LTC15D046

Title:	***Report on Peer Observation 2014/15 - SCI***
Author:	Alexandra Hupton
Date:	18 November 2015
Circulation:	LTC – 02 December 2015
Agenda:	LTC15A002
Version:	Final
Status:	Open

Issue

To receive Peer Observation Report (PO3 and PO2s) 2014/15 from the Faculty of Science's Learning, Teaching and Quality Committee (SCI LTQC).

Recommendation

None

Resource Implications

None

Risk Implications

None

Equality and Diversity

N/A

Timing of decisions

N/A

Further Information

Contact details: Alexandra Hupton, Learning and Teaching Coordinator, telephone 01603 597372, email: a.hupton@uea.ac.uk, for any queries/further information relating to this document.

Background

N/A

Discussion

N/A

Attachments
PO3 and PO2s

FACULTY SUMMARY REPORT FORM: PEER OBSERVATION

PO3

Name of Faculty (e.g. SSF, SCI, HUM, FMH):	SCI
Academic Year:	**2014/5**
Name of Associate Dean:	**Professor David Stevens**
Date Faculty Summary Report Form completed:	**7th October 2015**
Date considered by FLTQC:	11 November 2015
School Reports Attached from following Schools:	**BIO, CHE, CMP, ENV, MTH, PHA**

Number of Faculty staff Observed included in this report:	**211**	**Proportion of Faculty teaching staff included in this annual report (%)**	**92%**

The Faculty Learning, Teaching and Quality Committee has reviewed the School responses to issues arising from Peer Observation of Teaching and confirms that each School has given appropriate consideration to the issues raised and has prepared an appropriate Action Plan.

The Faculty Learning, Teaching and Quality Committee has identified the following points as being worthy of dissemination:

The matching of teaching facilities to teaching activities came up in two schools and has come up in previous years. We must have better mechanisms/processes to ensure that this takes place.	
The Faculty Learning, Teaching and Quality Committee is taking the following steps to disseminate the themes identified above:	
Associate Dean has considered reports and taken chairs action – to be reported at next SCI LTQC. DLTs will share best practice in their own Schools and discuss common issues as next SCI LTQC.	
In addition to the issues identified in the individual School responses, the Faculty Learning, Teaching and Quality Office wishes to draw the following general issues or themes to the attention of the Learning and Teaching Committee of Senate:	
The PO2 form should be modified to make it clear whether policy is being complied with. The percentage of staff observed in the current annual report is superfluous and should be replaced with the percentage of probationers observed during the year and the percentage of all staff observed in last two-year period. I note that this point was also raised by my predecessor.	

Signature of Faculty Associate Dean	*David Stevens*
Date:	**8th October 2015**

Please complete this report and return (in electronic format) to the
Secretary of the Learning and Teaching Committee (LTC)

SCHOOL SUMMARY REPORT ON PEER OBSERVATION

For completion by School Teaching Director   (Completed reports to be forwarded to relevant FLTQC secretary)

Name of School:	Biological Sciences		Academic Year:	2014-15
Name of Teaching Director:	Mark Coleman		Date report compiled:	19 June 2015
Name of Faculty FLTQC Secretary:	Alexandra Hupton		Date report considered by FLTQC:	23 September 2015
Number of staff Observed included in this report:	49		Proportion of school teaching staff included in this annual report (%)	98

Issues identified by Peer Observation of Teaching and School response:
Teaching Directors should use the grid below to identify issues arising from Peer Observation of Teaching and any actions planned or the reasons for not taking action. The final column may be used to track the progress of planned actions when the Action Plan is reviewed and should be completed once planned actions have been completed. Please list issues of <u>commendation</u> as well as issues requiring attention.

