



## Peer Review Template

### Course Observation Context

1. Instructor name:
2. Reviewer name:
3. Observation date:
4. Key contextual information about the course (e.g., name/number, course modality, type and level of students [majors/non-majors, first-years/seniors, elective/required course]):
5. If you had a conversation with the instructor prior to the observation, what did they ask for feedback about or note that they were working on?
6. Did the instructor raise impacts of the COVID pandemic on their teaching of the class that they would like recorded? If so, what?
7. What materials, beyond the in-class observation, did you consider?
8. If you reviewed parts of the Canvas site, which did you review (welcome module, home page, syllabus, discussion board, announcements, gradebook, assignments, videos, weekly modules etc.)?

The University of Oregon defines teaching excellence as professional, inclusive, research informed, and engaged in reflective practice.

This template defines these broad standards through lettered “conditions” and provides an abbreviated list of teaching practices as examples of each condition (For more information on the origins of these definitions, please visit the Provost’s [“Revising UO’s Teaching Evaluations”](#) webpage.) We hope these examples draw attention to concrete practices, even as we know there are many more examples than what’s listed.

You can use the reflective questions after each table to convey feedback, and you can “check” practices you observe and indicate any notes you wish to make.

Find out more about using this Peer Review Template as part of the peer observation process by visiting the [Peer Review of Teaching webpage](#).

# 1. Professional Teaching Practices and Observation Notes

## Professional Teaching includes:

[A] Readily available, coherently organized, and high-quality course materials; syllabi that establish student workload, learning objectives, grading, and class policy expectations.

[B] Respectful and timely communication with students. Respectful teaching does not mean that the professor cannot give appropriate critical feedback.

[C] Students' activities in and out of class designed and organized to maximize student learning.

## Examples of Professional Teaching Practices

The following practices are illustrations of A-C, listed above.

The instructor:

- Has organized course material into an obvious, explicit, and logical framework. [A]  
For example:
  - Organizes Canvas using modules or pages, with the beginning of each module or page outlining the learning objectives, activities to complete, and content to engage.
  - Gives lesson outline (learning objectives, key topics, etc.) at beginning of class, verbally and visually.
- Provides a course syllabus in Canvas with learning objectives, grade and absence policies, and [other elements required by Senate policy](#). [A]
- Presents instructions and guidelines transparently, explaining the purpose of the assignment or activity, the tasks needed to complete it, and the criteria for success. [A]
- Invites student questions and participation through multiple modes (ex: in class, on Canvas discussion board, etc.). [B]
- Responds to questions in a timely fashion. [B]
- Employs methods (activities, examples, audio-visual aids) broken down into steps to “scaffold” student learning. [C]
- Provides necessary materials and adequate time for completion of activities. [C]

## Observation Notes

- Please identify and comment on two specific examples of professional teaching practice you observed:
  
  
  
  
  
  
  
  
  
  
- Please comment on one area of professional teaching you suggest for improvement or enhancement:

## 2. Inclusive Teaching Practices and Observation Notes

### Inclusive Teaching includes:

[A] Instruction designed to ensure every student can participate fully and that their presence and participation is valued.

[B] The content of the course reflects the diversity of the field's practitioners, the contested and evolving status of knowledge, the value of academic questions beyond the academy and of lived experience as evidence, and/or other efforts to help students see themselves in the work of the course.

### Examples of Inclusive Teaching Practices

The following practices are examples of A and B, listed above.

The Instructor:

- Has designed the course materials to be accessible and welcoming. [A]  
For example:
  - Photos, examples, and other representations reflect diverse social identities and experiences.
  - There are multiple ways to access materials, such as audio and/or visual media, and/or text.
- Has designed multiple options for student engagement. For example, there are opportunities for student a) choice, b) connection to course goals and c) self-assessment and reflection. [A]
- Has designed multiple options for students to demonstrate their learning. For example, students might communicate learning through their choice of audio and/or visual media, and/or text. [A]
- Encourages and facilitates respectful dialogue, discussion, and student-student interaction for all students. [A] For example:
  - Structures activities with clear tasks that promote equal participation.
  - Helps people find partners or create groups.
  - Ensures there are explicit expectations or guidelines for interaction.
- Formats materials (Canvas, slides, documents, etc.) accessibly using headings, readable fonts, and alt-text. Readings are text-based files, not image-based files. [A]
- Uses captions and/or transcripts for videos and audio clips. [A]
- Has chosen course content that reflects diversity in the field or discipline including in the identities of the scholars/practitioners/creators included on the syllabus and different perspectives on or approaches to issues/methods. [B]
- Connects class content to students' prior knowledge or experience; and/or to current events, real-world phenomena, or other disciplines; and/or to prior class lessons, assignments, or readings. [B]

### Observation Notes

- Please identify and comment on two specific examples of inclusive teaching practices you observed:
  
  
  
  
  
  
  
  
  
  
- Please comment on one area of inclusive teaching you suggest for improvement or enhancement:

### 3. Research-Informed Teaching Practices and Observation Notes

#### Research-Informed Teaching includes:

[A] Instruction models a process or culture of inquiry characteristic of disciplinary or professional expertise.

[B] Evaluation of student performance linked to explicit goals for student learning established by faculty member, unit, and, for core education, university; these goals and criteria for meeting them are made clear to students.

[C] Timely, useful feedback on activities and assignments, including indicating students' progress in course.

[D] Instruction engages, challenges, and supports students.

#### Examples of Research-Informed Teaching Practices:

The following practices are examples of A through D, listed above.

#### The Instructor:

- Has developed course content by drawing on relevant scholarly works, including current research/developments in the field or discipline. [A]
- Invites students into the subject matter, for instance through storytelling, compelling case studies, or explicit commentary about the skills, values, or formation of the field/discipline. [A]
- Shows how disciplinary experts approach problems, either by modeling the process or by explicitly guiding students through it. [A]
- Aligns course content (knowledge, skills, or abilities) and engagement activities with relevant learning objectives, such as those for assignments, class sessions or modules, the overall course, or relevant department or university core education objectives (when applicable). [B]
- Incorporates low-stakes assessment to help students gauge their learning. Examples include polling questions, short Canvas quizzes, one-minute papers, muddiest point statements, questions embedded in lecture content, end of week or module metacognitive reflections, etc. [C]
- Provides timely, actionable, and goal-oriented feedback on activities and assignments. [C]
- Asks a variety of types of questions (factual, application, critical, etc.) and allots time for students to respond to/discuss questions in class or in postings such as discussion boards. [D]
- Teaches the class at a level appropriate for most students. [D]

#### Observation Notes

- Please identify and comment on two specific examples of research-informed teaching practice you observed:
  
  
  
  
  
  
  
  
  
  
- Please comment on one area of research-informed teaching you suggest for improvement or enhancement: