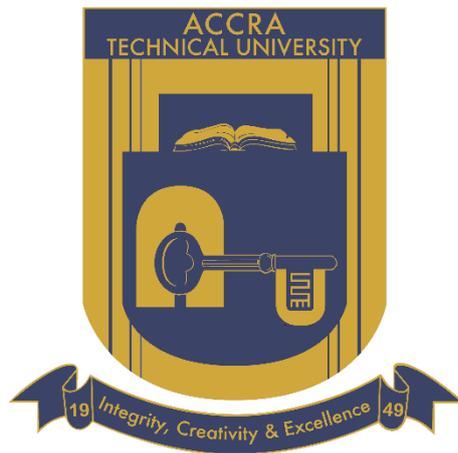


ACCRA TECHNICAL UNIVERSITY



POLICY ON PEER AND PROFESSIONAL ASSESSMENT OF COURSE CONTENT AND TEACHING

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SUMMARY DETAILS TABLE

Version	1.0
Short description	This policy document is to outline the principles and parameters for the peer evaluation of courses.
Relevant to	All Teaching Staff of the Technical University.
Issuing Authority (Approved by)	These Guidelines have been approved by the Council.
Responsible officer	Quality Assurance Officers
Responsible office	Quality Assurance Office
Date Approved	Monday, May 23, 2016
Date(s) modified	
Next scheduled review date	1st, April, 2017
Related Technical University documents	
Related legislation	
Key words	Peer, Assessment,

SECTION ONE

1. DEFINITION OF TERMS

- Peer - A person who belongs to the same rank, age, education, or social group.
- Peer observation - A Lecturer sits in another Lecturer's class and observes the teaching in order to give constructive feedback to the one teaching.

SECTION TWO

2. POLICY

2.1. POLICY STATEMENT

Accra Technical University believes that Teaching Staff should play an active role in reviewing and improving their teaching. This is to encourage continuous improvements in one's teaching.

2.2. PURPOSE

This policy outlines procedures for collecting and utilising data on formative peer evaluation of teaching.

2.3. SCOPE

This policy applies to all Full Time and Part Time Teaching Staff, and Teaching Assistants.

2.4. PRINCIPLES

- 2.4.1. There will be two evaluations each year of each faculty member's teaching; one by a colleague of the same discipline (and from inside the division), one by a faculty member from another discipline (and from outside the division).
- 2.4.2. The head of department shall nominate an observer for the faculty member.
- 2.4.3. The evaluation shall be done with a **Classroom Peer Observation Form**.
- 2.4.4. The data from the review shall be the property of the individual reviewed.
- 2.4.5. Division heads shall have responsibility for seeing that requisite reviews are accomplished during the academic year.
- 2.4.6. The Division heads shall monitor completion rates.
- 2.4.7. The observee or observer may choose to use outcomes (i.e. their own learning that has arisen from the observation) in promotion, but he/she is not obliged to do so.
- 2.4.8. Reports shall be confidential to the observee, the observer and the person or group nominated by the Head of Department to review outcomes to identify generic issues.

- 2.4.9. All forms of teaching of groups of students (lectures, seminars, workshops, laboratory work) shall be covered over a period of time although a school/faculty may decide in one year to focus on one form of delivery.
- 2.4.10. It shall cover all levels of teaching for all programmes.
- 2.4.11. The Classroom Peer Observation Form shall address the following issues:
 - 2.4.11.1. Intellectual content of the material taught, including relevance, breadth and depth
 - 2.4.11.2. Instructor's grasp of the material; ability to present content clearly and logically, to place specific material within thematic contexts and to demonstrate the significance and relevance of course content.
 - 2.4.11.3. Instructor's ability to engage and challenge students and to teach critical thinking and questioning skills.
 - 2.4.11.4. Instructor's ability to provide intellectual inspiration and leadership and to awaken new interests.
 - 2.4.11.5. Instructor's use of innovative approaches to teaching and/or use of instructional technology to enhance the learning process.

