Graduate Teaching and Learning (GTL) Program

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Level Two

Pedagogy
- Level 1 Teaching Week
  - Discipline Specific & Teaching Electives

Practicum
- 1 Term of Teaching or Equivalent

Mentorship
- Mentor Letter
  - Receive and Provide Peer Feedback
  - Student Comments

Documentation
- Teaching Record Book
  - Teaching Dossier
Peer Observation Requirements

• Peer Feedback Session –
  • Take Session on Peer Review through FGSR
  • Receive feedback from two peers
  • Give feedback to two peers (verbal AND written)
Exercise: Watch video of teaching and jot down some observations on your observation form. **What do you think went well, what can be improved?**

Teaching to be improved:

1. [http://www.youtube.com/watch?v=nDCCLomrhb4](http://www.youtube.com/watch?v=nDCCLomrhb4)
3. [http://www.youtube.com/watch?v=UQVwAFXAZG4](http://www.youtube.com/watch?v=UQVwAFXAZG4)

Teaching better:

1. [http://www.youtube.com/watch?v=NNnIGh9g6fA](http://www.youtube.com/watch?v=NNnIGh9g6fA)
2. [http://www.youtube.com/watch?v=m1-8OOrBi0o](http://www.youtube.com/watch?v=m1-8OOrBi0o)
Feedback

• What feedback would you want from your observers?
• Is there anything would you like to know about the session or them before giving feedback
Peer Teaching Observation Form

Name of Instructor: ________________________________

Course and Section: ____________________________ Date of Observation: _________________________

Name of Observer: ______________________________

Signature of Observer: __________________________

Classroom Environment:
• Describe the classroom environment (set up, lighting, technology)
• What type of class is this (lab, lecture, seminar, other)?
• Is this course required?
• What size of class (less than 20, 20-50, 50-100, >100)?
• Are the equipment/materials adequate and appropriately employed?
Pre Meeting

Instructor:
• Think about what you want to learn about your teaching
• Bring materials
• What do you want your observer to focus on?
• Arrange all meeting times
• Let the observer know how long you want them to stay

Observer:
• Come with an open mind and try not to jump to conclusions
• Get background on instructor and course
• Where should you sit? Move?
• Find out when you can observe and meet again
• Find out what the instructor wants to learn about his/her teaching
• Ask instructor to introduce you to the class
Graduate Teaching and Learning Program
Consent Form for Teaching Observation

Date of Teaching Observation: ____________________________________________

Instructor: ____________________________________________________________

Course: ______________________________________________________________

Observer: _____________________________________________________________

By signing below, I consent to having my teaching observed as part of the Mentorship component of the Graduate Teaching and Learning Program. The purpose of the observation is to allow participants of the GTL Program an opportunity to observe teaching and learning in the classroom, which may include interactions between the instructor and students, activities in the classroom, behaviours of the instructor, the classroom physical environment, and so forth; and to reflect on how this impacts student learning. Participants will be required to show they have completed their Peer Observation form to their teaching mentor or GTL Coordinator, and the information from the peer observation is to be confidential.

Name of Instructor __________________________________ Signature of Instructor __________________ Date ____________________
Teaching Day

Instructor:
• Come early
• Be prepared
• You will be nervous
• Introduce your observer and then forget about him/her
• Can ask your students to help you

Observer:
• Find a suitable place to sit
• Come a little early
• Make your observations and don’t engage with the class
• Don’t provide a peer review as you walk out the door
• Do thank the person for letting you watch them teach
Post Meeting

Instructor:
• Think about how you felt the session went
• Be open to criticism
• Remember the purpose of this exercise is to provide better teaching for your students

Observer:
• Come with an open mind and be kind
• Ask how the instructor felt the teaching went
• Share your observations – try to make this an objective experience
  Eg. I felt that your students were really engaged in your class.
  Eg. In the first five minutes of class, 7 students responded to your questions.
• Share your criticisms as a learner and not as an expert!
• Bring a draft of your observation
Template for Feedback from Peer and Mentor Teaching Observations

Name of Instructor: ____________________________

Course and Section: ___________________________ Date of Observation: ___________________________

1. Provide some background of the course, type of teaching activity, and venue of instruction. Who is taking the course, is the course required, was this the first day of class, was this the instructor’s first time teaching, what was the venue like, is this a lecture, was there enough equipment, and so forth. This will help put into perspective challenges the instructor may face and highlight creative instruction.

2. What are three things the instructor is doing to enhance learning? Comments can relate to content, presentation style, methods of engaging students, and so forth.

3. What are three things the instructor may consider doing to enhance learning? Comments can relate to content, presentation style, methods of engaging students, and so forth.

4. Comments. If you have additional comments that would benefit the instructor, provide evidence of student learning, or would be noteworthy of the instructor’s teaching, please feel free to provide this information.
How do you find Peers to Observe your Teaching?

• Google doc - GTL Peer Observation Opportunities- used to establish peer teaching observation times and opportunities

• You need to sign up to watch 2 people teach (no more than 2 unless you have permission from FGSR)

• You need to indicate your own teaching sessions