A logo for a university of colorado boulder

Description automatically generated**Peer Observation Protocol**

Developed April 2019

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| **Observer:** |  |
| **Instructor:** |  |
| **Course Name:** |  |
| **Course Number / Section:** |  |
| **Date / Time:** |  |
| **Semester:** |  |

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| **Did the observer receive and review the syllabus prior to class?** | **𝥁** Yes 𝥁 No |
| a.) Does the syllabus include the Required Syllabus Statements (i.e. Disability Accommodation; Religious Holidays; Classroom Behavior; Sexual Misconduct, Discrimination, Harassment, and/or Retaliation; and Honor Code), per CU Boulder policy. | **𝥁** Yes 𝥁 No |
| b.) Does the syllabus clearly describe expectations and requirements for the course? | **𝥁** Yes 𝥁 No |
| c.) Does the instructor provide multiple forms of assessment to gauge student understanding (e.g. homework, tests, quizzes, etc) that are consistent with instructional objectives? | **𝥁** Yes 𝥁 No |
| *\*If no in (a), (b), or (c), what was missing/unclear or what improvements do you suggest?* | |

**Section A: Environment, Structure, and Implementation**

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| **A1.) Organized.** The instructor’s activities were well organized, structured, and made good use of time. |
| **Evidence / Notes:** ☐ *Not applicable* |

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| **A2.) Engagement and Active Learning.** The instructor employed active learning strategies appropriate for the size and structure of the class, such as using clickers, discussion-based activities, group work, writing activities, and/or other active learning practices. |
| **Evidence / Notes:** ☐ *Not applicable* |

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| **A3.) Participation.** The instructor established an environment that gave all students the opportunity to participate fully, including encouraging their participation in class. |
| **Evidence / Notes:** ☐ *Not applicable* |

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| **A4.) Classroom Climate.** The classroom climate was respectful, cooperative, and encouraged constructive interaction. |
| **Evidence / Notes:** ☐ *Not applicable* |

**Section B: Content**

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| **B1.) Content.** The instructor chose examples and details that were appropriate and worthwhile for helping students learn the content in this course. |
| **Evidence / Notes:** ☐ *Not applicable* |

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| **B2.) Depth.** The instructor had a solid grasp of the subject matter and content, and how to teach it at a level appropriate for undergraduates. |
| **Evidence / Notes:** ☐ *Not applicable* |

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| **B3.) Significance.** During the class it was made explicit to the students why the material is important to learn. |
| **Evidence / Notes:** ☐ *Not applicable* |

**Section C: Optional Additional Feedback**

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| **Additional comments for the instructor** (e.g., what did the instructor do well, suggestions to improve their teaching, review of online materials, etc.) |
| **Evidence / Notes:** 𝤿 *Not applicable* |

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| **Examples of Active Learning Practices**  In general, active learning can be defined as the use of student-centered strategies that engage students in *doing* activities/problems, *thinking* and *writing* about what they are learning, and/or *sharing* their ideas with their peers and instructors (Bonwell & Eison, 1991; Meyers & Jones, 1993; Armbruster et al., 2009; Andrews & Frey, 2015).  Examples of active learning that are (or could be) implemented include, but are not limited to:   * Think-pair-share * Participatory demonstrations and/or games * Making time for students to discuss concepts and/or work on problems with peers * Working through problems, scenarios, and/or arguments with students * Organizing students for group work * Routinely asking for and welcoming student input and questions * Fielding questions in a way that encouraged further discussion * Clicker concept questions * Demonstrating active listening * Reciprocal questioning - students create their own questions/problems * Peer teaching - students instruct skills or explain concepts to their peers * Minute papers/Muddiest point (Angelo & Cross, 1993) - students write a brief statement on what they thought was the most useful/interesting/important concept and/or the most unclear or confusing concept   **References**  (1) Andrews, S.E., & S.D. Frey. 2015. Studio structure improves student performance in an undergraduate introductory soil science course. Natural Sciences Education 44: 60-68. doi:[10.4195/nse2014.12.0026](https://doi.org/10.4195/nse2014.12.0026); (2) Angelo, T.A., & K.P. Cross. 1993. Classroom assessment techniques: A handbook for college teachers, 2nd Ed. Jossey Bass, San Francisco, CA. ISBN: 978-1555425005; (3) Armbruster, P., M. Patel, E. Johnson, & M. Weiss. 2009. Active learning and student-centered pedagogy improve student attitudes and performance in introductory biology. CBE Life Sci. Educ. 8: 203-213. doi:[10.1187/cbe.09-03-0025](https://doi.org/10.1187/cbe.09-03-0025); (4) Bonwell, C.C., & J.A. Eison. 1991. Active learning: Creating excitement in the classroom. ASHE-ERIC Higher Education Report 1. The George Washington University, School of Education and Human Development, Washington, DC. <https://files.eric.ed.gov/fulltext/ED336049.pdf>; (5) Meyers, C., & T.B. Jones. 1993. Promoting active learning: Strategies for the college classroom. Jossey Bass, San Francisco, CA. ISBN: 978-1555425241 |