# Formative Peer Observation Record: Curriculum Design

**Staff member whose teaching is being evaluated: Activity:**

**Evaluator: Date:**

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| --- | --- | --- |
| Please list 2-4 mutually identified criteria. The following are suggested criteria. | Aspects done well | Areas where reflection may be warranted |
| How do the components fit together in a structured, scaffolded way so that students going through the course will achieve the learning outcomes?[[1]](#endnote-1) |  |  |
| How does the curriculum ensure that the learning outcomes, assessment, and learning activities align with each other?[[2]](#endnote-2) |  |  |
| How does the curriculum address priority areas?[[3]](#endnote-3) |  |  |
| Other criterion: |  |  |
| Other observations / notes: | | |
| What might the person being evaluated do now as a result of feedback? | | |

Please refer to these expanded criteria when completing the above table. These are indicative teaching strategies for demonstrating the criteria.

1. **Scaffolding the curriculum**

   **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

   **Curriculum develops logically**

   * providing an early brief structural overview of the curriculum
   * developing this structure in a coherent manner, ensuring students are constantly aware of their development and receive usable feedback
   * recognising the diverse academic backgrounds of first year students
   * providing a capstone experience at the end of a course

   **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 course
   * 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

   **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 learning activity as the stimulus for individual study/learning
   * challenging students intellectually e.g. 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

   **Actively uses links between research and teaching**

   * 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

   **Uses educational resources and techniques appropriately**

   * 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

   **Teaching caters for student diversity**

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

   **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
   * providing immediate and constructive feedback where appropriate
   * demonstrating enthusiasm for teaching and learning

   [↑](#endnote-ref-1)
2. **Aligning the learning outcomes, assessment, and learning activities**

   the assessment provides evidence that the students have achieved the learning outcomes

   the learning activities prepare the students to pass the assessment [↑](#endnote-ref-2)
3. **UQ’s Student Strategy Goals**

   Game-changing graduates

   Student-centred flexibility

   Dynamic people and partnerships

   An integrated learning environment [↑](#endnote-ref-3)