

**Table 3.2** Sample peer review of teaching and small group instructional feedback Report (for an education professor)

This report is based on a 45-minute observation of your in-class teaching followed by a 25-minute discussion with your students. I broke the class into four small groups and each group independently addressed the following questions: (a) What is going well in this course—what do you like about it? and (b) What aspects of the course might be improved?

*General Comments:*

Based on both my observation and discussion of your teaching with your students, your teaching in this course is very solid, and approaches excellence. You demonstrated strong content and delivery skills and equally strong social and physical presence. Your class was well organized (but see below) and accented with an impressive array of content knowledge, relevant examples, probing questions, give-and-take, and feedback to students. Socially, you demonstrated excellent classroom rapport, appropriate humor, knowledge of student names, and a high level of trust. You also exhibited excellent eye contact, facial expression, vocal inflections, and hand gestures.

*Specific Comments—Strengths:*

Class is interesting; students are engaged and appreciate your good humor  
Students have a strong desire to attend class and participate; they love your energy/passion  
Examples are insightful and practical  
Students appreciate the positive feedback and your encouragement of their good work  
Students appreciate your rewarding their hard work and effort  
Students like the opportunity for participation you provide them  
Students like the fact that you listen to them and are open to their ideas/suggestions  
Students feel like the materials are relevant to their future work  
Students appreciate the fact that ALL class materials are available anytime during the semester  
Students enjoy/appreciate the fact the class is project based  
Students appreciate your thorough preparation for class, including online materials  
Students appreciate your flexibility

*Specific Comments—Areas for Improvement:*

Students enjoy your stories, but would like to have you make them to be more succinct  
Students would like you to provide a review at the end of each class to tie material together to drive home key points—students reported having difficulty seeing these main points.  
Sometimes class is not well focused—“all over the map,” as a few students expressed  
Student do not always appreciate the amount of repetition of material in class  
Sometimes students have difficulty seeing the connection between course material and the projects  
Your expectations for them on projects and other class activities are not always clear to them—students would like to have your expectations and project criteria clarified  
Students would like to see you improve your tech skills, although they reported you are better than many of their other professors in education  
Transition between PPT shows—moved from one slide show to a different one with no introduction or transition, which came across as abrupt and confusing to students

*Other Comments:*

Sometimes (3X) had hand over mouth while talking, which made it difficult to hear what you were saying  
Even after mentioning the importance of pausing after asking a question, you often did not give students very long to answer your questions before you answered the question yourself

**Table 3.3** Sample small group instructional feedback report (for a chemistry professor)

*Strengths:*

Presents interesting conceptual ideas and lectures are bountiful with detail and depth  
Very helpful in assisting students in working through difficult material and concepts they find difficult to understand  
Provides relevant information to supplement text information  
Provides just the right amount of homework  
Always available for outside and extra help  
Excellent skill in integrating historical and future issues into the subject matter  
Projects are consistent with lectures and course materials  
Projects are interesting and useful

*Areas for Improvement:*

Surprised students on midterm examination by including material that they didn't feel was covered in class  
Not enough time to take the midterm given the nature of the material covered on it  
Instructions for projects are unclear at times  
Lectures are "crammed" into the class; students feel you are covering too much material in class without providing enough time for them to understand it  
Your pace of presentation of material and your rate of speaking are too fast for students  
Sometimes runs over class time and makes students late for their other classes and appointments  
Sometimes explanations for some difficult material is difficult to follow; doesn't always link or connect topics together very well  
Because of the pace of class, students find it difficult to participate  
Students would like you to review the previous lecture materials for a few minutes at the start of class before introducing new materials

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Buskist, W., Ismail, E. A., & Groccia, J. E. (2014). [A practical model for conducting helpful peer review of teaching](#). In J. Sachs & M. Parsell (Eds.), *Peer review of learning and teaching in higher education: International perspectives*. Springer, Vol. 9, pp. 33-52.