

Peer Review

Classroom Observation Form

George Mason University
College of Public Health

Instructor:

Observer:

Course Number/Title:

Class Size:

Location:

Date of Observation:

Pre-Observation Comments

Syllabus:

Canvas Site:

Please note in the "Comments" section if there was not an opportunity to observe a particular skill.

SCALE: E = Excellent; S = Satisfactory; RFI = Room for Improvement; NA = Not Applicable

PART 1: Content and Organization	E	S	RFI	NA
Started and ended class on time				
Presented overview of class and learning objectives				
Presented & defined key concepts				
Presented current material				
Presented information in an organized manner				
Presented material at a level appropriate to students and the course				
Used relevant examples to explain major ideas				
Made efficient use of class time				
Followed through with class overview and learning objectives				
Provided engaging conclusion for the class				
Comments:				

PART 2: Creating a Classroom Environment Conducive to Learning	E	S	RFI	NA
Greeted students at the beginning of class				
Maintained a comfortable classroom presence (e.g., moved easily about the room, established eye contact, maintained students' attention, used humor appropriately)				
Varied communication style to hold interest (e.g., pace, tone)				
Demonstrated enthusiasm for and interest in subject				
Responded appropriately to a range of student classroom behaviors				
Ensured that students interacted civilly/respectfully with each other				
Listened carefully and respectfully to students' questions				
Answered questions appropriately and restated students' questions or comments as necessary				
Encouraged a classroom environment conducive to learning				
Comments:				
PART 3: Developing Critical Thinkers	E	S	RFI	NA
Asked questions that lead to a deeper understanding and questioning of the material				
Asked students to apply their learning to authentic problems or scenarios				
Asked students to identify and/or question assumptions (e.g., about the field, the text, the material, themselves)				
Encouraged students to answer difficult questions by rephrasing or providing cues				
Encouraged students to make relevant connections among course ideas, their academic experiences, and their own lives				
Comments:				
PART 4: Teaching Methods	E	S	RFI	NA
Used lecture effectively				
Used student engagement techniques effectively (e.g., discussion, small group work, active learning strategies, etc.)				
Incorporated technology effectively to enhance student learning (e.g., PowerPoint slides, course websites, YouTube, blogs, videos, etc.)				
Managed classroom learning environment effectively				
Comments:				

Respectfully Submitted,

Observer Signature: _____

Source: This example Peer Observation Form is based on the Johns Hopkins University School of Nursing Peer Evaluation Scale (2003), found in Berk, R. A. (2006). *Thirteen strategies to measure college teaching*. Sterling, CA: Stylus Publishing.

Course Design and Teaching Materials to be Considered

- Expectations (learning outcomes) for course are transparent to learners. Learning outcomes are clear and measurable.
- Course is aligned with stated departmental, program, accreditor, and/or institutional goals (e.g., Writing Intensive, Research and Scholarship Intensive, Mason Core).
- Assignments, exams, and other assessments are appropriate for the course, discipline, and course-level learning outcomes.
- Activities and assignments are prepared with explicit instructions for how to participate, deadlines for student work, and how the activities are assessed.
- Assignments promote critical thinking and problem solving as relevant to the course and level.
- Online course sites (as relevant) are accessible, complete, and organized.
- Course and materials are accessible to students, following universal design standards.
- Syllabus policy statements that are clear and comprehensive
- Calendar or schedule of assignments that includes due dates and time frames
- Screenshots of Blackboard design that demonstrate clear organization, ease of navigation, and thoroughness of materials/resources.
- Screenshots of online course orientation that familiarizes students with the learning management system, course navigation & overview
- Evidence that student workload is appropriate for the level and topic, well-paced, and evenly distributed throughout the course
- Peer review of course materials and/or peer observations
- Evidence of universal design: online videos that are captioned, documents that are fully accessible, use of color that is ADA appropriate, other visual elements that meet ADA standards
- Evidence of an appropriate balance of formative (practice) and summative (evaluative) assignments
- Examples that demonstrate a variety of methods to assess student learning and student mastery of content
- Descriptions or prompts that show how assignments are scaffolded to provide students with practice and feedback throughout the process
- Grading rubrics or checklists that provide clear expectations
- Examples of model assignments used to guide learning
- Evidence of guest speakers recruited and their contributions to the class

- Instructor-created videos, lecture outlines, resource guides, or informational handouts
- Documentation of field experiences or opportunities
- Evidence of course content that is interactive, personalized or gamified

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