



The Peer Review of Teaching: Pre-Observation Questions

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.

How to use this document:

This resource is meant to help guide the peer review process and is part of UBC’s peer review of teaching program. We invite you, the person being reviewed, to select a focus for your peer review of teaching and to modify the questions below as relevant.

Your responses to the questions in this document can be sent ahead of time to your reviewer and then discussed at the pre-observation meeting; or, you can bring them to the meeting and discuss them there.

Some examples of ways instructors have focussed the review process is by asking for feedback on (one of):

- incorporation of active learning in course design
- use of questioning in the face-to-face classroom
- integration of materials and discussion topics that highlight institutional relationships and ongoing initiatives with local Indigenous communities such as Musqueam
- implementation of inclusive teaching practices that foster students' sense of belonging, encourage different ways of classroom participation, etc.

Please see over for questions for discussion.



Questions for Discussion

1. What are your goals, as an instructor, for the class I will be observing?

2. What learning outcomes have you articulated for your students in this class? Why are these outcomes important?
 - How do these learning outcomes fit into the overall course plan?
 - How are the learning outcomes communicated to your students (for the class and course)?
 - As you planned these learning outcomes, how did you take into consideration your students' different knowledge levels and backgrounds?
 - How will you know that your students have achieved these outcomes?

3. What is your plan for the class session? What will you be doing? What will your students be doing? Do you anticipate any challenges? If so, how will you prepare for these?



4. What strategies will you employ to make the session relevant, accessible, and engaging to all students?

- How do you consider the dynamics among students and between you and your students as you plan your session?
- What strategies do you use to promote students' sense of belonging? (e.g., encourage students' participation and validate their contributions, provide multiple and diverse examples, use inclusive language)

5. To date, what sources have you drawn from to grow as an instructor (eg., mentors, literature, teaching and learning listservs, own research, other)?

6. Is there anything else you would like to discuss with me? (e.g., disciplinary or departmental context that you feel is important for me to know, what makes you feel anxious or excited about the peer review process, beliefs about teaching and learning?)

