matter					
5	Students are aware of key learning outcomes	1	2	3	4	5
	Focusing on learning outcomes at key points in the presentation					
	Ensuring a synthesis of key learning outcomes is emphasized towards the conclusion of the session so that individual student follow-up work is well focused					
	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					
6	Actively uses links between research and teaching	1	2	3	4	5
	Emphasizing, 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					
7	Uses education resources and techniques appropriately	1	2	3	4	5
	Using IT techniques effectively. eg PowerPoint or multimedia presentations of a professional standard					
	Supplying resources, materials and literature to support student learning					
	Using available classroom resources to support student learning effectively					

8	Presents material logically	1	2	3	4	5
	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					
	Establishing closure, aiming at helping students draw together and understand major issues and identify individual learning needs and short-comings					
9	Seeks feedback on students' understanding and acts on this accordingly	1	2	3	4	5
	Seeking feedback progressively during the session eg 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 in determining individual work to be consolidated					
10	Integrating theory into practice and reflective practice	1	2	3	4	5
	Connect theory to practice using practice teaching-learning methods					
	Apply a reflective learning approach to connecting to field settings					
	Holistic and reflective teaching and learning contextual knowledge					