 **Uva Wellassa University**

**Faculty of Animal Science and Export Agriculture**

**Internal Quality Assurance Cell (IQAC)**

**PEER OBSERVATION FORM FOR LECTURERS**

Observee and the Department: …………………………………………………………………………..

Observer and the Department: …………………………………………………………………………..

Course Title and Code: ………………………………………………………………………………….

Nature of the Session: Theory/Practical/Student Centered Learning Activity

Date: ……………………………… Time: From…………………………….. To……………………

* This exercise is aimed at improving teaching quality of academics in the Faculty of Animal Science and Export Agriculture.
* The success of the process mainly depends on the mutual understanding between observee and observer.
* This should not be considered as an evaluation or a fault finding process.
* The results of this exercise cannot be published or use for any purpose without proper approval of the two academics involved.
* After the exercise is completed it should be informed to the Head of the Department of the observee.
* The Observer should indicate under section 8 below, any factors or circumstances beyond the control of the teacher which precluded or affected the demonstration or observation of desirable qualities given in this form.
* **Additional comments on each section can be included in the space provided.**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Topic** | **Excellent** | **Good** | **Satisfactory** | **Poor** | | **Can not Comment/ NA** |
| **1. Instructional Method** | | | | | | |
| • Appropriateness of instructional method to achieve the objectives |  |  |  |  | |  |
| Comments: | | | | | | |
| **2. Delivery** | | | | | | |
| • Engagement (strategy adopted to start the lecture) |  |  |  |  | |  |
| • Evidence of preparations prior to the lecture |  |  |  |  | |  |
| • Definition of goals |  |  |  |  | |  |
| • Clarity of lecture |  |  |  |  | |  |
| • Audibility of lecture |  |  |  |  | |  |
| • Visibility of presentation material |  |  |  |  | |  |
| • Techniques adopted to maintain interest and reduce strain |  |  |  |  | |  |
| • Pace of lecture |  |  |  |  | |  |
| • Emphasis of key points |  |  |  |  | |  |
| • Summary and what next |  |  |  |  | |  |
| • Direction towards references and homework |  |  |  |  | |  |
| Comments: | | | | | | |
| **3. Sequence of Lecture** |  |  |  |  | |  |
| • Structure of lesson |  |  |  |  | |  |
| • Flow of lesson |  |  |  |  | |  |
| Comments: | | | | | | |
| **Topic** | **Excellent** | **Good** | **Satisfactory** | **Poor** | | **Can not Comment/ NA** |
| **4. Instructional Media (Teaching Aids)** |  |  |  |  | |  |
| • Use of instructional materials |  |  |  |  | |  |
| • Quality of instructional materials |  |  |  |  | |  |
| Comments: | | | | | | |
| **5. Content** |  |  |  |  | |  |
| • Accuracy of contents |  |  |  |  | |  |
| • Relevance of material being presented |  |  |  |  | |  |
| • Understanding of student needs |  |  |  |  | |  |
| • Effective use of time |  |  |  |  | |  |
| Comments: | | | | | | |
| **6. Personal Qualities** |  |  |  |  | |  |
| • Enthusiasm |  |  |  |  | |  |
| • Confidence |  |  |  |  | |  |
| • Disciplines |  |  |  |  | |  |
| • Creativity |  |  |  |  | |  |
| Comments: | | | | | | |
| **Topic** | **Excellent** | **Good** | **Satisfactory** | | **Poor** | **Can not Comment/ NA** |
| **7. Relationship with Students** |  |  |  |  | |  |
| • Eye contact |  |  |  |  | |  |
| • Equal treatment to students |  |  |  |  | |  |
| • Interaction with students (student –lecturer) |  |  |  |  | |  |
| • Response to questions |  |  |  |  | |  |
| • Initiation & management of discussions |  |  |  |  | |  |
| • Response to student contributions |  |  |  |  | |  |
| • Prior knowledge and understanding of the target audience |  |  |  |  | |  |
| Comments: | | | | | | |
| **8. Student Centered Learning (Group Presentations of students etc.)** | | | | | | |
| * Participation of students |  |  |  |  | |  |
| * Students have chance to ask questions for clarifications |  |  |  |  | |  |
| * Engagement of the Lecturer (giving feedback to students) |  |  |  |  | |  |
| * Mechanism to identify points need to discuss further |  |  |  |  | |  |
| * Tools used for the preparation of student centered learning activity |  |  |  |  | |  |
| * Summary of the session |  |  |  |  | |  |
| Comments: | | | | | | |
| **9. General Comments** | | | | | | |

Signature :………………………………………………………(Observer)

Signature :………………………………………………………(Observee – for acceptance of comments)