LOU 15 Assessment of Teaching In-Class Peer Observation: Pre-Observation Meeting Resource

This resource is for Peer Observers and Faculty Members who are engaging in the Peer Observation of Teaching process, in accordance with the LOU 15 Assessment of Teaching. This document outlines the LOU 15 required steps and optional suggested processes for the **pre-observation meeting**.

LOU 15 Guidelines: Pre-Observation Meeting

According to the LOU 15 Assessment of Teaching, once the Peer Observer is selected by the Dean, the In-Class Peer Observation process involves three steps:
1. A pre-observation meeting
2. The in-class peer observation
3. A post-observation meeting

The pre-observation meeting between the Faculty Member and the Peer Observer allows for the Member to contextualize the lecture that will be observed. The meeting might include discussion of
a. The course outline/syllabus
b. The Member's teaching philosophy and approach to teaching, in general
c. The Member's teaching approach to the lecture that will be observed
d. Materials that have been prepared for the lecture, such as lecture notes, slides, handouts or assignments
e. The goals and objectives of the lecture that will be observed
f. The material with which the preceding lecture ended
g. How the lecture that will be observed fits in the overall course or surrounding lectures
h. Any characteristics of the students in the course that influence teaching decisions, such as gaps or weaknesses in their background preparation, major area of study, or the number of students
i. Any relevant details about the room that influences teaching decisions
j. Anything else deemed relevant by the Member or Peer Observer.

The pre-observation meeting may take place in person or via phone, internet conferencing, or email.

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Suggested Processes: Pre-Observation Meeting

The pre-observation meeting gives the Peer Observer an opportunity to learn the Faculty Member's overarching goals for the class being observed, the strategies they plan to use to achieve those goals, and how the class is contextualized within the overall course structure.

According to LOU 15, **this meeting can take place in person or via phone, internet conferencing, or e-mail**. Due to the nature of this conversation, we recommend meeting in a format that will allow for the building of trust and the opportunity to ask questions and clarify responses. This conversation should be given time and attention. The pre-observation meeting should be scheduled a few days to a week before the class to-be observed, giving both observer and faculty member time to process and prepare.

The roles of the Faculty Member and Peer Observer during the pre-observation meeting are:

Role of the Faculty Member	Role of the Peer Observer
- Provide details about the course (subject, level, class size, students) - Situate the class to be observed within the overall course, which may include sharing the course outline/syllabus - Share the plan for the observed class session, goals or outcomes, and any materials that may help the Peer Observer understand what they will be observing (e.g., access to CourseLink site, homework, slides/notes, assignments, handouts) - Confirm the date/time/location of the observation	- Ask questions to understand the Faculty Member's course and instructional decisions - Review the Faculty Member's course outline and class session materials - Review the <u>In-Class Peer Observation Form</u>, which is required to be completed during the observed class

Optional Pre-Observation Meeting Discussion Prompts

These discussion prompts are based on the suggested topics of discussion outlined in the <u>LOU 15 Assessment of Teaching</u>. These discussion prompts are an optional additional resource for the Peer Observer and Faculty Member to facilitate the pre-observation meeting conversation prior to the in-class peer observation.

Faculty Member:
Course ID:
Course Name:
Room:

What course will I be observing? (e.g., subject, level, class size, required or elective – a copy of the course outline or syllabus may be viewed or shared for additional context)

Who are your students (e.g., non-majors, first year)? What characteristics or expectations do they bring to this course that influence your teaching decisions, such as gaps or weaknesses in their background preparation, major area of study, or the number of students?

What is your general approach to teaching?

What are your key learning goals, objectives, or outcomes planned for this class session? What do you hope students will learn or be able to do as a result of this class?

What are your plans for achieving the learning outcomes? What is your teaching approach for this class session?
- How is the session structured?
- What teaching strategies will you use throughout the session?
- What will the learners do during the session? What are your expectations regarding student participation and involvement?
- What have students been asked to do in preparation for this class?

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- What materials have been prepared for the class session (e.g., lecture notes, slides, handouts, assignments)?

How does this class session fit in with the overall course?

How does this class session fit in with the surrounding class sessions, and the material with which the preceding class session ended?

If applicable, are there any relevant details about the room or learning environment that influence your teaching decisions?

Will this class be a typical example of your teaching? If not, what will be different, and why?

What else would you like to tell me about the class that will help me better understand as I observe?

Confirm logistics:
- Date/time/location of the observed session
- Where observer will sit
- Whether the Peer Observer will be introduced
- Expectations of how the Faculty Member and Peer Observer will interact during the observation

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Questions if the Faculty Member is seeking additional formative feedback on their teaching:

What specific aspects of your teaching would you like to receive feedback on?
What would you like to know about your teaching?
How can this peer observation exercise be most useful for you?