**Peer Review Report Template - checkboxes**

**Instructions for reviewer**

1. Bring a copy of this form to the pre-observation meeting and complete the appropriate section with the reviewee.
2. Submit your e-copy of the *Peer Review: Observation of Teaching Report* to the reviewee no later than two weeks after the observation.
3. Email [peerreviewfs@csu.edu.au](mailto:peerreviewfs@csu.edu.au) to advise the Faculty that the peer review has been completed.

***A: Peer reviewer details:***

|  |  |
| --- | --- |
| Reviewer’s name |  |
| Reviewer’s school |  |

***B: To be completed during the pre-observation meeting:***

|  |  |
| --- | --- |
| Reviewee’s name |  |
| School |  |
| Subject code and name |  |
| Year level |  |
| Type of session  (e.g. lecture/tutorial/workshop) |  |
| Number of students enrolled  in course |  |
| Date and time of session |  |
| Length of session |  |
| Part of session observed |  |
| Dimensions chosen for peer review |  |
| Dimension 10 (optional) |  |

***C: To be completed after the peer observation:***

|  |  |
| --- | --- |
| Number of students in the session |  |
| Date of initial post observation meeting |  |
| Date peer review report provided |  |
| Follow-up actions or plans |  |

***D: Peer Review: Observation of Teaching Report***

| **Dimensions of learning and teaching activity:** | **Quantity and quality of evidence** | | | |
| --- | --- | --- | --- | --- |
| 1. **Students are actively engaged in learning**   Your examples and comments | No apparent examples  🞏 | Some examples  🞏 | Many examples  🞏 | Extensive examples  🞏 |
| Effectiveness not clear  🞏 | Effective  🞏 | Very effective  🞏 | Exceptionally effective  🞏 |
| 1. **Students’ prior knowledge and experience is built upon**   Your examples and comments | No apparent examples  🞏 | Some examples  🞏 | Many examples  🞏 | Extensive examples  🞏 |
| Effectiveness not clear  🞏 | Effective  🞏 | Very effective  🞏 | Exceptionally effective  🞏 |
| 1. **Teaching caters for student diversity**   Your examples and comments | No apparent examples  🞏 | Some examples  🞏 | Many examples  🞏 | Extensive examples  🞏 |
| Effectiveness not clear  🞏 | Effective  🞏 | Very effective  🞏 | Exceptionally effective  🞏 |
| 1. **Students are encouraged to develop/expand their conceptual understanding**   Your examples and comments | No apparent examples  🞏 | Some examples  🞏 | Many examples  🞏 | Extensive examples  🞏 |
| Effectiveness not clear  🞏 | Effective  🞏 | Very effective  🞏 | Exceptionally effective  🞏 |
| 1. **Students are made aware of key learning outcomes**   Your examples and comments | No apparent examples  🞏 | Some examples  🞏 | Many examples  🞏 | Extensive examples  🞏 |
| 1. **Actively uses links between research or industry and teaching**   Your examples and comments | No apparent examples  🞏 | Some examples  🞏 | Many examples  🞏 | Extensive examples  🞏 |
| Effectiveness not clear  🞏 | Effective  🞏 | Very effective  🞏 | Exceptionally effective  🞏 |
| 1. **Uses educational resources and techniques appropriately**   Your examples and comments | No apparent examples  🞏 | Some examples  🞏 | Many examples  🞏 | Extensive examples  🞏 |
| Effectiveness not clear  🞏 | Effective  🞏 | Very effective  🞏 | Exceptionally effective  🞏 |
| 1. **Presents material logically**   Your examples and comments | No apparent examples  🞏 | Some examples  🞏 | Many examples  🞏 | Extensive examples  🞏 |
| Effectiveness not clear  🞏 | Effective  🞏 | Very effective  🞏 | Exceptionally effective  🞏 |
| 1. **Seeks feedback on students’ understanding and acts on this accordingly**   Your examples and comments | No apparent examples  🞏 | Some examples  🞏 | Many examples  🞏 | Extensive examples  🞏 |
| Effectiveness not clear  🞏 | Effective  🞏 | Very effective  🞏 | Exceptionally effective  🞏 |
| 1. **Other areas relevant to institutional priorities**   Your examples and comments | No apparent examples  🞏 | Some examples  🞏 | Many examples  🞏 | Extensive examples  🞏 |
| Effectiveness not clear  🞏 | Effective  🞏 | Very effective  🞏 | Exceptionally effective  🞏 |

Charles Sturt University acknowledges the materials provided by [RMIT University](http://www1.rmit.edu.au/browse/Staff/Learning%20and%20Teaching/Priorities/Peer%20feedback/Peer%20review/) in the development of the Peer Review scheme including the Peer Review of Teaching Report Template above.

**Note**: This form is a guide for the reviewer. The written report the reviewer provides the reviewee does not need to follow this format and does not need to include the checkboxes or cover all 9 dimensions.