Peer Review of Teaching – Material Review (formative/diagnostic)

***Instructions****: This form is to help guide formative or diagnostic peer review. Edit as appropriate. Peer review should be collegial and supportive in provision of constructive feedback. Capture the relevant details in each section.*

Section A – Background

***Instructions****: Enter the background information relating to the instructor and instructional context under peer review.*

**Date** **Instructor** **Course**

Section B – Material Review

***Instructions****: Identify the type of instructional material being reviewed in the space provided below. Then, for each of the statements provided, indicate the degree to which the instructional material effectively illustrates the criteria (SD=Strongly Disagree; D=Disagree; A=Agree; SA=Strongly Agree). Notes may be captured in the space provided.*

**Instructional material under review**:

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| **Criteria Statements (N.B. *these are examples only, and should be chosen by the instructor, using the list of 23 success indicators as a guide or starting point and as appropriate for the chosen foci or focus of assessment.)*** | **SD** | **D** | **Neither** | **A** | **SA** | **N/A** |
| Appropriate use of teaching technology to enrich student learning |  |  |  |  |  |  |
| Clear connection between desired learning outcomes and student assessments |  |  |  |  |  |  |
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NOTES:

Section C – Constructive Feedback for Instructor

***Instructions****: Following the peer review of instructional material, record constructive feedback to the instructor by answering the questions provided. Additional feedback may be added, as appropriate.*

What strengths did you see in the material?

In what ways could the instructor consider improving their instructional material?

Section D – Signatures

**Peer Reviewer(s)**  **Instructor** **Date**

Section F – Instructor Reflections (Optional)

SELECTION OF SUCCESS INDICATORS AND CRITERIA FOR ASSESSMENT

Criteria must be chosen that will be used to evaluate the competence and effectiveness of those materials or practices. The following list provides suggested criteria for review and assessment; however, this list is neither comprehensive nor are all criteria applicable in every circumstance.

1. Clear communication of desired student learning outcomes (e.g., the skills, processes, or material to be learned, practiced or mastered)
2. Clear communication of course material and content
3. Clear communication of assessment methods
4. Responsive communication with students
5. Promotes student engagement with material
6. Appropriate use of teaching technology to enrich student learning
7. Preparedness and organization
8. Clear connection between desired learning outcomes and student assessments
9. Encouragement of student-instructor interactions that support learner engagement and student success
10. Promotion of classroom community that supports collaborative learning
11. Encourages student reflection to support learner engagement and knowledge retention
12. Encourages or provides opportunity for appropriate application, or practice or both
13. Recognizes and supports a wide range of learning styles
14. Creativity of assessment techniques and assignments
15. Creativity of relaying course material, content or both
16. Provides rational progression through material, content, or skills to support depth of engagement or preparation for future learning, or both
17. Displays knowledge of and capacity to implement curricular and instructional design attentive to equity, diversity, and inclusion
18. Displays knowledge of and capacity to implement curricular and instructional design attentive to indigenization
19. Promotes a respectful learning environment for all
20. Creates materials and resources that support desired program, disciplinary, or institutional goals and outcomes (i.e. displays strategic engagement with desired outcomes for students that extend beyond the course itself).
21. Ability to encourage engaged discussion and student-centred learning
22. Displays knowledge of and engagement with scholarship of teaching and learning
23. Contributes to a vibrant, reflective, and engaged teaching and learning culture within the institution

Peer Review Focus Criteria Chart

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| **Course Syllabus**  Minimal syllabus information includes:   * Office Hours * Credit Restrictions (pre- and co-requisites) * Credit Hours * Textbook and Resources * Evaluation Scheme Overview (Method of Evaluation) * Alternative Evaluation * Accommodations for Students with Disabilities policy * Academic Integrity (misconduct) policy   Learning Outcomes, content, and assessment and activities are solidly aligned (reflect each other)  Choice of resources and readings relevant to learning outcome and topics covered in course | **Instructional Plan**  Course, module or unit learning outcome(s) clearly identified and measurable  Content covered reflective of learning outcomes  Material is logically organized  Opportunity to encourage student involvement  Opportunity for student to ask questions or discuss topics further  Opportunity for students to apply new knowledge in at least one activity  Opportunities for informal assessment of student learning (understanding of material) built into lesson  Able to follow instructional plan  Transitions between topics carefully considered  Recaps and reviews lesson at end, indicates prep work for next lesson or topic  Seamless integration with pre- and post- lesson activities  If labs are used in the course, timing of topics aligns with lab schedule |
| **Classroom Management**  Class begins and ends on time  Lesson topic and focus shared with students at onset of class  Able to keep students interested in lecture  Able to actively engage students in activities  Able to judge time needed to complete in-class activities  Able to refocus students’ attention to task at hand from disruptions  Able to diffuse conflicts before they escalate  Able to use class time effectively  Able to encourage students to share relevant experience or examples  Pace sufficient for note taking, questions and reflection  Able to cover intended material during class time allotted  Allows appropriate breaks for classes longer than 50 minutes  Students arrive on time  Students quiet down when class beings  Students stay for duration of lesson  Students approach instructor at end of lesson with inquiries or gestures of thanks for lesson | **Instructional Method (Strategy)**  Is related to learning outcome(s)  Is clearly introduced  Is effectively implemented  Details relating to instructional Strategies:   * Socratic Lectures * Flipped Classes * Experiential learning * Discovery Learning * Co-operative learning * Inquiry-based instruction (issue learning) * Visualization * Discussions (small group, class-wide, talking circles) * Didactic questions * Debate * Case study * Demonstrations * Simulations * Role-play * Cognitive (visual or graphic) organizers * Literature response * 1 minute papers. 3 minute; journaling; reflections; learning logs * ePortfolio * Service learning * Place-based learning * Goal setting and reflection * Concept mapping, brainstorming * Jigsaw group work |
| **Multimedia Use**  The optimal type of media is used for the instructional event  Visual aids used to complement, illustrate or explain material  Visual aids are uncluttered, use minimal words and symbols  Visuals are paced appropriately  Video quality is good  Audio quality is good  Quality of multimedia is good  Handouts are clearly presented and relevant to student learning of course material  PowerPoint slides are well designed  Legible use of whiteboards, overheads, document camera technology  Technically competent in use of technologies | **Instructional Style**  Evidence of:   * Non-verbal behavior indicates relaxed, confident and willingness to engage with students * Makes and holds eye contact effectively * Attire and demeanor appropriate * Responding to students’ questions * Use of humor and language is respectful and inclusive * Demonstrates interest in students’ ideas * Demonstrates interest in students (generally) * Allows students freedom to explore topics deeper * Provides clarity of explanations where needed (rephrases) * Amount of material covered is appropriate for class duration * Appears interested in material * Use of variety of teaching techniques (e.g. lecture, discussion, in-class collaborative activities, use of multimedia, etc.) * Use of various teaching methods in class (e.g. visual, auditory, collaborative activities, writing) * Group formations are heterogeneous and inclusive of students of ranging backgrounds |
| **Other** |  |

Adapted from Utah Valley University