POSTGRADUATE INSTITUTE OF SCIENCE (PGIS)
UNIVERSITY OF PERADENIYA

PEER OBSERVATION FOR TEACHING (ONLINE/CLASSROOM)

This observation process is intended to provide the positive effectiveness of teaching of the instructor. It is not an evaluative process, but an opportunity to improve the teaching skills of instructors of the PGIS.

MS Programme: …………………………………………… **Academic Year:** …………… **Semester**: ………

Course Code and Title: ………………………………………………………………………………..

Instructor's Name: ………………………………………………………………………………….

Observer's Name: …………………………………………………………………………………

There are **three stages** in this process:

    (i) Pre-observation meeting,

    (ii) Observation

    (iii) Post-observation discussion

Stage I: **Pre-observation meeting**

The observer and the instructor meet and discuss the following matters before observing the lecture:

    (i) The goals/aims of this course

    (ii) ILOs of this specific lecture

    (iii) Teaching strategies used to achieve the goals

    (iv) Major aspect/s of teaching that the instructor prefers to have feedback

Stage II: **The observation**

When observing the teaching, please take the following criteria into consideration. In each criterion indicate your choice by marking a "√" in the appropriate box.

Part I: Lectures Delivery Mechanism:

1. From students' point of view, the lecture/discussion sessions are:

    (a) Synchronous (real-time lectures in classroom or through online)   ( )

    (b) Asynchronous (lecture videos and handouts uploaded into the LMS)   ( )

    (c) Mixed (both synchronous & asynchronous lectures)   ( )

2. Does the instructor use the following components in each session?

    (a) **Content** – this refers to the content that the session intends to deliver   ( )

    (b) **Explanation** – there must be sufficient explanation for the contents   ( )

    (c) **Clarification** – students must be given an opportunity to get things clarified   ( )

    (d) **Engagement** – there must be sufficient student engagement during the session   ( )

A few of situations:

(a) - *Uploading a document (either Word or PDF) in the LMS would serve the purpose of only the '**content**'*

(a) and (b) - *Conducting a real-time lecture or uploading a recorded lecture in the LMS would serve the purpose of '**content**' and '**explanation**' only*

(a), (b), (c) and (d) - *Conducting a real-time lecture while students are asking questions and/or students are*

*contributing to the class would serve the purpose of **all four**. Uploading a recorded lecture in the LMS togetherwith a discussion forum (in classroom or through online) conducted based on the topic would also serve the purpose of **all four**.*

3. Usage of PGIS LMS:

    (a) Minimum   ( )

    (b) Moderate   ( )

    (c) Optimum   ( )

Part II: In each criterion below indicate your choice by marking an "√" in the appropriate box

1. Information Provided to Students:

	Criteria	Very weak	Weak	Average	Good	Very good	NA
(a)	Course detail (L1) form with all the details: ILOs, course layout,evaluation criteria, references, etc.						
(b)	Contact details/modes of the instructor/s						
(c)	Measures taken for interactive/learner centered activity or activities						
(d)	Clearly presents expectations and grading policies						

2. Teaching:

	Criteria	Very weak	Weak	Average	Good	Very good	NA
(i)	**Verbal/Non-verbal communication**						
(a)	Voice and Clarity *Note:* Please consider the clarity of recording (Videos, Slides, etc.) for online delivery mechanism						
(b)	Audibility						
(c)	Pace of delivery						
(d)	Command of language/ Understandability						
(e)	Communication *Note:* Please consider following facts. In classroom: Eye contact, Gestures, etc. Online: Communication with a sense of enthusiasm and excitement						

	(ii) Organization						
(a)	Clear introduction and organization of the lesson plan (if this is an introductory session)						
(b)	Startup indicating the connectivity to the previous lesson						
(c)	Delivery of the lesson with a clear and logical sequence of topics						

(d)	The end of the lesson/discussion summarizing mainideas							
(e)	Overall time management							
(iii) Content								
(a)	Clarity of main topics and subtopics							
(b)	Sufficient use of examples							
(c)	Encouraging students for critical thinking							
(d)	Emphasis on key points/concepts/ideas/ applications of the taught concepts wherever possible							
(e)	Inclusion of research knowledge/current trends							
(iv) other								
(a)	Control over the class							
(b)	Command/Confidence of the section that is being taught							
(c)	Efforts made for active learning of students/whether the lecturer has come prepared for the lesson/ whether lecturer pays attention to all the students equally							
(d)	Motivating the students to have continuous contacts/ keep up with the instructor							
(e)	Motivating students for working on class assessments / to interact with the subject							
Note: Please consider following facts only for the lectures conduct in classroom mechanism								
(f)	Arrangement of class: seating of students							
(g)	Condition of the lecture room: lighting, boards, technical support							

Stage III: Post-observation discussion

The observer and the instructor meet again immediately after the lecture session and review the observation regarding the goal/s the instructor set for the day's session. This meeting should focus on:

(1) Instructors attempt towards goals

(2) Students' response towards gaining knowledge

(3) Areas in which the observer believes the instructor is strong and/or has to improve

General comments (strengths, areas need improvement and other concerns):

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Signature of the Observer: ……………………………… Date: …………………

Signature of the Instructor: ……………….…………….……

Once completed this document is considered to be a *Record of Internal Quality Assurance Cell-PGIS*. The instructor should handover a copy of this document to the Progrmme Coordinator.