**Brief guide for Observer**

As the Peer Observer in the process, you must ensure that confidentiality and the creation of a non-judgmental environment is evident; your aim is to encourage and to support the colleague you are observing, to critically reflect and discuss their teaching, learning and assessment. The process should be formative, developmental and allow for personal reflection and exploration of practice. You should discuss the aims of Peer Observation of Teaching, Learning and Assessment at the pre-observation meeting with the Observee. It is also useful to encourage the Observee to raise any aspects of their practice that they may want you to focus on during the observation.

**During the Observation**

You should refrain from participating in the session you are observing, unless this is discussed with agreed with the as this may change the focus of the activities undertaken and may reduce your capacity to comment objectively on the teaching processes used. Do remember that the observation is a snapshot of your colleague’s teaching practice and your feedback should factor this in by allowing the Observee to discuss the processes they used or intend to use in future practice, at the post observation feedback meeting.

Some aspects of teaching, learning and assessment you may want to reflect on during the observation to support you may include:

* The learning environment (face to face or online – synchronous or asynchronous)
* How well does the teaching match the intended learning outcomes?
* Student engagement - are students invited to participate, and how; what about active learning?
* Assessment for Learning – do students receive feedback, and if so how?
* Are resources appropriate and up-to-date? (if you are observing a subject you have knowledge of)
* Range of T&L strategies and methods used, and are they appropriate?
* Use of technology enhanced learning
* Are aspects of the observation signposted to previous content covered, online resources or other related material?

**Post-Observation**

Following the observation, you should engage with the Observee in a critical reflective feedback discussion at the earliest possible opportunity. Together with the Observee, you can analyse the session you observed and try to focus on the question of ‘Why’ as well as the ‘How’ in relation to aspects of the observation. When giving feedback, you should consider the following:

* Always allow the Observee to talk about their session before you give feedback
* Allow the Observee to highlight issues and possible solutions
* Effective feedback should focus on evidence collected during the observation of their teaching, learning or assessment
* Use questions to guide the discussion and plan responses
* Limit the amount of feedback to that which the Observee can deal with- be specific about what you view worked well or may need to be further enhanced
* Make positive suggestions for enhancement
* Avoid making value judgements
* Encourage the Observee to engage in critical reflection at a personal and professional level

For any questions on peer observation of teaching, learning and assessment, please contact The Academy ([theacademy@liverpool.ac.uk](mailto:theacademy@liverpool.ac.uk))

Throughout the process, it is important for you to recognise that the Observee has control over all stages of the process. This includes choice on who will observe them, what will be the focus of the observation, which class you will be invited to observe and the type of feedback they would like to receive.

The Observation form used for the observation should be returned to the Observee. As a Peer Observer you don’t need to keep a copy. The Summary Form will need to be returned to the department/school/institute where the Observee is based to show that the process has been completed. Both you and the Observee must sign both forms.

For any questions on peer observation of teaching, please contact The Academy: theacademy@liverpool.ac.uk