**Peer Observation Report – Asynchronous Session[[1]](#footnote-1)**

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| --- | --- |
| **Lecturer Name:** | **Module Code and Name:**  |
| **Observer name:** | **Number of students:** |
| **Date of observation:**  | **Class duration:** |

|  |
| --- |
| **Class type** |
| **Lectures** **<50 students**  🞏 **51-150 students**🞏 **> 151 students**🞏 | **Tutorial** 🞏 | **Labs**🞏 |
| **Other (please specify)** 🞏 |
| **Online Platform used:** |

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| **Pre-observation meeting/discussion** |
| **Please note any information you gathered from the Pre-observation meeting (any issues requiring particular focus or feedback)** |

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| **Observation**  |
| Topic of online session/learning unit |  |
| Date of report |  |
| **Beginning of the session:** |
| Were the students given clear instructions regarding how to engage with the learning activity or content? |  |
| How successfully were the intended outcomes of the session made clear to students at the beginning of the session? |  |
| How effectively do the learning activities promote peer interaction and engagement? |  |
| **Style and approach** |
| Comments on accessibility of the session, availability of materials and clarity of links between the live and recorded sessions. |  |
| Comments about the general tone and style of the presentation |  |
| How well were teaching aids used to enhance students’ learning? |  |
| Comments on tone-of-voice, clarity of diction, audibility. |  |
| Is the content available in a variety of formats for accessibility, in line with the principles of Universal Design for Learning? |  |
| Are all web links and embedded media elements included in content presentations functional? |  |
| **Student Participation** |
| To what extent were students encouraged to pause and reflect? |  |
| Is the content recorded in short segments? |  |
| To what extent were opportunities provided for the students to apply the learning to their own context/examples? |  |
| **Close of Session** |
| How effectively were the learning outcomes revisited on completion of the learning activity or content? |  |
| To what extent was the session linked to other resources and synchronous sessions? |  |
| Any further comments about the close of the session? |  |
| **Summary, Suggestions and Recommendations** |
| What was the most effective element of the session? |  |
| What was the least effective element of the session? |  |
| Any further comments and suggestions? |  |
| Any key learning points for observer? |  |

Observer signature\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Lecturer signature\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. Asynchronous content delivery involves pre-recording learning material so that the learner can access it at their own pace. Asychronous learning activities (or e-tivities) involve learning material which provides ‘a spark which may be a piece of information or a challenge. Learners then take part in an online discussion or activity which requires them to respond in some way to the ‘spark’ (Salmon, 2006). [↑](#footnote-ref-1)