



## ***The Peer Review of Teaching:***

### ***Classroom Observation Questions for the Peer Reviewers***

*Formative Peer Review Program – Resource (updated December 2, 2011)*

1. Did the educator clearly communicate the learning objectives and key concepts?  
How?
2. Did the educator follow his/her plan for the class? If not, what changed, and why?
3. Were the students engaged throughout the class? How did they demonstrate their engagement? If they weren't engaged, what changes did the educator make to his/her teaching to re-engage them?
4. Did the educator encourage deep approaches to learning? If so, please give an example.
5. Was the educator working on improving some aspect(s) of their teaching? If so, please give examples.
6. If the educator planned on using a scholarly approach<sup>1</sup> in this class, what happened?
7. What worked well in this session?
8. What suggestions do you have for the educator?

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<sup>1</sup> Scholarly teaching has been defined as “making transparent how we have made learning possible” (Martin, Prosser, Conrad, Trigwell, & Benjamin, 1998)

