The Peer Review of Teaching: Post-Observation Questions

Formative Peer Review Program – Resource (Updated May 2018)

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 met prior to the classroom observation of teaching to discuss the instructor’s goals for the peer review and that the observation has been completed.

We encourage the instructor being reviewed to complete this form prior to the post-observation conversation. You may wish to send it to your reviewer ahead of time and then discuss it, or just to bring it to the meeting.

Please modify these questions as relevant.

1. In the pre-observation conversation, what did you identify as your goals for the review? If you were working on some aspects of your teaching, how did that go? Please give examples.

2. Did your students achieve the learning outcomes(s)? How do you know?
   - Was there unexpected learning that happened? Say more...

3. What strategies did you employ to make the session relevant, accessible, and engaging to all students? How did it go?
4. If you attempted to elicit different perspectives from students, how did that go?

5. Is there anything that happened in this class that you can’t let go of (e.g., you keep thinking about it and mulling it over)? Say more...

6. If you were to teach this class over again, would you do anything differently? If yes, what would you change? Why? If not, why not?

7. What will you be working on next to further improve your teaching? How will you begin?

8. What will you continue to do because it works well in your teaching and contributes to students’ learning?

Note: If you are a reviewer and are completing any of this form you may wish to let the instructor know what you learned through this process.