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