SECTION THREE

3. PROCEDURE

- 3.1. At the beginning of each academic year, every faculty member shall be notified of their responsibilities under this policy. Heads of Departments shall be notified by their Deans and reminded of their responsibilities at that time, as well.
- 3.2. The observee shall meet potential reviewers to set dates, times and methods of evaluation and to discuss issues of concern by the observee and to set ground rules for the classroom interaction.
- 3.3. Prior to the exercise, the observer shall be given a copy of this policy and the **Classroom Peer Observation Form** so that they would be aware of their responsibilities in the exercise.
- 3.4. On the day of the evaluation, the observer shall promptly complete the **Classroom Peer Observation Form**, including making narrative comments about strengths of the teaching observed and areas where improvement could be made; not later than the following day.
- 3.5. All comments are to be written in fact-based terms, including constructive critique that could be used for performance improvement.
- 3.6. At the end of the observation (or not later than the next day) the observer should meet with the rated faculty member and present the evaluation form and be prepared to clarify comments or answer questions about the process. Once this discussion has taken place, the observer's responsibilities are discharged.
- 3.7. The observee will consider the evaluation information and write statements about intent to make improvements in components of his/her teaching. These statements will constitute "commitment to change" and shall be useful to the Observee.
- 3.8. The data from these formative evaluations shall not be used in Annual Evaluations. The observee shall use the content to set goals for the succeeding year.

SECTION FOUR

4. FORMS AND TEMPLATES

4.1. CLASSROOM PEER OBSERVATION FORM

ACCRA TECHNICAL UNIVERSITY CLASSROOM PEER OBSERVATION FORM

DEPARTMENT:
PROGRAMME:
LEVEL:
COURSE TITLE:
CODE:
SEMESTER: **YEAR**
NAME OF COURSE LECTURER:
RANK OF COURSE LECTURER:
NAME OF PEER OBSERVER:
RANK OF PEER OBSERVER:
DATE:

Directions:

Below is a list of teaching behaviours that may occur during a class. This form is to be used as a guide, not a list of teaching requirement. We recommend that the lecturer and observer use this list prior to the observation as a basis to discuss/highlight selected areas on which to focus.

ORGANISATION	Not Observed 1	More Emphasis 2	Shown very well 3	Comments
<ul style="list-style-type: none"> ○ Arrives early to class (may chat with learners before class): ○ Coming to class on time and in an organized manner ○ Shares session agenda/outline with class ○ Clearly state session objective and significance of objective/activities (and periodically overall course objective) with class: ○ Reviews prior class material to prepare class ○ Clearly demonstrate transition from one topic/activity to the next: ○ Periodically summarizes material addressed during class session: 				

ORGANISATION	Not Observed 1	More Emphasis 2	Shown very well 3	Comments
<ul style="list-style-type: none"> ○ Adapts smoothly to back-up plan when necessary (uses board etc., if overhead malfunctions, addresses misunderstandings, provides further application activities, if needed): ○ Ends class on time: ○ Reminds students of assignments, tests, projects etc: ○ Summarizes main points at the end of class: ○ Appears well-prepared for class (has material/equipment available and organized): ○ Organize lecture/strategies so students can easily take note: ○ Frequently checks student understanding ○ Provides examples of each concept: ○ Uses concrete examples to explain: ○ Concretely defines or explains difficult or unfamiliar terms (directions, procedures etc.): ○ Clearly explains relationships: ○ Repeats challenging/unfamiliar information ○ Remains focused when answering question (sticks to main topic): ○ Clearly and legibly writes on Board/Overhead: ○ Relates usefulness of content to real world ○ Repeats questions for student(s) for the entire class to hear: ○ Describes terms/concepts/theories etc. in more than one way: ○ Emphasizes important point by pausing, raising voice, or speaking slowly, etc: ○ Uses visuals with explanations: 				

