

Module 1: Element 2
Peer observation

Name: Peter Rowlett

Element 2: A reflective piece of work that:

- **A peer observation report on one of your colleagues from your learning set that relates your own observations to teaching and learning theory and the University environment.**

3,000 – 4,000 words (50%: formative + summative)

This should demonstrate:

- Systematic and critical reflection on someone’s teaching and the learning it supports
- Well-informed, thoughtful and constructive feedback on teaching performance
- Critical reflection on how your observations will influence your own practice
- An ability of reflect on and evaluate the relationship of your findings to learning and teaching theory and the University environment

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Primary Criteria (80%)
Session overview

You provide an interesting account of an observation carried out involving a more experienced lecturer who was also teaching mathematics to ‘non-mathematicians’. It was pleasing to see how you used the opportunity to draw comparisons with your own experience. The lecturer was working with a larger group and again this was interesting because it involved juggling with a greater number of balls.

You give a useful outline of the approaches used by the lecturer and the way that they interacted with the students. It would have been helpful to have given a more detailed account of content and how the students responded to this. It is always helpful to observe details of how students responded to various problems and issues in terms of their facial expressions/ questioning etc. It is easier to do this when we are observing a lecture although it is also important in our own lecturing because it gives clues as to how the session is going.

It was pleasing to see how you picked up on issues that related to your own teaching session so that the two pieces of work fitted together nicely.

A key issue for you is what is involved in learning mathematics. An important belief that you have is that for deep learning to occur it is important to move beyond procedural knowledge. Indeed you suggest (with support from the literature) that this might in fact be a barrier holding back students.

You touch on issues of accessibility at the end of your work – this needs to be carried out in a more detailed way in your portfolio.

Use of literature/Policies

You make very good use of relevant literature relating to mathematics education and mathematics education for non-specialists. This really helped you to explore what deep learning in mathematics entails. You show that this is problematic and complex – but an essential part of learning. It is good to see that you are using the literature in such an extensive way to critique approaches to mathematics teaching.

Reflection/feedback on session

It would have been helpful to include your feedback sheets in your assignment. If you had included your observation sheets it would have been much easier to give a positive mark for this aspect of your work.

However, the reflection is excellent. I really feel that you have developed a basket of tools for exploring effective mathematics education in terms of your own practice. The important thing now is to apply the learning through your own teaching.

Secondary Criteria (20%)

Presentation

You present your arguments in a logical and consistent way. Your work is very interesting and I enjoyed reading it. You make good use of appropriate references.

Style/Structure

An engaging piece of work – but you needed to include the observation forms. Although I expect these will be included in your portfolio.

Overall Mark 68 %	Date 8th July 2008
Marker Rob Dransfield	Moderator Stevie Vanhegan

This work is in the Commendation category

Key areas for ongoing development include:

More explicit coverage of Equal Opportunities issues,
Including additional appendices that give an indication of background work – in this case the observation forms.