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|  | Peer  hda-logo.pngTeaching  Observation  Online and In-Person Teaching |
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|  |  |
|  | Documents for preparation and follow - up for  the university teacher who is being visited |
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| **Lecturer:** |  |
| **Observer:** |  |
| **Title and type of the course:** |  |
| **Date of planning:** |  |
| **Date of teaching observation:** |  |

**1 Planning sheet for the course**

(Please fill out **before** the peer teaching observation and discuss with the observer!)

**Learning goals: The students should…**

|  |  |  |  |
| --- | --- | --- | --- |
| **Time**  **duration** | **Contents** | **Teaching/learning activity/ methods/**  **social arrangement** | **Material/**  **media** |
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**2 My personal experience and my questions for the teaching observation**

(Please fill out before the teaching observation and discuss with the observer!)

1. **Description of the intended course:**

(Type of course, learning goals of the whole course and this specific course session, structure of the course (online and in-person), description of the student group)

1. **Experience with the course:**

(How long have you led this course? Have you changed anything since the beginning concerning the structure, process, and methods? What would you like to implement from the course “Effective Teaching – the Basics?”)

1. **Your strengths in teaching:**

(What is going well in your course? What makes you feel safe?)

1. **Have there been any challenging/difficult situations in your course**

(Could any problems occur? Is there anything you feel uncomfortable / insecure with? What annoys you? Is there a situation which you often have problems with?)

1. **Evaluations / control of success:**

(Summary of the latest evaluation results, if available.

How would you notice that the course was a success, or that there is potential for improvement?)

1. **My questions for the observer / special feedback interests:**

(I would like to have feedback about… I would like to know this…I need advice in…)

**3 Quick feedback sheet: university teacher**

(Please fill out directly **after** the teaching observation!)

**How satisfied am I with the online section of the course today?**

|  |  |  |  |
| --- | --- | --- | --- |
| Very satisfied | satisfied | Not so much satisfied | Not at all satisfied |
|  |  |  |  |

**How satisfied am I with the in-person activities /synchronous section of the course today?**

|  |  |  |  |
| --- | --- | --- | --- |
| Very satisfied | satisfied | Not so much satisfied | Not at all satisfied |

1. **What worked out well (online and in-person)?**
2. **What could I improve the next time (online and in-person)?**

**4 Detailed feedback sheet of the lecture – Self-evaluation**

(Please fill out **after** the observation and compare with the external evaluation for the observer!)

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| **Online Teaching** |

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| **Moodle Course** | | |
| **Structure of the Moodle course** Clear arrangement of the material / activities? Can you see what, when, how and why? Precise descriptions of the elements? Exam-relevant material versus optional material clearly marked? (Possibly) Information about the time needed to complete tasks? |  |  |
| **Communication and Interaction in the Moodle Course:**  Back channel for questions / group communication; In addition to document uploads, are there Moodle activities in which the students become active (e.g. tests, peer feedback, "inquiries", wikis). |  |  |
| **Teaching Videos / Recordings** | | |
| **Structure:** Clear question / objectives / relevance; Overview, common thread, illustrative examples; Repetition, summary, key points. |  |  |
| **Connection to Target Group:** Adequate level of complexity for the target group; Direct approach and motivation; Limited to the essentials? Are there key questions / activities that check understanding? |  |  |
| **Language:** Sound quality Speech speed / pauses; Modulation; Articulation; Simple, clear sentences? Technical terms explained? Conciseness. |  |  |
| **Visualization:** Supporting graphic elements; Clarity of the slides / screens; Synchronous language and visualization. |  |  |
| **Other Comments** |  |  |

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| **In-Person or Synchronous Teaching** |

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| **Präsenz-Lehre oder Synchrone LehreObservation aspects** | **Description of the observation** | **Ideas for improvement** |
| **Structure of the course:**  **Structure**: structuring, central theme, overview  central question, transparency of the learning goals, summary,  connections,  introduction, crossover, end |  |  |
| **Lecture:**  **Appearance**: body language, body posture  **Language**: clarity, volume, speed, pauses etc.  **Eye contact** |  |  |
| **Learners:**  **Participation**  Any disturbing students?  **Contact to university teacher and to one another**  **General impression of the learners** |  |  |
| **Interaction/Motivation:**  **Contact**: Type and frequency?  **Questions**?  Dealing with questions / comments?  **Motivational / constructive feedback** to the students? **Involvement** of all students? |  |  |
| **Teaching methods:**  Which? **Method variety?**  How successful was the implementation? **Activating methods?** Matching of content with methods? |  |  |
| **Utilization of media:**  Adequacy of the media?  Media diversity?  Professional dealing with the media? |  |  |
| **Diversity:**  Involving and considering of all students alike?  Examples selected from diverse backgrounds? Usage of diversity-sensitive language? |  |  |
| **Transfer/understanding:**  Explanation of the relevance of the subject?  **Classification** in the overall context? Possibilities to activate and build on **previous knowledge**?  Possibilities for processing/ applying of the knowledge?  Checking students’ **understanding**?  **Repetitions** and summaries?  **Specific examples**? |  |  |
| **Time management:**  **Planning realistic**?  Punctuality?  Tempo appropriate?  Adequate flexibility in the balance between own planning and the needs of students  **Time for students’ questions**? |  |  |
| **Other Comments:**  What else did you notice? |  |  |
| **Overall impression:**  What is the overall impression of the course? What should the teacher pay particular attention to in the future? |  |  |

**Peer Teaching Observation - Documentation**

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| Return to:  **Technische Universität Darmstadt**  **Hochschuldidaktische Arbeitsstelle**  Dr. Stefan Scheiner  64289 Darmstadt | Name:  Date:  Date of the Observation:  Observer: |

#### Personal Summary

1. **What did you learn from the teaching observation?**
2. **What were you encouraged in? And what new ideas did you get from the observation?**
3. **What are your goals and plans for your future teaching?**