Peer teaching observations
• Mid-term alerts

• Mid-semester feedback

• Group work assignment returned today

• Turn in observation reflections Friday 7 November
Why do observations?

- Few instructors set out deliberately to do a bad job. Most have reasonable goals.

- We don’t see ourselves as others see us. Being able to view our teaching from a new perspective can be an enlightening experience.

- Most instructors have alternate strategies available and can use them if they see a need.

- We can learn new strategies for our classroom by observing other instructors.
Goals of the Process

• Encourage the instructor to articulate pedagogical goals

• Provide the instructors with as complete a picture of his/her classroom as possible using observable, objective data.

• Encourage the instructor to reflect on his/her course, particularly whether his/her goals for student learning are being met.

• Help instructor find alternative strategies to use when current strategies are not helping the instructor reach his/her goals.
• Create a supportive environment (includes being confidential).
Our plan for conducting peer observations in 8001

- Decide on a partner (record this on the attendance sheet).
- Visit one 50-minute discussion by Thursday 6 November.
- Meet with your partner after the observation.
During the observation and follow-up

● When you observe, take notes on what the TA writes on the board, what the TA says, and your general observations. What is it like to be a student in this class?

● Meet with the TA you observed and come to consensus on strengths and suggestions on new strategies.

● Summarize the conversation and include this in your observation notes.
• Submit your observation notes on Friday 8 November. (This is not a part of your teaching file or that of the observed TA.)
Any issues arising in your current teaching?