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

|  |  |
| --- | --- |
| **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 measurableContent covered reflective of learning outcomesMaterial is logically organizedOpportunity to encourage student involvementOpportunity for student to ask questions or discuss topics furtherOpportunity for students to apply new knowledge in at least one activityOpportunities for informal assessment of student learning (understanding of material) built into lessonAble to follow instructional planTransitions between topics carefully consideredRecaps and reviews lesson at end, indicates prep work for next lesson or topicSeamless integration with pre- and post- lesson activitiesIf labs are used in the course, timing of topics aligns with lab schedule |
| **Classroom Management**Class begins and ends on timeLesson topic and focus shared with students at onset of classAble to keep students interested in lectureAble to actively engage students in activitiesAble to judge time needed to complete in-class activitiesAble to refocus students’ attention to task at hand from disruptionsAble to diffuse conflicts before they escalateAble to use class time effectivelyAble to encourage students to share relevant experience or examplesPace sufficient for note taking, questions and reflectionAble to cover intended material during class time allottedAllows appropriate breaks for classes longer than 50 minutesStudents arrive on timeStudents quiet down when class beingsStudents stay for duration of lessonStudents 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 introducedIs effectively implementedDetails 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 eventVisual aids used to complement, illustrate or explain materialVisual aids are uncluttered, use minimal words and symbolsVisuals are paced appropriatelyVideo quality is goodAudio quality is goodQuality of multimedia is goodHandouts are clearly presented and relevant to student learning of course materialPowerPoint slides are well designedLegible use of whiteboards, overheads, document camera technologyTechnically 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