Form B: Feedback framework for peer review of teaching: for the review of a teaching session, through observation

1. Demonstrating enthusiasm and stimulating curiosity
   - Responses from students
     - What was the general level of student interest?
     - Was there any particular aspect which appeared to engage the students?
     - Did the students appear to lose interest at any point?
   - Your experience
     - Were you inspired by the session?
     - Was there any aspect that you found particularly stimulating?
     - Did you find any aspect less engaging?
   - Strategies observed
     - What methods were used to attract and keep students’ attention?

2. Features of effective communication
   - Considering the presentation & interpersonal skills observed …
     - did you find any aspects particularly impressive?
     - do you identify any areas in need of improvement?

3. Encouraging critical thinking and student learning
   - What methods were used to …
     - … encourage critical thinking?
     - … encourage student engagement and/or participation?
     - … check students’ understanding?

4. Session mechanics
   - Structure
     - Were the methods appropriate to the objectives of the session?
     - How was the session commenced?
     - How appropriate was the pace and time-management?
     - How was the session concluded?
   - Clarity
     - How effective were any resources/materials used?
     - How audible/visible were the presenter(s) and/or materials?

5. Priority criteria
   - Feedback was particularly requested in the following areas:
     - .........
     - .........

This framework is designed to assist the reviewer, triggering observations and note taking during the review process. It is not necessary to make notes on all points. However, the reviewer should consider each of the five broad areas.

Peer Review of Teaching Resources. Feedback Framework (Form B).
© Melbourne Centre for the Study of Higher Education, The University of Melbourne 2010