**Peer review template: tutor/facilitator reviewee and reviewer**

Name of reviewee:

Name of reviewer:

Subject/unit:

Date(s) of review:

Aspect of teaching chosen for this review:

Evidence reviewed (please tick and add details if relevant):

Face to face class(es) ......................................................................

Facilitation of online activities ...........................................................

Other.................................................................................................

Notes or materials created by the reviewee......................................

Examples of student assessment work.............................................

Peer review in online and blended learning environments: Review template for tutors/facilitators only.

UTS and the ATN Universities. ALTC funded project

**Criteria with indicative review prompts**

**Pre-review questions for reviewee**

**Reviewer comments**

**1. Clear Goals**

o Goals for students’ learning are clear

What do you want students to learn in this class?

**2. Current and Relevant Preparation**

* Content and information are current, relevant and informed by research and/or current practice
* Preparation takes students' previous knowledge and experience into account

How did you prepare for this class this time?

**3. Appropriate and effectively used teaching and learning and assessment methods.**

* Learning and teaching methods are aligned with learning objectives
* Students have opportunities to develop

Are there any particular methods you would like the reviewer to focus on?

Are there any issues that you would like the reviewer’s feedback on?

**Criteria with indicative review prompts**

**Pre-review questions for reviewee**

**Reviewer comments**

relevant ‘generic’ graduate attributes

* Students are encouraged to engage actively in learning
* Students have opportunities to interact, collaborate with and learn from others
* Student inquiry and problem solving are encouraged
* There are appropriate levels of intellectual challenge and support for students
* Students have opportunities to relate what they are learning to broader contexts.

**4. Effective Communication and interaction**

* Explanations are clear
* Student interest and engagement are encouraged
* Teaching is responsive to students’ understandings and ideas
* Students’ questions are responded to effectively – in ways that encourage them to think further
* Teaching encourages students to interact with others and discuss, compare, develop and challenge ideas

Are there any particular aspects of your communication that you would like feedback about?

**5. Important Outcomes Student outcomes:**

* Students have actively engaged in the subject/learning activities
* Students have achieved intended learning goals

Are there outcomes that you would like the reviewer to give feedback about?

**Overall review comments:**

**Criteria with indicative review prompts**

**Pre-review questions for reviewee**

**Reviewer comments**

**6. Reflection, review and improvement**

* The teacher has learned from students and adapted teaching in response, during teaching and afterwards
* Reflection and feedback have been acted on in order to improve teaching and learning

How has previous reflection and feedback informed this aspect of your teaching?