



The Peer Review of Teaching: Classroom Observation Questions for Peer Reviewers

Formative Peer Review Program – Resource (Updated May 2018)

Teaching is complex and cannot be narrowly defined with a list of criteria. It encompasses activities ranging from creating clear slides, to incorporating active learning, to acknowledging the diversity of student experiences within your classroom and intentionally supporting them through the decisions you make as an instructor. In addition, within the broad activities that comprise “teaching”, instructors have varied approaches to design, delivery, assessment, and other aspects of teaching.

This resource is meant to help guide the peer review process and is part of UBC’s peer review of teaching program. It assumes the reviewer and person reviewed have met prior to the classroom observation of teaching to discuss the instructor’s goals for the peer review. Please modify these questions and document as relevant.

Though this document is set up as a one-way observation of teaching, we encourage you to consider a reciprocal peer review where instructors observe each other’s class and share what they learned and reflect together.

1. In the pre-observation conversation, what did the instructor state as their goals for the review?



2. What approaches and methods did the instructor use to communicate the learning outcomes and key concepts?
3. How did you see the instructor addressing and/or meeting those goals during the class?
4. How, if at all, did the instructor assess whether the intended learning outcomes were met?
5. Did the instructor follow their plan for the class? If not, what changed? Why?
6. What active learning strategies were used in the class? Were the strategies accessible and engaging for all students? How and why?
 - What did the instructor do to encourage and support less engaged students to participate (e.g., encourage students' participation and validate their contributions, provide multiple and diverse examples, use inclusive language, etc)?



7. How did the instructor elicit different perspectives from students and then facilitate discussion (or otherwise follow up)?

- How do you describe the social and emotional dynamics (e.g., dynamics among students, between the educator and students) in this class?
- How did the educator respond to the different dynamics?

8. What worked well in this session?

9. What suggestions do you have for the educator?

10. What have you learned (as a reviewer) that will contribute to your growth as a teacher?

