

**UNIVERSITY OF GUELPH  
DEPARTMENT OF PHILOSOPHY  
PEER TEACHING OBSERVATIONS**

(Courtesy: University of British Columbia)

Teacher's Name:

Course Name & Number:

Date:

Observer's Name:

Use the following guidelines for your observations (unless you have developed criteria that you like better and can justify—and be sure the person you are observing understands your criteria).

The instructor:	Rating Scale				
	Weak				Strong
1. Presents the material in an organized fashion.	1	2	3	4	5
2. Makes the main point(s) of today's class clear.	1	2	3	4	5
3. Is knowledgeable of the subject matter, as far as I can tell.	1	2	3	4	5
4. Asks questions of students to get them involved.	1	2	3	4	5
5. Uses, examples, metaphors, and/or demonstrations to clarify concepts and create interest.	1	2	3	4	5
6. Makes frequent eye contact with students.	1	2	3	4	5
7. Uses visual aids well, if used (doesn't stand in front of overhead screen, refers to visual, visual is relevant, legible, etc.)	1	2	3	4	5
8. Presents the subject/material in a way understandable by the students (doesn't skip steps, does explain process, etc)	1	2	3	4	5
9. Smiles and is relaxed with students.	1	2	3	4	5

Write your comments on the back of this sheet and discuss them with the instructor immediately after the class or, if not possible then, later the same day.

Strongest parts of today's class:

Something you particularly enjoyed/liked about the class:

Something you think the instructor could use help with:

An idea you think YOU could help the instructor with:

Other comments?

- Humour:** Humour invites students to take risks in the classroom, and is one of the best ways for teachers to develop a good relationship with students.

- Limited key points:** Research suggests that during a 50 minute lecture, the instructor should deal with a maximum of three to five key points, regardless of the subject area taught.
  
- Appropriate vocabulary:** Learning technical vocabulary is like learning a new language. Repeat, rephrase and slow down whenever you use a lot of unfamiliar terms.
  
- Relevant and meaningful content:** Make your content more meaningful by relating it to students' lives, recent events in the news media, how it can affect or improve humankind, or how it challenges students' longstanding beliefs and attitudes.
  
- Varied pacing:** Most students are capable of taking notes at only 20 words per minute, yet lecture presentation can vary from 45- to 240 words per minute.
  
- Student involvement:** Include interactive learning activities in lectures.
  
- Enthusiastic presentations:** Enthusiasm in lectures results in believability. It is often contagious and can excite and motivate students to a higher level of learning.
  
- Specific learning performance objectives:** Learning objectives should be written in language that specifies *what* the student should be able to do, *how* it is to be done, and *when* it is satisfactorily done.
  
- Clear explanations:** Clear explanations emphasize key ideas, important assumptions, early observations, general principles, and critical insights in a subject.
  
- Stimulus variation to hold attention:** Students have a maximum attention span of 20 minutes during a lecture. If you don't change the format, activity, or medium of your lecture repeatedly, you will lose the class.