

Peer Review: Observation of Teaching Practice Report Template for Academic Promotion Applications

Instructions to Peer Reviewer

Bring a copy of this form to the pre-observation meeting and complete the appropriate sections and details (select applicable dimensions) with the Reviewee. Use your CSU email account to submit the completed *Peer Review: Observation of Teaching Practice Report* to your peer. Please submit your typed and signed report no later than two weeks after the peer review is completed.

Peer Reviewer details:

Reviewer's name	Dr Piers Revu
Reviewer's School/Faculty/Division	Learning Academy, Division Learning & Teaching
Reviewer from same Faculty <input type="checkbox"/> or Reviewer not from same Faculty <input checked="" type="checkbox"/>	Discipline expert <input type="checkbox"/> or Learning and teaching expert <input checked="" type="checkbox"/>

To be completed during the pre-observation meeting:

Reviewee's name	LECTURER NAME
Faculty	Faculty of EXAMPLE
School	EXAMPLE
Subject code and name	BBB222: EXAMPLE
Year level	1 st year
Type of session: face-to-face/online (e.g. lecture/tutorial/lab/clinic/workshop)	Face to face lecture: not video conferenced
Number of students enrolled in subject	64
Date and time of session	8.00 am 22 nd May
Length of session	1 hour
Part of session observed	All of it
Dimensions chosen for peer review (minimum of six)	1, 2, 5, 7, 8, 9.
Dimension 10 (optional)	

To be completed after the peer observation:

Number of students in the session	24
Comments if an optional post- observation meeting took place	
Date peer review report signed and submitted	

Peer Review Report: Observation of Teaching Practice

A. General comments

Dimensions of learning and teaching activity:	Quantity and quality of evidence		
1. Students are actively engaged in learning LECTURER posed a variety of questions to the class to review their learning and introduce key discipline terms. Class members actively responded with correct responses. At the completion of each section of the power point presentation, LECTURER requested students engage with each other to check understanding while he clarified concepts with individual students by moving through the lecture theatre.	No apparent examples <input type="checkbox"/>	Some examples <input type="checkbox"/>	Many examples <input checked="" type="checkbox"/>
	Effectiveness not clear <input type="checkbox"/>	Effective <input type="checkbox"/>	Very effective <input checked="" type="checkbox"/>
2. Students' prior knowledge and experience is built upon Clearly linked to prior lecture and provided direction as to the content/focus of the next in the sequence. Revised key terminology. Related new knowledge (motor units) to prior learning and explained application of prior knowledge by using examples.	No apparent examples <input type="checkbox"/>	Some examples <input type="checkbox"/>	Many examples <input checked="" type="checkbox"/>
	Effectiveness not clear <input type="checkbox"/>	Effective <input type="checkbox"/>	Very effective <input checked="" type="checkbox"/>
3. Teaching caters for student diversity <i>Your examples and comments</i>	No apparent examples <input type="checkbox"/>	Some examples <input type="checkbox"/>	Many examples <input type="checkbox"/>
	Effectiveness not clear <input type="checkbox"/>	Effective <input type="checkbox"/>	Very effective <input type="checkbox"/>
4. Students are encouraged to develop/expand their conceptual understanding <i>Your examples and comments</i>	No apparent examples <input type="checkbox"/>	Some examples <input type="checkbox"/>	Many examples <input type="checkbox"/>
	Effectiveness not clear <input type="checkbox"/>	Effective <input type="checkbox"/>	Very effective <input type="checkbox"/>
5. Students are made aware of key learning outcomes Slide 1 of the power point clearly identified the six learning outcomes of the lecture. Each individual slide then highlighted the link between the concepts presented and the learning outcomes. LECTURER revised the taxonomy of verbs presented in the learning outcomes e.g. describe, explain to ensure students were aware of the depth of responses required to demonstrate their achievement of the outcomes.	No apparent examples <input type="checkbox"/>	Some examples <input type="checkbox"/>	Many examples <input checked="" type="checkbox"/>
	Effectiveness not clear <input type="checkbox"/>	Effective <input type="checkbox"/>	Very effective <input checked="" type="checkbox"/>
6. Actively links theory and practice through research, professional/ industry or discipline examples. <i>Your examples and comments</i>	No apparent examples <input type="checkbox"/>	Some examples <input type="checkbox"/>	Many examples <input type="checkbox"/>
	Effectiveness not clear <input type="checkbox"/>	Effective <input type="checkbox"/>	Very effective <input type="checkbox"/>

Dimensions of learning and teaching activity:	Quantity and quality of evidence		
<p>7. Uses learning environments, educational resources and techniques appropriately</p> <p>Good use of technology that comprised a range of diagrams and graphics to assist students to understand the key concepts. LECTURER used the underline tool to point to particular aspects on the slide to focus students' attention and complement the explanation. Power point was available to students prior to lecture and designed with interactive capacity so students could annotate slides with personal notes.</p>	No apparent examples <input type="checkbox"/>	Some examples <input type="checkbox"/>	Many examples <input checked="" type="checkbox"/>
	Effectiveness not clear <input type="checkbox"/>	Effective <input checked="" type="checkbox"/>	Very effective <input type="checkbox"/>
<p>8. Presents material logically</p> <p>The lecture slides were organised logically and clearly structured with explicit links between learning outcomes and key concepts on each slide. LECTURER value-added by providing thorough explanations of the concepts layered with relevant examples.</p>	No apparent examples <input type="checkbox"/>	Some examples <input type="checkbox"/>	Many examples <input checked="" type="checkbox"/>
	Effectiveness not clear <input type="checkbox"/>	Effective <input type="checkbox"/>	Very effective <input checked="" type="checkbox"/>
<p>9. Seeks feedback on students' understanding and acts on this accordingly</p> <p>Repeat to remember was the class mantra. Students repeated the key phrases after they were introduced by LECTURER. Students were continually questioned regarding their level of understanding throughout the lecture. At the midpoint of the lecture, LECTURER posed a brief Q&A that recapped the content just presented.</p>	No apparent examples <input type="checkbox"/>	Some examples <input type="checkbox"/>	Many examples <input checked="" type="checkbox"/>
	Effectiveness not clear <input type="checkbox"/>	Effective <input checked="" type="checkbox"/>	Very effective <input type="checkbox"/>
<p>10. Other areas as determined by the reviewee</p> <p>Your examples and comments</p>	No apparent examples <input type="checkbox"/>	Some examples <input type="checkbox"/>	Many examples <input type="checkbox"/>
	Effectiveness not clear <input type="checkbox"/>	Effective <input type="checkbox"/>	Very effective <input type="checkbox"/>

B. Any other comments (optional)

It is clear from observing LECTURER in the classroom, that he is a confident teacher who strives to support his students' to achieve the stated learning outcomes. While using traditional methods of presentation: power point and lecture; LECTURER ensured that students were engaged in the learning process, and took various measures to check student understanding, and make clear and relevant connections between prior and new knowledge.

Signature:

Peer Reviewer's Title: Dr Piers Revu