

# A checklist for Peer Observation of Teaching

**(Adapted from University of Minnesota’s Center for Teaching and Learning)**

This is intended as a guide for those of you observing your colleagues for the purposes of your and their professional development. It is not meant to prescriptive nor should it be used as the structure of your observation report; instead we suggest using the form provided in this section.

Note: the checklist is mainly designed for lecture observation and so some items will be redundant if another format is being observed.

# DESIGN

* Begins class on time in an orderly, organised fashion
* Clearly states the goal of the session
* Provides milestones and summaries ions
* Summarises and distills main points at the end of class
* Selects teaching methods appropriate for the content
* Appears well-prepared for class

# DELIVERY

* Uses teaching supports like presentations, videos, demos effectively
* Board writing is large and legible
* Speech fillers, (for example, “OK, ahm”) are not distracting
* Speaks audibly and clearly
* Uses gestures to enhance meaning and are not distracting
* Communicates a sense of enthusiasm and excitement toward the content
* Presentation style facilitates note-taking
* Establishes and maintains eye contact with students, i.e. talks to the students, not the board
* Responds to changes in student attentiveness
* Uses space effectively i.e. does not “hide” behind the podium)
* Uses authority appropriately to create an environment conducive to learning
* Speaks about course content with confidence and authority

# STUDENT ENGAGEMENT

* Knows and uses student names
* Listens carefully to student comments and questions
* Encourages student questions, involvement, and debate
* Gives students enough time to respond to questions
* Praises students for contributions
* Treats class members equitably
* Allows relevant student discussion to proceed uninterrupted
* Presents challenging questions to stimulate discussion