The peer feedback process is intended for use by individuals wanting to develop their teaching skills. It is initiated by the librarian seeking feedback. This document is provided as a guide and can be modified to suit the needs of the individual.

Instructions for the librarian seeking feedback
The aim of the process is to provide comments to enable librarians to critically reflect on their teaching practice. The teacher owns the feedback process and its outcomes. Feedback may be sought from more than one colleague and can come from within or outside the library (e.g. reference librarian, CSD staff, academic). Meet with feedback colleague before any observation visit to provide background on the teaching development and to discuss

- what should be reviewed
- when the review should take place
- what documentation (e.g. outcomes, class outline, handouts)
- how the feedback should be presented for example comments on teacher’s strengths and areas of development

Instructions for the colleague giving feedback
The feedback should be conducted in a positive atmosphere. Feedback is best given in a way that leaves the receiver’s self-esteem intact. Start with positive comments and follow with constructive suggestions. The librarian seeking feedback will select teaching skills for feedback. It is suggested that for each criteria, comments should include the sources, areas of strength and areas for development.

Suggested teaching skills for consideration
On the following pages are some areas of teaching skills that you might consider for feedback. Or you may have other areas that you would like feedback on.
Note: The following is not a checklist, it is suggested that you focus on two or three aspects for each feedback.

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1 This documentation is based on Evaluation of Teaching Unit, The University of Western Australia (2003) Peer Feedback on Teaching available from http://www.catl.osds.uwa.edu.au/etu/peer
1. Planning and development of the IL session
   - Relationship development with the academic and the course curricula
   - Relevance of documentation
   - Inclusion of innovative teaching approaches
   - Appropriate mix of strategies to encourage student learning

Possible sources of information: teaching portfolios, class outline, academic unit/course outcomes, audio-visual materials, hand-outs.

Observation notes:
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2. Organization of physical environment
   - Lighting / Seating / Room set-up
   - Technology management

Possible sources: teaching observation

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3. Behaviours of the instructor

- Appearance of organization (e.g. arriving on time)
- Management of student behaviours
- Use of questions, checks for understanding
- Clarity of instruction
- Pace and logic of presentation
- Quality of overheads and handouts

Possible sources of information: teaching observation, student feedback, academic feedback

Observation notes:
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4. Facilitation of learning in students

- Incorporation of alternative styles of learning
- Were examples used relevant and inclusive?
- Relevance of total content to unit/course
- Students interaction with teacher
- Attention to teacher
- Off-task activities e.g. talking, playing games

Possible sources of information: teaching observation, student feedback, academic feedback

Observation notes:
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5. Evaluation of session

- Outcomes clearly stated and a reasonable number
- Relationship of IL outcomes to the content of the session and to curricula
- Relationship of IL outcomes to unit assessment
- Students feedback incorporated
- Academic feedback incorporated

Possible sources of information: class outlines, teaching portfolios, audio-visual materials, handouts

Observation notes:
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