

PEER OBSERVATION & COACHING– INTERACTION WITH LEARNERS (03/31/15)

This guide outlines a structure for the notes you make while observing faculty members interacting with learners and the comprehensive feedback session regarding that interaction. The guidelines pertain to lecturing, small group or laboratory facilitation, coaching, clinic teaching, etc. There is no expectation that all numbered items will be discussed for every observation. Rather, these items are representative of what might be addressed under each main and sub-heading.

Initiating the session

1. Connecting with the participants – greetings, your acknowledging the learners
2. Context/background – establishing rationale for this session, clarifying how this session/learning fits with previous learning, other sessions, other parts of the curriculum
3. Set up – what to expect – framework/scaffold for the session
4. Learner pre-session preparation and use of that preparation

Presentation skills (includes methods) and relationship with the participants

Presence

5. Nonverbal skills
 - a. Eye contact and facial expressions
 - b. Vocal cues (rate, volume, intonation, pitch)
 - c. Posture, position, gestures, and other movements
6. Dynamism/authentic presence – responsiveness, flexibility, engagement
7. Demonstration of respect for learners
8. Language (appropriateness for level of learners)

Ensuring interaction and active learning

9. Use of activities to involve learners in thinking/interacting with you or each other
10. Questioning technique – choice (open, closed, Socratic) and use to involve learners
11. Listening skills – use of silence, ‘wait time’, facilitative responses (verbal and non-verbal)
12. Providing explicit structure (and making that structure visible)
 - a. Signposting – highlighting or categorizing information for emphasis or to aid recall (e.g. ‘There are two important facts you need to remember: 1st ..., 2nd ...’)
 - b. Use of transition statements (verbal structuring)
 - c. Use of periodic internal summary
 - d. Logical sequence – organization

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- e. Attending to time
 - f. keeping on task or diverting appropriately
13. Making opportunities for learners to engage in problem solving, thinking, interacting with you and each other; thinking out loud yourself to assist with this process
 14. Eliciting learners' perspectives and referring to those perspectives as you give information and explanation
 15. Use of small group learning approaches (e.g. Team Based or Problem Based Learning), case-based learning, clickers, and other methods not identified above
 16. Chunking and checking – assisting learners with understanding and recall by giving a chunk of information and checking for understanding before going on

Other factors contributing to effective presentation, relationship, learning

17. Use of humor and other emotions
18. Use of resources (evidence base, experience, conceptual frameworks)
19. Handling wrong answers and other learner mistakes
20. Handling conflicting points of view and other conflicted situations
21. Responding to inattention, disengagement, disrespect or other unprofessional conduct

Content

22. Providing organizational structures to enhance learning – e.g. conceptual framework(s), theories, etc.
23. Balance of depth and breadth (level) to ensure engagement and 'deep' learning
24. Use of PowerPoint, slides, images, handouts, models, demonstration
25. Clarity
26. Making content concrete by applying it to clinical reasoning, problem solving, etc.

Closing the session

27. Summary and integration
28. Opportunity for learners to ask last questions
29. Set up for or transition into next class (assignments, expectations, etc.)

