

## Summative Peer Review of Teaching (SPRT)

### Dimensions of teaching to be observed

The following nine dimensions of teaching were developed as part of the OLT project *Peer Review of Teaching for Promotion Purposes* (2009).

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

Indicative teaching strategies for demonstrating this dimension may include:

- 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
- Fostering extensive interaction (for smaller groups)
- Presenting in such a manner as to achieve maximum engagement (for very large groups).

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

Indicative teaching strategies for demonstrating this dimension may include:

- 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.

#### ***Dimension 3: Teaching caters for student diversity***

Indicative teaching strategies for demonstrating this dimension may include:

- 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.

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

Indicative teaching strategies for demonstrating this dimension may include:

- 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.

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

Indicative teaching strategies for demonstrating this dimension may include:

- 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.

### ***Dimension 6: Actively uses links between research and teaching***

Indicative teaching strategies for demonstrating this dimension may include:

- Emphasising, where appropriate, links between research outcomes and learning
- Using research links appropriately, given the level of student conceptual development
- Raising students' awareness of what constitutes research.

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

Indicative teaching strategies for demonstrating this dimension may include:

- Using IT techniques effectively, e.g. 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.

### ***Dimension 8: Presents material logically***

Indicative teaching strategies for demonstrating this dimension may include:

- 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 shortcomings.

### ***Dimension 9: Seeks feedback on students' understanding and acts on this accordingly***

Indicative teaching strategies for demonstrating this dimension may include:

- 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

**Attribution**

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