**Peer Course Sharing**

**Outcomes:**

* Develop more confidence in your course plan for the fall
* Establish a relationship with a peer colleague
* Share strategies with and gain new strategies from your peer colleague

**Process:**

1. Establish meeting times
2. Identify challenges and obstacles and discuss with a peer
3. Gain and share knowledge
4. Share elements of course plan and/or syllabus with your peer and receive feedback
5. Apply feedback where applicable and repeat the process

*This sheet below was adapted from the Maryville Teaching and Learning Colleagues and Peer Classroom Observation programs. The focus areas of this tool align with the Flexible Course Delivery and outcomes found on the Perspectives 2020 page and trauma-informed pedagogy. We hope it will act as a helpful guide for discussion as you share and discuss elements of your peer’s course in Canvas, the syllabus, or discuss course delivery plans.*

**Discussion questions to get you started:**

* Describe what you’re planning for the class
* Share your most prominent concerns
* What are your course outcomes, and will you be leading with outcomes-based learning strategies?
* Have you considered how each of your assessments aligns with your course outcomes?
* What technology are you comfortable using and what technology you have questions or concerns about?
* How do you see students engaging with you, your course, and one another during or outside of class meeting time?
* What are some strategies you may have considered to communicate both authenticity and confidence?
* What are some muddiest points for students in your course ordinarily, and how might you make adjustments this fall?
* What are your thoughts on incorporating current events into your course content or class discussions?

**Student Support:**

How will you build in strategies for students to feel safe speaking to you or sharing in class?

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| Comments: |

In what ways have you considered giving your students meaningful reflection opportunities throughout the semester?

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| Comments: |

In what ways will your students work toward assessing their own work?

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| Comments: |

**Balancing Organization and Flexibility:**

How will expectations for each class meeting or each week be established?

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| Comments: |

How will you communicate flexibility and understanding while also maintaining consistency?

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| Comments: |

How will a relationship between materials, learning activities, and past class meetings be established and made clear to students?

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| Comments: |

How will the structure of the class meetings and expectations be communicated and reinforced?

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| Comments: |

**Student Engagement:**

What are some strategies to assure students engage in learning activities in a hybrid, virtual, or online format?

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| Comments: |

How will student engagement be assessed?

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| Comments: |

In what ways do you plan to build connections with your students systematically and sustainably?

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| Comments: |

How do you plan to deliver new content to students?

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| Comments: |

**Feedback/Assessment:**

In what ways will you gauge and check for understanding when new material is being presented?

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| Comments: |

In what ways will students have the opportunity to demonstrate their understanding of connecting ideas throughout the semester?

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| Comments: |

What have you discussed with your peer today that you would like to incorporate into your own teaching?

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Based on this discussion, what are the strengths of this course design and teaching style?

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