Issue arising	School Response	Follow Up Action (including person responsible & timescale)	Action Completed
Possibility of Ian Clark flipping transgenerational epigenetic inheritance lecture	DLT to discuss with Ian	DLT to discuss with Ian	
Content of Tom Clarke's lithotrophy lecture	Tom to revise lecture as described in PO1a	Tom to revise lecture	

Preparation and/or positioning of Jake Malone's lecture in BIO-5015B	Lecturer and MO to consider revision as described in PO1a	Jake and Kay to address during module review	
Jeremy Rhodes slide annotation	Jeremy to review teaching material as described in PO1a	Jeremy to review teaching material	
Sarah Yeates statistics lectures: two-hour rather than one-hour slots may be better for teaching this material	Sarah and MO to consider revision to timetable	Sarah and MO to consider revision to timetable at module review meeting	
Kay Yeoman to update some aspects of BIO-3C62 lecture	Kay to update as described in PO1a	Kay to update as described in PO1a	

Please forward a copy of the completed PO2 report to the Secretary of the Faculty LTQC

SCHOOL SUMMARY REPORT ON PEER OBSERVATION

For completion by School Teaching Director (Completed reports to be forwarded to relevant FLTQC secretary)

Name of School:	Pharmacy	Academic Year:	**2014-15**
Name of Teaching Director:	Anja Mueller	Date report compiled:	14.09.2015
Name of Faculty FLTQC Secretary:	Alexandra Hupton	Date report considered by FLTQC:	23 September 2015
Number of staff Observed included in this report:	34	Proportion of school teaching staff included in this annual report (%)	94.4%

Issues identified by Peer Observation of Teaching and School response:

Teaching Directors should use the grid below to identify issues arising from Peer Observation of Teaching and any actions planned or the reasons for not taking action. The final column may be used to track the progress of planned actions when the Action Plan is reviewed and should be completed once planned actions have been completed. Please list issues of commendation as well as issues requiring attention.

Issue arising	School Response	Follow Up Action (including person responsible & timescale)	Action Completed
Most PO1 did show areas were good practice was noted, very few pointed out areas for development Good practice include: Interactive session with good student participation Giving students opportunities to ask question Engaging students throughout the session Put content in context of profession	Good practice will be disseminated through teaching committee		

On a few peer observations much of the discussion was regarding how to engage students more in a lecture setting	The school has organised staff training sessions on active learning and one approach call team based teaching (TBL).	Jeremy Sokhi and Paul McDermott are TBL champions and support staff with active learning in a lecture setting. 2014/15 trials were successful and we will take implement more active learning sessions in 2015/16	Yes and ongoing
Most issues requiring attention were content of slides/font size and engagement of students	Relevant staff to revise lectures as described in PO1	Relevant staff to review teaching material before 2015/16	Yes and ongoing

Please forward a copy of the completed PO2 report to the Secretary of the Faculty LTQC | **PO2**

SCHOOL SUMMARY REPORT ON PEER OBSERVATION

For completion by School Teaching Director (Completed reports to be forwarded to relevant FLTQC secretary)

Name of School:	ENV	**Academic Year:**	**2014-15 (and 2013-14)**
Name of Teaching Director:	Charlie Wilson (Assistant Director of Teaching with responsibility for peer observation and staff teaching development)	**Date report compiled:**	10 Sep 2015
Name of Faculty FLTQC Secretary:	Alexandra Hupton	**Date report considered by FLTQC:**	23 September 2015
Number of staff Observed included in this report:	59	**Proportion of school teaching staff**	100% (exc. staff on buyouts)

		included in this annual report (%)	

Issues identified by Peer Observation of Teaching and School response:

Teaching Directors should use the grid below to identify issues arising from Peer Observation of Teaching and any actions planned or the reasons for not taking action. The final column may be used to track the progress of planned actions when the Action Plan is reviewed and should be completed once planned actions have been completed. Please list issues of <u>commendation</u> as well as issues requiring attention.

