

DRAFT Observation Form for Peer Review of Small group teaching*

Department/School: _____ **Faculty Member:** _____

Observer: _____ **Time/Date/Place:** _____

Course/Block/Topic: _____ **Size of group:** _____

Specify Session Type: **Led by Faculty member** _____ **Facilitated by Faculty member** _____

Focus of observation if discussed in advance _____

This form is to give feedback and provide a record of peer assessment. Check boxes are to help identify useful teaching behaviours. They are not an 'accounting' list. Please consult the FoM website for additional information prior to use. http://www.med.ubc.ca/faculty_staff/policies-procedures.htm

Sign and return a copy "Private and Confidential" to: _____

NOTES OF SPECIFIC EXAMPLES/BEHAVIOURS

Learning Climate

- Stimulated learners (enthusiasm for topic, animated voice, body language)
- Involved learners (encourages participation, learner-learner interaction, avoids monopolizing discussion)
- Expressed respect and comfort (used names; invites opinions; avoids ridicule; admits own limitations)
- Made learner comfortable asking questions (listened carefully, encouraged and answered)
- Allowed learner to present without frequent interruptions
- Used humour/anecdotes appropriately

Structure of Session

- Focus of session (sets an agenda, defines/prioritizes goals, states relevance of goals to learner, avoids digressions)
- Pace of Session (calls attention to time, covers all topics, has learners help pace session)
- If learner led session, was effective in facilitating above

Promotion of understanding/retention

- Uses effective, specific examples and explanations
- Used whiteboard, computer or other visual aid
- Explicitly encourages further learning, defines resources (readings, consultants, computer aids)

Handouts

- Material is relevant and at appropriate level
- Amount of material (bulk) is about right
- Print and illustrations are clear and well laid out

Evaluation and Feedback

- Uses effective questioning techniques to assess learners' knowledge/skills/attitudes
- Provided corrective feedback
- Provided positive feedback
- Explained why learner correct/incorrect

Quantity: Amount of information presented was:

Overload **Light weight**

Difficulty: I think this material was:

Easier **More difficult** than usual.

Global rating for requirements:

Exceeds **Meets** **Requires improvement**

Major Strengths

Suggestions for improvement or follow up

Draft version for discussion adapted and modified by Dorothy Shaw, based on existing peer reviewed tools.

References:

(UCSF TOP Clinical Observation form) <http://medschool.ucsf.edu/academy/pdfs/Clinical-TOP-Observation-Form.pdf>

(UCSF TOP Small group observation form)*<http://medschool.ucsf.edu/academy/pdfs/TOP-small-group-obs.pdf>

*UCSF Observation form adapted and modified by Kelley Skeff and others from the Stanford Faculty Development Course.