**Instructions**

During the observation:

Please use this template only to record your notes during the observation.

After the observation:

Please submit your comments and ratings via the online system (<https://peerreview.unsw.edu.au>)

For instructions on how to submit your report online, please go to [URL]

**Report for**

|  |  |  |  |
| --- | --- | --- | --- |
| Reviewee name |  | | |
| zID |  |  |  |
| School |  | Faculty |  |

|  |  |  |  |
| --- | --- | --- | --- |
| Review type (asynchronous) |  |  |  |
| Date of review |  | Time |  |

**Reviewer details** (to be deleted before release to reviewee)

|  |  |  |  |
| --- | --- | --- | --- |
| Reviewer name |  | | |
| zID |  | | |
| School |  | Faculty |  |

|  |  |  |  |
| --- | --- | --- | --- |
| 1. **Engages students in active learning**   Observable indicators (examples may include):   * + Encourages students to ask and answer questions in fora, discussion boards, chats and wikis   + Provides constructive feedback   + Encourages students to interact with each other and the content   + Creates opportunities for reflection   + Employs resources and technology meaningfully to support student engagement in learning by effectively utilising synchronous and / or asynchronous online tools | **URL** | | |
|  | | |
| **Course component** | | |
|  | | |
| **Reviewee’s role in design and development** | | |
|  | | |
| Enter observations and descriptive comments here. | Effectiveness not clear  🞏 | Effective  🞏 | Very effective  🞏 |
| 1. **Builds on students' existing knowledge**   Observable indicators (examples may include):   * + Creates opportunities for sharing of and reflecting on prior knowledge utilising synchronous and / or asynchronous online tools   + Seeks feedback to determine students' understanding   + Provides real life examples or elicits them from students   + Recapitulates and builds on class preparation   + Seeks student feedback utilising synchronous and / or asynchronous online tools   + Seeks student feedback toward the conclusion of the module (to assist students in determining individual work to be consolidated)   + Helps students bridge the gap between their current conceptual understanding and the next “level”   + Helps students become aware of what the next levels are | **URL** | | |
|  | | |
| **Course component** | | |
|  | | |
| **Reviewee’s role in design and development** | | |
|  | | |
| Enter observations and descriptive comments here. | Effectiveness not clear  🞏 | Effective  🞏 | Very effective  🞏 |
| 1. **Links learning to professional, disciplinary, industry and/or personal contexts**   Observable indicators (examples may include):   * + Provides opportunities for reflecting on the relevance of their discipline to industry, their profession and everyday life utilising synchronous and / or asynchronous online tools   + Relates theory to real life situations, including personal, professional, industry and research contexts (or applications?).   + Facilitates learning activities that include simulated or real-life scenarios, e.g. case studies   + Contextualises graduate capabilities within disciplinary and professional contexts   + Provides examples from professional, disciplinary, industry or personal contexts. These may include images, videos, texts, biographies, products, artefacts and guest presenters.   + Supports students’ engagement with research at a developmentally appropriate level.   + Provides opportunities for research activities which are appropriate to the students’ level of understanding, e.g. critiquing a journal article, designing interview or survey questions   + Links learning to professional values and ethical conduct within the discipline   + Links learning to current research and disciplinary scholarship | **URL** | | |
|  | | |
| **Course component** | | |
|  | | |
| **Reviewee’s role in design and development** | | |
|  | | |
| Enter observations and descriptive comments here. | Effectiveness not clear  🞏 | Effective  🞏 | Very effective  🞏 |
| 1. **Challenges and supports student learning**   Observable indicators (examples may include):   * + Supports students in taking responsibility for their own independent learning   + Challenges students intellectually by asking them to justify their conclusions (“What do you think is going on”; “Why”; “What if …?” etc.)   + Encourages students to “construct“ their individual conceptual understanding   + Encourages deep (rather than surface) approaches to learning by requiring students to relate ideas to one another, connect their learning to previous experiences or demonstrate their own understanding of concepts | **URL** | | |
|  | | |
| **Course component** | | |
|  | | |
| **Reviewee’s role in design and development** | | |
|  | | |
| Enter observations and descriptive comments here. | Effectiveness not clear  🞏 | Effective  🞏 | Very effective  🞏 |
| 1. **Communicates expectations and requirements**   Observable indicators (examples may include):   * + Makes relevant key learning outcomes explicit   + Links activities to key learning outcomes   + Establishes expectations about course preparation and participation   + Establishes ground rules for student – student and student – lecturer interactions, such as discussions or pair and group work   + Clarifies the relevance of learning to assessment   + Clarifies the relevance of activities for student learning | **URL** | | |
|  | | |
| **Course component** | | |
|  | | |
| **Reviewee’s role in design and development** | | |
|  | | |
| Enter observations and descriptive comments here. | Effectiveness not clear  🞏 | Effective  🞏 | Very effective  🞏 |
| 1. **Caters for student diversity**   Observable indicators (examples may include):   * + Offers activities that allow students with different levels of knowledge, understanding, and ability to participate and contribute, e.g. activities that require students to draw on their own experiences, activities for which there is more than one possible answer, etc.   + Engages students in a variety of learning activities, e.g. collaborative and individual learning activities   + Establishes and reminds students of ground rules for mutual respect   + Encourages students to link learning to their diverse backgrounds, experiences and perspectives   + Builds students’ confidence in their ability to master concepts | **URL** | | |
|  | | |
| **Course component** | | |
|  | | |
| **Reviewee’s role in design and development** | | |
|  | | |
| Enter observations and descriptive comments here. | Effectiveness not clear  🞏 | Effective  🞏 | Very effective  🞏 |