Issue arising	School Response	Follow Up Action (including person responsible & timescale)	Action Completed
<u>General comments</u> A range of teaching activities were observed, although undergraduate lectures were the most common. The 59 peer observations comprised 40 lectures, 6 combined lecture / practicals, 6 seminars, and 4 other teaching activities. 34 were undergraduate level, 9 postgraduate, 11 joint undergraduate / postgraduate, and 2 other. The peer observations as a whole indicate that the overall quality of ENV teaching is very good, students are engaged, content is well designed and structured, delivery is well paced and clear, and many examples of good practice are clearly evident. The detail, thoughtfulness, and range of points covered in the peer observation forms also indicates that the peer observation process is useful for generating teacher-specific feedback as well as examples of good practice for sharing within ENV.	In autumn 2014, ENV established a new Assistant Director of Teaching (ADT) position with responsibility for peer observation and staff teaching development. The ADT manages the peer observation process and synthesises and shares best practice. During 2015/16, the ADT's focus will be to compile and circulate a short and simple guide to best practice among ENV teaching faculty. The guide will summarise points learnt from peer observations, and the experiences of ENV teaching faculty in what works and what should be avoided. The guide will also provide links to available CSED training. The guide will also provide examples from specific ENV modules or 'what works'.	Compile and circulate guide to best practice in ENV teaching (ADT, autumn 2015). Publicise guide at ENV Teaching Away Day (ADT, autumn 2015).	

Issues of concern raised by ENV teaching faculty in the pre-observation discussions focused on: - Knowing the level at which to pitch material to diverse student groups to avoid the risk that some get left behind. - How to best convey difficult theories and concepts, and 'enliven' dry topics. - How to engage students and encourage note taking. - Ensuing a good pace of delivery with an appropriate amount of material. These issues are all addressed through examples of good teaching practice (covered below) in terms of: (1) structure & content (2) delivery (3) teaching material (4) student engagement.	If useful and effective, subsequent versions of the guide can be expanded with more specific examples, and links to faculty 'mentors' on particular issues. Workshops may also be organised internally to focus on particular issues salient to ENV teaching faculty.		
Structure & content of teaching What should be included in a teaching activity and how should it be organised? *Examples of good practice in ENV teaching:* - Objectives, structure, and order of teaching activity outlined clearly to students. - Well planned and carefully designed teaching activity. - Mix or balance of activities (e.g., lecturing, discussions, calculations, activities, Q&As).	The many examples of good practice within ENV teaching are reflected in the positive overall tenor of the peer observations. These examples will be synthesised and shared as a resource to support teaching within ENV.	Include these points of good practice in ENV teaching guide (ADT, autumn 2015) Compile specific examples from ENV modules (ADT, autumn 2015)	

- Breaking up lecture midway with an activity in which all students actively participate (e.g., calculations, practical activities, discussing questions within pairs). - Structuring in several opportunities for interaction. - Moving stepwise through complex theory, concepts, technical information. - Highlighting 'must know' content, wrapping up with re-emphasis of key points. - Providing references for follow-up reading, ensuring references are up-to-date. - Positioning teaching activity within overall module, emphasising links to previous module content (and recap of main points covered) and to forthcoming content. - Emphasising links to wider context, societal concerns, policy-relevance. Cross-referencing to other material, examples and applications. - Emphasising links to faculty's own research and experiences to help personalise and animate content. - Having a strong central storyline or theme to the teaching activity. - Using examples or applications to support explanation of theory and concept, and make content relevant to students. *Issues arising to be addressed:* - Too much content or detail risks rushed delivery, content missed out, over-running, or tiring students. - Lack of references or recommendations for further reading.	Issues noted in the peer observations were most commonly the absence of examples of good practice (see above).	Review library BoB facility to record and use recent radio and TV programmes in teaching, and circulate within ENV (ADT, autumn 2015) Publicise and attend CSED training on [Facilitating Active Learning in the Lecture Theatre] and summarise in ENV teaching guide (ADT or other ENV Faculty, 2015/16) Flag issues & suggestions in responses to specific peer observations (ADT, autumn 2015).	

