Peer Observation (Meslektaş Gözlemi) Ordu Üniversitesi Yabancı Diller Yüksekokulu Mesleki Gelişim Birimi tarafından her yıl düzenli olarak organize edilen bir aktivitedir. Bu aktivitede Mesleki Gelişim Birimi tarafından eşleştirilen hocalarımız ortak karar verdikleri derslerde birbirlerini gözlemlerler ve birim tarafından geliştirilmiş Gözlem Formunu doldurarak Mesleki Gelişim Birimine teslim ederler. Bu formlar Yabancı Diller Yüksekokulu Yönetim birimi tarafından analiz edilir ve elde edilen bilgiler ışığında koordinasyon toplatıları gerçekleştirilir. Bu koordinasyon toplantılarında gözlemlenen iyi uygulamalar diğer hocalar ile de paylaşılır ve böylece tam bir eş güdüm sağlanmaya çalışılır.

 Peer Observation süreci, yalnızca bireysel öğretim yöntemlerini geliştirmeyi değil, aynı zamanda kurumsal öğretim kalitesini artırmayı da hedeflemektedir. Gözlemler sırasında hocalar, birbirlerinin ders planlaması, sınıf içi etkileşimleri ve kullanılan öğretim materyalleri gibi unsurları inceleyerek yapıcı geri bildirimlerde bulunur. Bu geri bildirimler, hem gözlem yapan hem de gözlemlenen öğretim elemanlarının mesleki gelişimine katkı sağlamanın yanı sıra, Yüksekokul genelinde ortak bir öğretim standardı oluşturulmasına da olanak tanır. Böylece, öğretim elemanları arasında iş birliği güçlenir ve öğrencilere sunulan eğitim kalitesi yükseltilir. Peer Observation süreci aşağıdaki form doldurulmak suretiyle yapılmaktadır.

**ODU SFL**

**PEER OBSERVATION FORM**

*Date of the observation:*

*Observed teacher: Observing teacher:*

*Class: Number of students:*

*Objective of the lesson:*

|  |  |  |
| --- | --- | --- |
| YES | SOMEHOW | NO |
| YES | SOMEHOW | NO |
| YES | SOMEHOW | NO |

**Classroom Management**

1. Is the classroom environment organized and conducive to learning?
2. Does the teacher establish clear routines and expectations?
3. Does the teacher effectively manage student behavior?

|  |  |  |
| --- | --- | --- |
| YES | SOMEHOW | NO |
| YES | SOMEHOW | NO |
| YES | SOMEHOW | NO |

**Lesson Structure**

4. Are lesson objectives stated at the beginning of the class?

5. Is the lesson well-paced, with smooth transitions between activities?

6. Does the lesson include a variety of teaching methods?

**Student Engagement**

|  |  |  |
| --- | --- | --- |
| YES | SOMEHOW | NO |
| YES | SOMEHOW | NO |
| YES | SOMEHOW | NO |

7. Are students actively participating throughout the lesson?

8. Does the teacher use questions to check for understanding?

9. Are activities suitable for the students' skill level?

|  |  |  |
| --- | --- | --- |
| YES | SOMEHOW | NO |
| YES | SOMEHOW | NO |

**Language Use (for language teachers)**

10. Does the teacher use the target language effectively?

11. Are instructions clear and easy for students to understand?

**Fedback**

|  |  |  |
| --- | --- | --- |
| YES | SOMEHOW | NO |
| YES | SOMEHOW | NO |

12. Does the teacher give constructive feedback?

13. Are corrections made in a way that supports learning?

**Open-Ended Questions**

1. How did the teacher’s approach to classroom management impact the learning environment?

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1. Describe any particularly effective teaching strategies or techniques you observed.

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1. How did the teacher engage students and encourage participation?

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1. How did the teacher handle any unexpected challenges or disruptions?

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1. In what ways did the teacher check for understanding and adapt to students' needs?

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1. What did you observe about the teacher’s use of feedback?

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1. What were the lesson's strongest points, and how did they contribute to the students' learning experience?

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1. Are there any suggestions or areas for improvement you would recommend?

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