

### GLOBAL\* PEER OBSERVATION OF TEACHING FORM

Observer:	Faculty Member:	Observations/Notes/Quotes
<b>Learning Environment</b>		
Gets to know the learners		
Identifies the learners' needs		
Demonstrates enthusiasm for teaching		
Builds on learners' knowledge and skill-base		
Models and encourages "thinking out loud"		
Encourages learners to voice uncertainty		
Teaches to the range of learner levels		
<b>Learner Engagement</b>		
Fosters active learning by asking open-ended, analytic, or evaluative questions		
Encourages learners to share information and experiences		
Elicits learner' thought process		
Encourages learners to ask questions and discuss issues		
Encourages learners to pursue and critically appraise the literature		
<b>Session Management</b>		
Communicates clear goals and agenda for session		
Modifies session plans in response to learners' needs		
Organizes the session appropriately		
Keeps track of time		
Uses chalkboard or AV effectively		
<b>Teaching Methods</b>		
Reasons through issues of medical uncertainty and provides necessary direction		
Challenges learners' assumptions and explores their reasoning		
Highlights key teaching points		
Discusses complex issues in concise and logical manner		
Emphasizes understanding of concepts		
Models and encourages critical thinking		
Cites examples from the literature		
Concludes session with summary of key teaching points		

**Additional Comments:**

\*The intent of this "global" form is that it may be used for various and diverse teaching venues.