Delivery of teaching What are the most effective ways of delivering a teaching activity? *Examples of good practice in ENV teaching:* - Well paced, not rushed, spaces for students to digest information (all enabled by appropriate amount of content and well designed structure). - Movement, circulating among students, coming out from behind lectern. - Open / approachable body language, eye contact, using students' names. - Establishing authority and credibility, demonstrating subject knowledge. - Clear voice, measured, well projected, not too quiet. - Enthusiasm, animation, passion, humour. - Use of multiple media (e.g,. slides, whiteboard, props). - Use of whiteboard to work stepwise through complex theory, concepts and models. - Explaining and expanding upon material on slides, rather than reading point-by-point. - Familiarity with classroom technology, arriving early to set up and start on time. *Issues arising to be addressed:* - Lack of familiarity with technology resulting in delays or distractions.	The many examples of good practice within ENV teaching are reflected in the positive overall tenor of the peer observations. These examples will be synthesised and shared as a resource to support teaching within ENV. Issues noted in the peer observations were most commonly the absence of	Include these points of good practice in ENV teaching guide (ADT, autumn 2015). Publicise and attend CSED training on [Performance Element of Lecturing] and summarise in ENV teaching guide (ADT or other ENV Faculty, 2015/16). Flag issues & suggestions in responses to specific peer observations (ADT, autumn 2015).	

	examples of good practice (see above).		
Teaching material What materials best support the delivery of a teaching activity? *Examples of good practice in ENV teaching:* - Clearly designed and well prepared materials. - Slides with a mix of text, imagery, figures, video, colour, animation. - Slides that illustrate verbal content, not reproduce it (i.e., avoid reading from text on slides!). - Use of props (either by teacher, or to circulate around class). - Clear handouts, worksheets, notes booklets with available space for note taking. - Slides or handouts with blanked out or covered up parts to 'reveal' information and encourage note taking. (Add full slides or handouts to Blackboard after the class). - Slides or handouts with glossary of key terms, summary of key points. - Clearly organised Blackboard content (e.g., with welcome message, navigation guide, content areas). *Issues arising to be addressed:* - Overly-dense text-based slides or handouts.	The many examples of good practice within ENV teaching are reflected in the positive overall tenor of the peer observations. These examples will be synthesised and shared as a resource to support teaching within ENV. Issues noted in the peer observations were most commonly the absence of examples of good practice (see above).	Include these points of good practice in ENV teaching guide (ADT, autumn 2015) Compile specific examples from ENV modules (ADT, autumn 2015) Flag issues & suggestions in responses to specific peer observations (ADT, autumn 2015).	

Student engagement What are the best ways to engage students in a teaching activity? *Examples of good practice in ENV teaching:* - Asking specific open-ended questions, rather than a generic 'is everyone following?' - Asking questions of selected students or groups of students, rather than the usual suspects answering all questions. - Allowing opportunities for students to ask questions, not just at the end of lecture. - Repeating students' questions back to the class to broaden resulting discussion. - Establish class norm of asking and responding to questions, set clear expectations that interaction is integral to class (e.g., allowing initial silence in response to questions). - Structuring in activities for students to participate actively in lectures (particularly midway, or linked to particular slides, or towards end as energy levels flag). - Creating opportunities to check understanding of key material (e.g., students coming up to work on the board, mini quizzes, multiple choice questions, participative exercises). - Asking students to volunteer for class-wide tasks (e.g., lab activities, commenting on key readings, defining key concepts or terms). - Learning or asking students' names in question and answer sessions. - Creating a 'hook' at the beginning of the lecture (e.g., set a mystery, pose a question of major	The many examples of good practice within ENV teaching are reflected in the positive overall tenor of the peer observations. These examples will be synthesised and shared as a resource to support teaching within ENV.	Include these points of good practice in ENV teaching guide (ADT, autumn 2015) Compile specific examples from ENV modules of ways to structure activities into lectures (ADT, autumn 2015) Publicise and attend CSED training on [Using Social Media to Enhance Student Engagement], and on [Teaching, Supporting, Assessing and Giving Feedback to International Students] and summarise in ENV teaching guide (ADT or other ENV Faculty, 2015/16)	

