



# Example of helpful feedback

## Peer Review of Teaching

### B. Standard observation / review prompt questions.

Prompt Questions	Strengths	Development suggestions
<p><b>1. Design and Planning</b></p> <p>Is the session designed and planned appropriately?</p> <p>(Relevant issues may include...timings, sequencing, class structure and organisation)</p>	<p>Session had a clear structure that was explained to the students at the beginning.</p> <p>The sequencing was clear and good connections and links were made between topics.</p>	<p>The session appeared quite rushed at the end and I wondered if you were running out of time?</p> <p>If so, how could you manage this in the future?, could you reduce the content?</p>
<p>Are the aims and learning outcomes clear and appropriate?</p>	<p>Yes, very clear – you covered this on a slide and talked through each LO in detail.</p>	<p>Given the timings issues – do you have any thoughts on how you might make the LOs clear more efficiently?</p>
<p>Is the session delivered to plan or adapted / changed - if so, why?</p>	<p>You adapted and responded well to the fact that some of your students arrived late for the lecture.</p>	<p>Would you handle the situation arising from latecomers in any other way in the future?</p>
<p><b>2. Methods and Approach</b></p> <p>Are the teaching methods appropriate – how do they support learning and achievement of the learning outcomes?</p>	<p>The traditional lecture format was expected and your explanations of challenging topics appeared clear.</p>	<p>Do you think there is any possibility to include any student interaction in the lecture? I saw that you asked several rhetorical questions and wondered if this could form the basis of a short quiz?</p>

Is active learning and student engagement supported? If so, how?	You prompted the students to 'follow up' with the online resources you provide several times.	Do you know if the students do this?
<b>3. Communication</b> Is the style of communication (tone, clarity and audibility) and pace and timing appropriate?	You have a really clear and expressive voice and your pacing in the first half of the lecture was excellent.	I noticed you were speaking faster in the second half of the lecture – were you concerned about running out of time here?
Any audio-visual aids used, (e.g. PowerPoint slides) – are they clear, accessible and useful? Were points from the slides verbally expanded upon appropriately, without needing to read directly from the screen often?	Your PowerPoint slides are well laid out and have good contrast (dark text on pale background). I really liked your use of photographs in the opening section of your lecture – they were very powerful.	At speed, I found it difficult to read all the text on slides 22 and 27 – would a diagram help here?
<b>4. Content</b> Is the content appropriate and contextualised?  (e.g. examples used, connections made and is prior learning acknowledged?)	I liked that you explained how the topic of the lecture related to the forthcoming seminars.	I wasn't sure how the topic built on what the students had studied before (or not). If there are connections with previous modules can you highlight this?
Are any learning materials and resources used accessible, up-to-date and useful? Do any associated Moodle resources meet the Blended Learning Baseline requirements?	I had a look at the web resources you were recommending that the students could use and these look really interesting and useful.	Is there a way you could provide further encouragement for students to use these?
<b>5. Learning Environment</b> To what extent is a supportive, inclusive and effective learning environment created?	It was clear that your visual aids were designed with care and that you were flexible in allowing late arriving students to join the class.	Do you think that having more interaction would support inclusivity further?

<p><b>6. Evaluation</b></p> <p>How will the teacher know if their teaching goals and learning outcomes have been achieved?</p>	<p>Being a didactic lecture, you are reliant on observing body language and eye contact etc to judge the interest and learning of the students – this looked positive from my viewpoint at the back of the lecture theatre.</p>	<p>I think this is a super topic for us to discuss as I think it is difficult to judge if the students are learning what you intend without getting any response or feedback from them – do you have any thoughts for how you could do this in the future?</p>

*Completed example of additional set of questions (as per Part C of the Core Template Guidance):*

For the theme, **‘Use of visual aids in the learning environment’**

<b>Prompt Questions</b>	<b>Strengths</b>	<b>Development suggestions</b>
<p>Were any visual aids used (e.g. PowerPoint presentations) clear and concise?</p>	<p>Yes, and I felt these were mainly used effectively. The points contained within your slides were generally clear and made strong connections to the topics being discussed.</p>	<p>There were a couple of exceptions to this – slides 22 and 27 seemed to contain a lot of text compared to the other slides. As previously suggested, it could be that a diagram could be used instead to better exemplify your key points here. Or you may just want to reduce the amount of text to make the screen less ‘busy’.</p>
<p>Were points from any visual aids verbally expanded on appropriately, without needing to read directly from the screen often? Did these key points allow the students to consider their own reflections?</p>	<p>Sometimes this was the case, and sometimes this was not. I noticed, in the first half of the session, you calmly expanded upon a number of points without needing to read directly from the projection often.</p>	<p>In the second half of the session, you did seem to speed through the content, and this often involved you reading directly from the projection. As a result, a number of students did seem to disengage which was a shame. I appreciate you had a small handful of fairly long quotes to share, and that you wanted to get the exact wording of these correct, but I do feel there is</p>

		<p>scope for you to verbally expand on other points, from the second half of the session, to enhance student engagement and display greater confidence with the topic at hand. I wonder if the <a href="#">Voice and Performance Moodle support site</a> might be of interest?</p>
<p>Were any visual aids used fully accessible to the entire student audience, with any individual learning differences considered?</p>	<p>From the information you had shared with me ahead of the session, it was clear you had inclusivity and accessibility fully in mind with your planning and delivery. I also praise your proactive approach of wanting to develop your future visual aids. Have you considered speaking with the Instructional Designers, based in our University's <a href="#">Technology Enhanced Learning team</a>, as they can likely support you with producing engaging and accessible learning resources?</p>	<p>I did notice that some students, sat at certain angles of the room, had to adjust their seating position or even lean forward a little bit to be able to fully access some of the detail (e.g. the axes of graphs). With that said, I also noticed a lot of your supporting aids were visually-based; could there be opportunity for a different type of material to be used in addition (e.g. audio clips)? You may find exploring the <a href="#">Educator Development Framework</a> resource interesting for further inspiration and ideas of next steps with this.</p>