# 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)