consequence or societal relevance, use 'wow factor' technology e.g., virtual reality, video). - Providing links to online material for students to view after class. - Facilitating student note taking by appropriately paced delivery and pauses, and well designed handouts or worksheets (see under Teaching Material). - Establishing class norm of punctuality, managing late arrivals (e.g., by asking reasons for lateness, arriving early to prepare classroom, always starting on time). - Arranging room to be conducive to teaching activity (e.g., chairs, desks, lighting, blinds). - Exploring potential for interactive clickers or phone apps for large groups to answer questions. - Supporting slower learners, non-native English speakers, and students missing due to illness by, e.g., audio / video recording lectures, posting extra quizzes or material on Blackboard, holding dedicated catch up seminars, emphasising availability during office hours. *Issues arising to be addressed:* - Insufficient attention to active participation and engagement, i.e., relying solely on students reacting to questions asked. (See points of good practice). - Importance of noticing and adapting to natural feedback from students (e.g., note taking, attentiveness, asking questions, answering questions, participating in activities, asking questions after class,	Issues noted in the peer observations were most commonly the absence of examples of good practice (see above).	Flag issues & suggestions in responses to specific peer observations (ADT, autumn 2015).	

punctuality, good attendance, not checking mobile phones, mutual support or rapport within class).			
Other - Inappropriate classroom and/or technology (e.g., too large room, too small room, too warm room, lack of visualiser, old blackboards, poor acoustics, background noise, positioning of AV equipment). - Late access to room due to previous lecture over-running. - Availability of portable microphones to allow more dynamic presentations.	These issues fall under the purview of LTS. ENV requests that LTS note the importance of matching teaching facilities to teaching activities, and consider means of strengthening norms of punctual use of rooms.		

Please forward a copy of the completed PO2 report to the Secretary of the Faculty LTQC

SCHOOL SUMMARY REPORT ON PEER OBSERVATION

For completion by School Teaching Director (Completed reports to be forwarded to relevant FLTQC secretary)

Name of School:	Computing Sciences	Academic Year:	**2014-15**
Name of Teaching Director:	Dr Geoff McKeown	**Date report compiled:**	23/09/15
Name of Faculty FLTQC Secretary:	Alexandra Hupton	**Date report considered by FLTQC:**	By Chair's Action – 01 Oct 2015
Number of staff Observed included in this report:	14	**Proportion of school teaching staff included in this annual report (%)**	52%

Issues identified by Peer Observation of Teaching and School response:

Teaching Directors should use the grid below to identify issues arising from Peer Observation of Teaching and any actions planned or the reasons for not taking action. The final column may be used to track the progress of planned actions when the Action Plan is reviewed and should be completed once planned actions have been completed. Please list issues of <u>commendation</u> as well as issues requiring attention.

Issue arising	School Response	Follow Up Action (including person responsible & timescale)	Action Completed
Slides for Ellis Kurland's lecture on Bayes' Theory were too packed. Difficult to read mathematical formulae.	TD has discussed with Ellis.	Ellis has re-done his slides in a more readable fashion.	Summer 2015
All other peer observations were satisfactory.			

Please forward a copy of the completed PO2 report to the Secretary of the Faculty LTQC

SCHOOL SUMMARY REPORT ON PEER OBSERVATION
PO2

For completion by School Teaching Director (Completed reports to be forwarded to relevant FLTQC secretary)

Name of School:	Mathematics		Academic Year:	2014-15
Name of Teaching Director:	Emilian Parau		Date report compiled:	15 September 2015
Name of Faculty FLTQC Secretary:	Alexandra Hupton		Date report considered by FLTQC:	23 September 2015
Number of staff Observed included in this report:	26		Proportion of school teaching staff included in this annual report (%)	98

Issues identified by Peer Observation of Teaching and School response:

Teaching Directors should use the grid below to identify issues arising from Peer Observation of Teaching and any actions planned or the reasons for not taking action. The final column may be used to track the progress of planned actions when the Action Plan is reviewed and should be completed once planned actions have been completed. Please list issues of <u>commendation</u> as well as issues requiring attention.

