**Instructions**

During the observation:

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

After the observation:

Please complete your report within 2 weeks of the observation and submit your comments and ratings to peer.review@unsw.edu

**Report for**

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

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| --- | --- | --- | --- |
| Review type (face-to-face, synchronous online) |  |  |  |
| Date |  | Time |  |

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

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

**Summative Peer Review of Teaching Report**

All 6 Principles of Quality Teaching must be addressed during the observed face-to-face or synchronous online teaching.

Please note that the Indicators listed underneath each Principle of Quality Teaching are suggestions only. Reviewees are not required to evidence all listed indicators and may evidence of Principle of Quality Teaching in different ways. The way in which Principles of Quality Teaching are evidenced should be discussed during the pre-observation meeting.

| **Principles of Quality Teaching** | **Effectiveness of Principles** | | |
| --- | --- | --- | --- |
| 1. **Engages students in active learning**   Observable Indicators (may include):   * + Encourages students to ask and answer questions   + Provides immediate and constructive feedback   + Encourages students to interact with each other and the lecturer   + Creates opportunities for reflection   + Employs resources and technology meaningfully to support student engagement in learning by effectively utilising the online, in-class and hybrid learning spaces   + Effectively using learning technologies   + Employing a variety of technology and non-technology-based activities | Effectiveness not clear  o | Effective  o | Very effective  o |
| Enter observations and descriptive comments here. | | | |
| 1. **Builds on students' existing knowledge**   Observable Indicators (may include):   * + Creates opportunities for sharing of and reflecting on prior knowledge   + Seeks feedback to determine students' understanding   + Provides real life examples or elicits them from students   + Recapitulates and builds on class preparation   + Seeks feedback progressively during the session, for example through constant observation of interest levels and engagement   + Checks for understanding and seeks feedback throughout the session and adapts teaching accordingly   + Seeks feedback toward the conclusion of the session 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 | Effectiveness not clear  o | Effective  o | Very effective  o |
| Enter observations and descriptive comments here. | | | |
| 1. **Links learning to professional, disciplinary, industry and/or personal contexts**   Observable Indicators (may include):   * + Provides opportunities for reflecting on the relevance of their discipline to industry, their profession and everyday life   + 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 | Effectiveness not clear  o | Effective  o | Very effective  o |
| Enter observations and descriptive comments here. | | | |
| 1. **Challenges and supports student learning**     Observable Indicators (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 | Effectiveness not clear  o | Effective  o | Very effective  o |
| Enter observations and descriptive comments here. | | | |
| 1. **Communicates expectations and requirements**   Observable Indicators (may include):   * + Makes relevant key learning outcomes explicit   + Links activities to key learning outcomes   + Establishes expectations about class 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 | Effectiveness not clear  o | Effective  o | Very effective  o |
| Enter observations and descriptive comments here. | | | |
| 1. **Caters for student diversity**   Observable Indicators (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, activities requiring spoken and written participation, teacher-directed (transmission of knowledge) and student-centred 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 | Effectiveness not clear  o | Effective  o | Very effective  o |
| Enter observations and descriptive comments here. | | | |