

Feedback framework for peer review of teaching: for the review of learning resources, including 'e-learning tools'

This framework is designed to assist the reviewer, triggering observations, questions and consideration during the review process. It is not necessary to specifically address all questions. However, the reviewer should consider each of the five categories.

1 Fostering students' engagement with the curriculum

Students' use of the resources

- To **what extent**, and in **what ways**, do students make use of the resources?
- How do students view the **relationship** between the resources and the broader curriculum?
- If these are intended as **collaborative** tools or **interactive** resources, **how effective** are they? why?

Your own reaction

- Are there particular aspects that **you find intellectually stimulating**?
- Do you see anything that **might hinder** students' engagement?

Strategies

- In **what specific ways** are the resources **intended** to promote learning?

2 Acknowledging and supporting the needs of individuals

In what ways do the resources:

- reflect consideration of the **characteristics** and **diversity** of the student group?
- support **access** for all students?

3 Reflecting a command of the field

In what ways do the resources reflect a command of the field? You might consider:

- the **currency**, **relevance** and **accuracy** of information
- the integration of **relevant research** methods and findings
- the relationship to **professional practice** (if appropriate)
- the support for development of relevant **graduate attributes**

4 Providing opportunities for students' self-assessment

In what ways do the resources:

- help students **measure their progress** against expectations?
- support students in **diagnosing** areas of strength and areas for improvement?
- provide access to **helpful information** and **feedback**?

5 Priority criteria

Feedback was particularly requested in the following areas:

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This document is part of a suite of materials designed to support university staff engaging in peer review of teaching. For complementary resources see: www.cshe.unimelb.edu.au

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