

Observation of teaching criteria

Peer observation criteria for **specific purposes** *

Teaching <i>(Approaches to teaching that influence, motivate and inspire students to learn)</i> Criteria	Appropriate for:				
	Small group	Large group	Online	Curriculum	Assessment
Effectively encouraging student participation	√	√	√		
Generating student interest in the subject	√	√	√		
Use of examples relevant to students' interests and experiences	√	√	√		
Incorporating current and relevant 'real-world' examples	√	√	√		
Modelling of critical thinking and problem-solving		√	√		
Use of activities that require students to take a critical approach to the task	√	√	√		
Demonstrating enthusiasm for learning in the discipline	√	√			
Effective communication skills	√	√	√		√
High-level interpersonal skills	√	√			
Rapport and engagement with students	√	√	√		
Skilful presentation of ideas and information (including effective use of audio-visual materials)	√	√	√		
Structure of the learning activity				√	
Developing students' scholarly values	√	√	√	√	√
Encouraging students to take responsibility for their own learning	√		√	√	
Helping students become reflective learners	√		√	√	√
Management of the audience	√	√			
Effectiveness of questioning techniques					
Facilitating links between practice and theory (for practical and clinical classes)	√		√	√	√

Observation of teaching criteria

Curriculum and resources <i>(Development of curricula and resources that reflect a command of the field)</i> Criteria	Appropriate for:				
	Small group	Large group	Online	Curriculum	Assessment
Effective use of teaching and learning resources	√	√	√		
Current research is integrated within the teaching	√	√	√	√	
Demonstrated command of the subject material	√	√			
Evidence of sound planning and learning opportunities for students	√	√	√	√	
Content is relevant, accurate and current				√	
Appropriate use is made of online learning opportunities			√	√	
The learning encouraged supports the development of the desired graduate attributes	√		√	√	
Expectations are clearly communicated to students					
Clear communication of learning task and assessment objectives				√	√
Effective use of interactive technologies in the design of learning			√	√	
Engagement of community expertise and experience in the design of curricula and resources				√	
Learning activities and resources accommodate the skills, knowledge and experience of commencing students	√			√	

Observation of teaching criteria

Assessment <i>(Approaches to assessment and feedback that foster independent learning)</i> Criteria	Appropriate for				
	Small group	Large group	Online	Curriculum	Assessment
Assessment tasks align with the stated learning outcomes for the subject				✓	
Students have opportunities to practise the skills to be assessed	✓			✓	
Students have opportunities to self-assess in preparation for major assessment tasks	✓			✓	✓
Timely and constructive feedback is provided					✓
The tasks allow students to demonstrate their knowledge and skills				✓	✓
Appropriate involvement of external expertise in student assessment				✓	
Suitable methods are used to identify and monitor student progress				✓	✓
The teaching encourages reflective practice and self-assessment	✓	✓	✓		
Students are encouraged to take responsibility for monitoring their own learning	✓		✓	✓	✓
Assessment encourages and rewards creativity				✓	✓

Observation of teaching criteria

Student support <i>(Respect and support for the development of students as individuals)</i> Criteria	Appropriate for				
	Small group	Large group	Online	Curriculum	Assessment
Effective strategies for monitoring students' progress	√		√	√	
Involving students in the development of the curriculum and/or teaching activities				√	
There are opportunities for students to seek advice and assistance from the teacher	√	√	√		
Consideration is given to the diverse learning needs of students	√	√	√	√	√
An inclusive and supportive learning environment is fostered	√	√	√		
Students are afforded respect, and thereby encouraged to respect peers and staff	√	√	√		
Consideration of students' aspirations and priorities	√	√	√	√	
Equal opportunities exist for all students	√	√	√	√	√

* From Harris, K., Farrell, K., Bell, M., Devlin, M., and James, R. (2008). *Peer review of teaching in Australian higher education* (2008). Melbourne: CSHE, University of Melbourne and CEDIR, University of Wollongong. pp. 64-65.