

NOTE: This sample shows in yellow how you can use the material from the Pre-Observation Form for the **front section** of the report.

DATE

Peer Teaching Review Report for Olaf Let'ssay.

Olaf requested a teaching consultation with CLear's Academic Development Group in the first semester of 2013. He was interested in an outsider's perspective on how he might build on his teaching strengths. He nominated a one-hour lecture to about [NUMBER] stage [number] students taking [course name] for observation. The topic was 'Working with multiple systems'.

We met for half an hour beforehand to discuss Olaf's objectives for the review of his teaching. He identified that it was important to him to provide a competent, caring and engaging learning environment for his students. He has had considerable teaching success by

- being helpful and responsible when answering the students' queries;
- giving out summary handouts at the beginning of each workshop to enhance students' learning and reviewing processes;
- retaining students' attention by emphasizing on what is important; and
- always linking the knowledge covered to the past exams questions, and
- actively learning how to teach better by starting the Postgraduate Certificate in Academic Practice.

Olaf had also had two previous reviews of his teaching and found them to be very helpful.

The lecture that I observed took place in [ROOM] on [DATE]. It was clear from the outset that Olaf is committed to teaching for student learning, and designs his classes to ensure that this is facilitated. Before the lecture began at 5 past 10, students talked to each other and Olaf moved round engaging with them. He began by recapping what had been covered in the previous workshop and linking this class's content to it, contextualising what he was teaching and orienting it to the exam.

Olaf explained the logical structure with the lecture content and repeated this practice of making the design of the thinking behind this lecture explicit with each slide and stage of the lecture. He took care at several transition moments to contextualise the class logically in relation to the overall course.

He gave out one hand-out as a work sheet, a case study with three questions, and organised the class in groups of three for group work. The group work fitted into his own lecture design at three different points: when he arrived at a point where a decision needed making, he asked the students to work through a short part of the handout and make the decision. Explaining the overall approach to using multiple systems, Olaf had students solving the same problem in a specific case. He had explained that they would probably get such a problem in their exam, so their interest levels were high.

He also showed strong use of power point as a tool for teaching, with clarity of slide order, the right amount of material on each, and visual diagrams giving good cognitive traction. Talking through the diagrams, he made the point that solving actual problems is different

from solving them abstractly, and regularly drew attention to the actual practice of this practical work.

Throughout, Olaf asked questions that required answers from students, listened carefully to responses, soliciting for more when appropriate, and made opportunities for them to ask questions. He had a comfortable expectation of interaction and group work, and when he shifted students into new groups to avoid them settling in always with their mates, they responded swiftly.

By working on a case study in class, he was able to give immediate formative feedback on their own problem solving. At the same time, he was giving students practice at working in teams on a real project.

My only concrete suggestions were 1) that Olaf should ensure leaving that the class vacates the room just before the hour and 2) he could consider whether he wants to dominate the class just a little more firmly as he brings them back together from individual group exercises to ensure that they all stop talking and listen again more promptly. Olaf has agreed that he will attend to these small points.

It is obvious that Olaf is really interested in developing methods for effective teaching. He applies his intelligence to the challenge of ensuring that all students in the class are engaged. In the class I saw, there was little option for students other than to do the practical problem-solving required of them, but they also seemed happy working in small teams and arguing with each other sometimes as to how to do it. This seems a very good way to ensure that students are fully engaged and cannot drift off. Olaf is modelling some good pedagogical practices, facilitating enthusiastic student learning in his classes.

[signature]

[Printed Name]

[Date report written]