Issue arising	School Response	Follow Up Action (including person responsible & timescale)	Action Completed
Blackboards are very good for Maths Lectures (appear in many PO1)	DLT to ask the HUB to timetable most of the lectures in rooms with Blackboards, where possible (Sci0.31, Sci3.05, LT3/4 etc.)	DLT to send email to HUB with a list of rooms adequate for Maths teaching	Yes (but the result is not very good, as many lectures are timetabled for 2015/16 in rooms not appropriate for Maths teaching, even though they were free. This may damage the NSS score)
Poor lighting in Sci0.31	DLT to raise the issue with Estates	DLT to send email to Estates	By 21/09/2015

Record the lecture for MTHF5011A by Adan Harris and then make them available to students	DLT to recommend to other lecturers to try this method	DLT to discuss with other lecturers	Yes
Revision Lectures in which previous eam questions are discussed are very useful (MTH-3E46)	DLT to recommend it to other lecturers	DLT	Yes

Please forward a copy of the completed PO2 report to the Secretary of the Faculty LTQC

SCHOOL SUMMARY REPORT ON PEER OBSERVATION

For completion by School Teaching Director (Completed reports to be forwarded to relevant FLTQC secretary) | PO2

Name of School:	Chemistry		Academic Year:	**2014/15**
Name of Teaching Director:	Dr N J Clayden		Date report compiled:	17/9/2015
Name of Faculty FLTQC Secretary:	Alexandra Hupton		Date report considered by FLTQC:	23 September 2015
Number of staff Observed included in this report:	34		Proportion of school teaching staff included in this annual report (%)	96.7% (HoS, no teaching events)

Issues identified by Peer Observation of Teaching and School response:

Teaching Directors should use the grid below to identify issues arising from Peer Observation of Teaching and any actions planned or the reasons for not taking action. The final column may be used to track the progress of planned actions when the Action Plan is reviewed and should be completed once planned actions have been completed. Please list issues of commendation as well as issues requiring attention.

Issue arising	School Response	Follow Up Action (including person responsible & timescale)	Action Completed
Poor attendance	The School is implementing a comprehensive attendance monitoring procedure.	Senior Advisor (Dr S H Ashworth) Head of Years Carry out monitoring procedure, ongoing	Procedure in place for 2015/16 Heads of Year appointed for 2015/16

Teaching to mixed ability groups reflected in the BSc and MChem cohorts.	Focussed workshop groups have been trialled in CHE-3C11 (now CHE-6101Y). Consideration will be given to further measures by the Teaching Committee in 2015/16	Dr Chris Richards (Analysis of CHE-3C11 trial) December 2015 Director of Learning and Teaching (Professor Simon Lancaster) During 2015/16	
Introduction of active learning	A number of lecturers are introducing elements of active learning into lectures as exemplified by Professor Simon Lancaster	Merits of active learning in terms of student outcomes (attendance and assessments) needs to be properly determined. In the light of this analysis a wider dissemination of the ideas of active learning may be beneficial. Director of Learning and Teaching (Professor Simon Lancaster) During 2015/16	
AT support for workshops	The value of AT support in Foundation Year modules has been remarked upon, however, the tight financial background means this is likely to be lost in 2015/16.	Consideration needs to be given to whether the support can appropriately be given by current staff within Chemistry. Head of School/DoLT September 2015	
Use of external lecturers	The use of external lecturers where appropriate is to be commended. External lecturers provide a	Module organisers using external lecturers must ensure they are supported in their	

	wealth of wider experience and can demonstrate the value of the learning to the work environment. However, two problems arise; first they are sometimes not fully aware of the requirements when teaching to undergraduates. Second, retention from year to year can be problematic leading to problems in maintaining continuity in a module.	delivery of the course. No module must be critically dependent on an external lecturer. Ongoing

Retention cannot be specifically addressed since this is usually driven by the workplace of the external lecturer. Normal module review caters for the module update when the lecturers are no longer available. Ongoing | |

Please forward a copy of the completed PO2 report to the Secretary of the Faculty LTQC