Peer Observation Protocol[1]

Integrative Physiology

(Version: April 2019)

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

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?*		

1. Adapted from the UTeach Observation Protocol (UTOP), retrieved March 2018 from https://utop.uteach.utexas.edu/ and developed in partnership with the Teaching Quality Framework Initiative (https://www.colorado.edu/teaching-quality-framework/) with sponsorship by the National Science Foundation (DUE-1725959) - any opinions, findings, and conclusions or recommendations expressed in this material are those of the authors and do not necessarily reflect the views of the NSF.

Section A: Environment, Structure, and Implementation

A1.) Organized. The instructor's activities were well organized, structured, and made good use of time.

Evidence / Notes: ☐ *Not applicable*

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*

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*

A4.) Classroom Climate. The classroom climate was respectful, cooperative, and encouraged constructive interaction.

Evidence / Notes: ☐ *Not applicable*

Section B: Content

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*

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*

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

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*

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; (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; (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