ORGANISATION	Not Observed 1	More Emphasis 2	Shown very well 3	Comments
<ul style="list-style-type: none"> ○ Points out practical use of content: ○ Answers questions completely: ○ Shares tips to learning difficult information ○ Shares key terms visually (Board, Over, Handout): ○ Explains information in easy-to-understand terms/language: ○ Provides sample test questions: ○ Shares tips with students regarding taking exams, mastering content, etc.: ○ Clearly explains what is expected on tests and assignments: ○ Speaks in expressive manner: ○ Smiles while teaching ○ Show appropriate sense of humour: ○ Moves around room while speaking (does not stay behind podium): ○ Gesture with arms, hands, head or body: ○ Appears relaxed with the class ○ Does not read continually from notes: ○ Answers questions completely: ○ Distracting mannerisms/habits (specify) 				

INTERACTION	Not Observed 1	More Emphasis 2	Shown very well 3	Comments
<ul style="list-style-type: none"> ○ Praises student answers/ uses probing questions to build on answers: ○ Uses a variety of strategies in class: ○ Encourages student participation: ○ Asks questions to the entire class: ○ Refrains from answering own questions: 				

INTERACTION	Not Observed 1	More Emphasis 2	Shown very well 3	Comments
<ul style="list-style-type: none"> ○ Encourages students to answer each other's question ○ Encourages student to answer difficult questions by providing cues ○ Constructively admits error or insufficient knowledge (i.e. suggests options to find correct information): ○ Respects/encourages different point of views: ○ Integrates students' ideas into class: ○ Guides student when he/she errs: ○ Provides ample demonstrations ○ Provides frequent feedback (corrective feedback when needed) ○ Show respect/sensitivity to diverse learners: ○ Promotes active learning/student participation ○ Encourages/facilitates relevant student-led discussions ○ Asks question of various levels (i.e. Bloom's Taxonomy) 				

PACING	Not Observed 1	More Emphasis 2	Shown very well 3	Comments
<ul style="list-style-type: none"> ○ Students were not rushed: ○ Asked/checked understanding before moving to next topic: ○ Covers an appropriate (not too little or too much) amount of material during class: ○ Does not engage unrelated issues or comment during class (does not got off on tangents): ○ Student have enough time to finish tasks: 				

SPEAKING	Not Observed 1	More Emphasis 2	Shown very well 3	Comments
<ul style="list-style-type: none"> ○ Speaking in an acceptable tone/ volume: ○ Speaks clearly (does not stutter, slur, mumble words, or say “uh”/”um”): ○ Speaks at an appropriate pace (not too fast or slow): ○ Speaks with expressive manner (not monotone): ○ Uses appropriate (non-distracting gestures) ○ Maintains eye contact with students (i.e., does not talk to board, window/walls): ○ Speaks in respectful, easy-to-understand language ○ Speaks slowly and clearly when covering difficult terms/ideas/content ○ Controls the class from noise making in the lecture room: ○ Controls noise making from outside the classroom (especially on corridors and verandas, which may affect the class in session): 				

RAPPORT	Not Observed 1	More Emphasis 2	Shown very well 3	Comments
<ul style="list-style-type: none"> ○ Encourages student feedback: ○ Encourages student thought and participation : ○ Responds constructively to student opinions/contributions: ○ Encourages (and may present) diverse points of view: ○ Warm classroom climate (students speak freely, relates to students as people, appropriate humor): ○ Responds to student misunderstanding or confusion respectfully: ○ Treats students/class equitably: ○ Listens effectively/closely to Student comments/concerns/questions: ○ Tries to reach many kind of students when teaching: ○ Encourages mutual respect, honesty, and integrity among class members: ○ Responds to distractions effectively: 				

RAPPOR	Not Observed 1	More Emphasis 2	Shown very well 3	Comments
<ul style="list-style-type: none"> ○ Encourages constructive criticism: ○ Admits errors with honesty/integrity: ○ Provides constructive feedback: ○ Responds to students by name in class: ○ Informally talks with students before and/or after class: ○ Accessible to students outside of class (i.e., office hours): 				