

Teaching Review Guides for Formal One-on-One Peer Review

There are three interrelated aspects of designing and providing effective learning environments:

- careful comprehensive planning,
- effective program delivery and interaction with students, and
- on-going evaluation, development and review.

Evaluation of these aspects of teaching requires more than a single visit to a classroom while a colleague teaches. The following **Teaching Review Guides (TRGs)** address each of these aspects separately, although it is recognized that they all part of an interactive process. They are derived from and reflect the values embedded in the Flinders University Education Policy. These guidelines are not intended as a checklist and the process is not obligatory. They offer guidance to the type of criteria that could be negotiated prior to peer review taking place. Peer review should actively engage the person being reviewed and proceed from an initial process of self- evaluation. For these reasons, the Teaching Review Guides frame reflective questions and include both self- evaluation and peer evaluation questions

PEER REVIEW OF PLANNING AND DESIGNING FOR EFFECTIVE TEACHING

We believe that **planning and designing** for effective teaching is well organized, intentional and based on a clearly expressed personal approach to student learning in the discipline, grounded in the University's educational policies and focused of on the learning outcomes

Comment on the extent to which planning and designing for teaching and learning:

- is based on a clearly explained and evidence-based personal philosophy of teaching and rationale to supporting learning.
- promotes coherence between the course and topic aims and desired learning outcomes and the approach to learning teaching and assessment methods
- focuses on desired learning outcomes for students, in the form of knowledge, understanding, skills and attitudes
- entails adequate preparation and is well organized
- produces assessment methods and tasks appropriate to the desired learning outcomes of the course and topic and to the capabilities of the students
- includes reference to development of generic capabilities that are to be gained (e.g. communication skills, analytic skills) as well as to capabilities associated with the discipline
- attends to matters of cultural inclusiveness in teaching strategies and content inclusion

Source of Information

(Course and Topic outlines and resources, interviews with the teacher, assessment materials and results, observations of teaching, interviews with students, course and topic evaluations, other.)

PEER REVIEW OF MATERIAL DELIVERY AND STUDENT-TEACHER INTERACTION

We believe that effective **educational delivery and interaction** with students is typified by well explained learning activities that focus students' attention on clearly communicated learning outcomes and provide students with the opportunity to gain and demonstrate the desired knowledge, understanding and skills.

1. Comment on the extent to which the selection and delivery and of teaching strategies:

- are authentic to the desired learning outcomes
- are innovative and varied
- communicates enthusiasm for the discipline
- demonstrates the application of the discipline to real world issues
- motivates students to continue to study the discipline

2. Comment on the extent to which the interaction with students:

- engages students in discussion and negotiation about ways in which study tasks can be undertaken
- utilises instructional strategies and tools to support different styles of learning and proceeds from an understanding of students' knowledge, capabilities and backgrounds
- engages students as active participants in the learning process with a complex interplay of active and receptive processes
- incorporates a concern for the welfare and progress of individual students
- encompasses a range of perspectives from groups of different ethnic background, socio-economic status and gender
- acknowledges and attempts to meet the needs of students with disabilities

3. Comment on the extent to which the organisation of teaching:

- is fairly, carefully and systematically administered
- clear records of student attendance and progress are kept

4. Comment on the extent to which the assessment strategies:

- adopts interpreting and grading procedures that do not discriminate against an individual or group of students.
- provides students with adequate and timely feedback on progress towards achieving the desired learning outcomes through formal assessment and other means and with advice on how they might improve.

5. Comment on the extent to which the engagement with the discipline:

- provides students with an appreciation of the broad field and develops an awareness of the limited and provisional nature of much current knowledge in all fields utilising up-to-date research
- provides students with the opportunity to identify and area of interest and explore it in depth
- encourages the informed and critical questioning of accepted theories and views and respects students' rights to express views and opinions
- provides students with and understanding of how ideas evolve and are subject to challenge and revision
- introduces the students to experts in the field and teachers share their insights from the conduct of their own research
- encourages awareness of the ethical dimensions of problems and issues

Source of Information:

(Course and Topic outlines and resources, interviews with the teacher, assessment materials and results, observations of teaching, interviews with students, course and topic evaluations, other.)

PEER REVIEW OF EVALUATION PROCESSES

*We believe that effective teaching includes a disposition towards **systematic reviews** of teaching and learning process. This involves self-reflection and regular feedback from students about their learning and colleagues about the effectiveness of teaching procedures.*

Comment on the extent to which the evaluation and review processes demonstrate:

- evidence there is on-going critical self-reflection on the quality of teaching and learning
- evidence that current teaching and assessment practices and topic design have been adjusted based on reflection on student and peer feedback
- innovation in curriculum design and course and topic delivery
- leadership in teaching and curriculum development in the AOU, faculty and/or university
- a scholarly understanding of teaching in this discipline
- attempts to keep up-to-date in teaching and curriculum issues
- engagement in scholarship or research in teaching
- an informed adherence to university policies
- cooperation with colleagues
- provision of mentoring support of new teachers in the discipline
- attempts to keep the curriculum up-to-date in the field

Source of Information

(Course and Topic outlines and resources, interviews with the teacher, assessment materials and results, observations of teaching, interviews with students, course and topic evaluations, other.)
