



**GENERAL SIR JOHN KOTELAWALA DEFENCE UNIVERSITY  
FACULTY OF MANAGEMENT SOCIAL SCIENCES & HUMANITIES  
PEER OBSERVATION OF TEACHING**

**Peer Reviewer and Reviewee details:**

Reviewer's name and Designation	
Reviewer's Department/ Faculty	
Reviewer's Expertise: (Discipline expert or Teaching and learning expert)	
Reviewee's name and Designation	
Reviewee's Department/Faculty	

**Session details:**

Subject code and name	
Date, time and duration of session	
Type of session (e.g., lecture/ tutorial/ lab) and delivery mode (face-to-face/online)	
Length of session observed	
Number of students registered	
Number of students in the session	

**Instructions to Peer Reviewer**

**This is a feedback for teaching quality improvement and its results need to be highly confidential.**

Please indicate your observation on the given aspects of Teaching and Learning using the following criteria.

Score	Meaning	Basis for assessment of teaching quality of each aspect observed
3	Good	Sufficient evidence observed and they are very effective
2	Satisfactory	Some evidence observed and they are effective
1	Needs Attention	Either no apparent evidence or their effectiveness is not clear
NE	Not evaluated	
NA	Not applicable	



Aspects of Teaching and Learning Activities		Review Score			NE	NA
<b>1</b>	<b>Students are geared towards achieving key learning outcomes</b>					
	Emphasizes the key learning outcomes at the beginning of the session	3	2	1		
	Focuses on learning outcomes at key points in the presentation	3	2	1		
	Ensures students' awareness on the link between key learning outcomes and assessment	3	2	1		
<b>2</b>	<b>Logical presentation of materials is ensured</b>					
	Provides a brief structural overview at the beginning of the session	3	2	1		
	Follows the planned structure throughout the session	3	2	1		
	Manages deviations effectively to ensure logical progression of the session	3	2	1		
	Provides a brief summary at the end of the session	3	2	1		
<b>3</b>	<b>Students are actively engaged in learning.</b>					
	Encourages students to ask questions and express their views	3	2	1		
	Uses questioning-skills to encourage students' engagement	3	2	1		
	Provides immediate and constructive feedback on the student concerns	3	2	1		
<b>4</b>	<b>A learner-friendly classroom environment is maintained</b>					
	Creates friendly teaching learning atmosphere	3	2	1		
	Uses eye-contact effectively to maintain student attention	3	2	1		
	Shows confidence through appropriate movements in the class and body language	3	2	1		
<b>5</b>	<b>Student understanding is continuously observed, and effective learning is facilitated.</b>					
	Uses effective strategies (questioning, spot tests, quizzes etc.) to measure student understanding	3	2	1		
	Responds to individual and group learning needs identified	3	2	1		
	Constantly observes student interest level and acts accordingly	3	2	1		
<b>6</b>	<b>Students' prior knowledge and experience is built upon (applicable only for the discipline expert)</b>					
	Takes an effort to determine students' prior knowledge (e.g., recapitulation, pre-lecture quizzes etc.) where appropriate	3	2	1		
	Builds on students' current knowledge, and takes them beyond that level	3	2	1		
	Uses students' contributions in the teaching process	3	2	1		
<b>7</b>	<b>Students are encouraged to develop their conceptual understanding</b>					
	Helps students to enhance their conceptual understanding to the expected level	3	2	1		
	Encourages students to internalize their conceptual understanding	3	2	1		
	Facilitates deeper understanding through appropriate strategies (e.g., group tasks, mini debates, discussion on real world cases etc.)	3	2	1		



<b>8</b>	<b>Teaching caters for student diversity</b>					
	Considers students' diversity in their knowledge and understanding	3	2	1		
	Shows an awareness of the students social, cultural and psychological diversity	3	2	1		
	Caters for students' diversity in learning styles (e.g., auditory, verbal, logical, social, solitary, visual, and kinesthetic etc.)	3	2	1		
<b>9</b>	<b>The students are orientated towards autonomous learning and research</b>					
	Provides reading materials and references to support self-learning	3	2	1		
	Uses research outcomes and findings in the teaching and learning process to give an awareness about research	3	2	1		
	Provides group tasks that orientate students towards the use of research and other web-based materials	3	2	1		
<b>10</b>	<b>Classroom resources and IT facilities are used appropriately.</b>					
	Uses IT techniques effectively, e.g., multimedia presentations of professional standard	3	2	1		
	Uses available classroom resources effectively and innovatively	3	2	1		
<b>11</b>	<b>A high level of overall effectiveness of delivery is maintained.</b>					
	Indicates proper preparation prior to the lecture.	3	2	1		
	Ensures a high level of clarity, audibility and visibility in the presentation.	3	2	1		
	Maintains appropriate pace in the presentation with effective time management.	3	2	1		

**Any other comments and suggestions for improvement:**

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**Signature of Reviewer:** .....

**Signature of Reviewee:** .....