

## **INTERNATIONAL AND BUSINESS LAW PROGRAM CLASSROOM PEER OBSERVATION GUIDELINES**

*This document is a set of guidelines of peer review observations of the International and Business Law Department.*

**I. Goal:** Peer review of teaching is a form of evaluation designed to provide constructive feedback to instructors about teaching and learning in their courses, thus will impact the improvement the faculty's quality of teaching.

### **II. Method of Implementation:**

#### **A. Selection**

At the beginning of the academic year, IBL faculty members shall be divided into groups of three people. The groups will consist of both full and part time teachers. Each faculty member within the group shall be responsible for observing 2 colleagues during his/her 2 classroom sessions (lecture and seminar, if there is no such division, then just two classes) during the academic year. It is the faculty members' responsibility to discuss and agree upon the most appropriate time and date for the peer review.

#### **B. Pre-observation**

Each individual group consisting of three faculty members shall conduct a pre-observation meeting one week before the classroom observation. They shall review the syllabus, teaching plan and other teaching materials of the faculty member that will be undergoing the peer review.

#### **C. Observation**

After the pre-observation meeting the two faculty members within the group shall attend the classroom of the teacher to be observed and fill out peer observation forms. They shall not participate in the classroom and ask any questions from either the teacher or students.

#### **D. Post observation**

Faculty members that observe the class shall conduct a post-observation meeting, where they shall analyze observation forms and draft a report on peer review of the teacher that was observed. The feedback on observation is presented at the closest departmental meeting after observation is conducted, where observers provide both written and oral feedback to the teacher, unless the teacher wishes this feedback to be presented personally. In such case, the peer review feedback shall be presented by observers personally to the teacher (with the participation of the Head of the Department).

## Questions determined at the Pre-observation meeting:

### General

1. What is the main goal of the course session that will be observed?
2. What do you expect the learners to be able to know and do by the end of your session?
3. What methods will you use to help the learners to reach this objective?
4. How will you assess whether the learners reached this objective?

### Syllabus

1. Is syllabus well structured? Is it clear and complete?
2. Is teaching plan of the course or course content clear?
3. Does syllabus contain home assignments in the syllabus?

### Other teaching materials

1. What kind of assignments do tests, quizzes or other exams contain?
2. Do all of mentioned instruments contain the type of questions that correspond to the objective of the course?
3. Does any of assignment of the course contain problem oriented assignments? (first level course does not have to contain questions of analytical character in comparison with let's say third level courses)

## Questions determined at the Class observation meeting

### CLASS OBSERVATION CHECKLIST

	Observed	Not observed	Comments
<b>ORGANIZATION</b>			
Arrives early to class			
Begins on time			
<i>Arranges materials before class*</i>			
Clearly states objective of the class and significance of this topic			
Clearly demonstrates transition from one activity/topic to next			
Periodically summarizes material			
Frequently checks student understanding			
<b>CONTENT</b>			
Encourages student thought			
Responds constructively to student opinions			
Treats students equitably			
Uses appropriate examples/samples			

<i>Shares/encourages more than one viewpoint</i>			
Demonstrates excellent content competence			
Meets the objective of the class			
<b>TEACHING STRATEGIES</b>			
Encourages students' participation			
<i>Uses a variety of activities in class</i>			
<i>Provides opportunities for students to apply new knowledge</i>			
<i>Students demonstrate ability to work in teams</i>			
Demonstrates sincere interest in the course			
Ensures that students are engaged in class discussion			
Uses methods appropriate to achieve learning objectives and tasks			
Uses open – ended questions to reveal students' true understanding and knowledge			
Teaches 100% in English language (applies only to instructors that teach in English language)			

*\* The highlighted questions are not strictly required to be examined in the class you attend. You can find answers to those questions in teacher's syllabus*

**Narrative General Feedback:**

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