**Phase 1: Choosing your area of focus and Dimension**

**Phase 2: Observations and feedback**

Use this document for both Phase 1 and 2

***Reviewee and reviewer agree that***

1. ***The review belongs to the Reviewee***
2. ***The interaction in all respects is confidential and constructive***
3. ***The review is purely formative in nature***

**Phase 1**

* Choose 2 or 3 dimensions ONLY from the list below the table. (be targeted)
* Discuss with your reviewer what you need reviewed in the chosen dimensions of teaching.
* The dot points under each dimension are *indicative* suggestions only.
* Complete **‘Dimension and specific area you have chosen for review.’**

**Phase 2**

* Conduct review
* Reviewer completes the **‘feedback’ part of the table** when doing the revie**w**

|  |  |
| --- | --- |
| Reviewee |  |
| Reviewer |  |

|  |  |
| --- | --- |
| Dimension and specific area you have chosen for review.  | Feedback |
| 1. |  |
| 2. |  |
| 3. |  |

**Dimensions**

**1: Students are actively engaged in learning**

* fostering a supportive, non-threatening teaching/learning environment
* encouraging students to express views, ask and answer questions, and allow time and opportunity for this to occur
* using questioning skills which encourage student engagement
* providing immediate and constructive feedback where appropriate
* demonstrating enthusiasm for teaching and learning
* (for smaller groups) fostering extensive interaction
* (for very large groups) presenting in such a manner as to achieve maximum engagement

**2: Students prior knowledge and experience is built upon**

* being fully aware of and/or determining students’ prior knowledge and understanding
* building on students’ current knowledge and understanding, and taking them conceptually beyond this level
* where appropriate, using and building upon student contributions and preparation

**3: Teaching caters for student diversity**

* demonstrating an appreciation of the diﬀerent levels of knowledge and understanding in a group addressing, as appropriate, diﬀerent learning needs and styles within the group"

* focussing on building confidence, enthusiasm and intrinsic motivation
* fostering students’ responsibility for their own learning, encouraging them towards being self-directed learners, (as distinct from teacher-directed learners)
* using appropriate strategies for diﬀerent needs, balancing discursive interactive strategies with those that are more didactic (where simple transmission of knowledge is needed)
* recognising, at times, the need for teacher-directed strategies such as explaining, and being able to implement these eﬀectively exercising balance between challenging and supporting students
* designing activities/tasks that allow students of diﬀering abilities to participate/engage and demonstrate/enhance their learning

* providing examples or opportunities for discussion that cater for cultural diversity

**4: Students are encouraged to develop/expand their conceptual understanding**

* helping students bridge the gap between their current conceptual understanding and the next “level” helping students become aware of what the next levels are
* encouraging students to become self- directed learners by using the “lecture”/presentation as the stimulus for individual study/learning
* challenging students intellectually eg by extending them with question/answer/discussion components where students’ conclusions must be justified to the teacher and peers. This usually involves questions such as “What do you think is going on”; “Why”; “What if…?” etc
* encouraging students to internalise or “construct “ their individual conceptual understanding (ultimately the learner must be responsible for his/her own learning) encouraging deep (intrinsic) rather than surface (extrinsic) approaches to learning
* working cooperatively with students to help them enhance understanding clearly demonstrating a thorough command of the subject matter

**5: Students are aware of key learning outcomes**

* ensuring students are progressively aware of key learning outcomes focussing on learning outcomes at key points in the presentation
* ensuring a synthesis of key learning outcomes is emphasised towards the conclusion of the session so that individual student follow-up work is well focussed encouraging each student to accept responsibility for learning issues to follow-up and consolidate
* ensuring students are aware of the link between key learning outcomes and assessment (formative and summative), as appropriate"

**6: Actively uses links between research or industry and teaching**

* providing opportunities for reflecting on the relevance of their discipline to industry, their profession and everyday life using research links appropriately, given the level of student conceptual development
* relating theory to real life situations, including personal, professional, industry and research contexts (or applications) facilitating learning activities that include simulated or real-life scenarios, e.g. case studies
* contextualising graduate qualities within disciplinary and professional contexts
* providing examples from professional, disciplinary, industry or personal contexts. These may include images, videos, texts, biographies, products, artefacts and guest presenters
* supporting students’ engagement with research at a developmentally appropriate providing opportunities for research activities which are appropriate to the students’ level of understanding, e.g. critiquing a journal article, designing interview or survey questions
* linking learning to professional values and ethical conduct within the discipline linking learning to current research and disciplinary scholarship

**7: Uses educational resources and techniques appropriately**

* using IT techniques eﬀectively, eg PowerPoint or multimedia presentations of a professional standard

* using, as appropriate, a balance of IT and other strategies
* using available classroom resources to support student learning eﬀectively supplying resources, materials and literature to support student learning
* using specific educational strategies and techniques in the design and delivery of teaching sessions, to achieve key objectives

**8: Presents material logically**

* providing an early brief structural overview of the session
* developing this structure in a coherent manner, ensuring students are constantly aware of the development of the session providing time for reviewing at key stages, including closure establishing closure, aiming at helping students draw together and understand major issues and identify individual learning needs and short-comings

**9: Seeks feedback on students’ understanding and acts on this accordingly**

* seeking feedback progressively during the session eg through constant observation of interest level and engagement and by using specific questions to test understanding
* modifying the presentation to accommodate feedback messages
* seeking feedback towards the conclusion of the session to assist student to determine individual work to be consolidated"

**10: Other areas relevant to your teaching and/or institutional priorities**