Briefing Template: Planning Your Review and Briefing your Reviewer

Planning and briefing your reviewer will help you to get the most out of the review process. This **Briefing Template** is a tool for helping you to plan your review and its focus and to communicate this successfully to your peer reviewer. It can be used as a whole or in part, in conjunction with responding to the questions for reviewees on a Peer review: reviewee-reviewer template.

Reviewee's name:

1. How do you plan to use this review? (please tick whichever apply)

☐ For feedback and teaching improvement only (formative review)
☐ To provide evidence about teaching for:
      ☐ Performance review
      ☐ Promotion
      ☐ Teaching citation/award
      ☐ Other (eg salary supplementation)
      If you wish to use the review to provide evidence about teaching, please provide your reviewer with a copy of any relevant criteria.

2. Subject and context for the Peer Review

Please provide the reviewer with a copy of your Subject Outline and briefly describe anything else that you think a peer reviewer needs to know about your teaching context in this subject.

3. What aspects of your teaching or the subject do you want this Peer Review to focus on?

(Examples (please delete): Online activities, particularly their effectiveness for encouraging student participation and learning; The extent to which the subject encourages student creativity and inquiry, especially through the assignment and online collaboration groups.)

What evidence will the peer reviewer need to consider in order to review these aspects:

☐ Subject/unit outline..............................   ☐ Subject notes or other materials ....
☐ Face-to-face class(es) ....   ☐ Assessment task descriptions ....
☐ Online materials/activities ....   ☐ Examples of student assessment work..............
☐ Other ....
If any aspects are components of an online site, please provide sufficient information to enable the reviewer to locate these components eg include names of relevant links.

4. Please make any additional briefing comments that you think will be useful for the reviewer
(For example, are there any particular issues that

5. Please give brief responses to the following pre-review questions, or use the Peer Review: Reviewee and Reviewer template which contains these questions.

Please refer your reviewer to any subject materials that are relevant (For example your goals for student learning in your subject overall are likely to be included in your subject outline).

Criteria	Pre-review questions for reviewee
1. Clear goals For students' learning and the design of the subject/learning environment	What are your intentions for student learning in this aspect of the subject/unit/teaching? Why have you designed this subject/aspect of the subject in the way that you have?
2. Current and relevant preparation Of content and teaching and learning practices, taking into account students' needs	How did you prepare for this aspect of the subject/teaching this time?
3. Appropriate and effectively used teaching and learning and assessment methods. Methods are aligned, provide opportunities for students to engage actively in learning and achieve high quality outcomes, are innovative and able to adapt to changing contexts	Are there any particular methods you would like the reviewer to focus on? Are there any concerns that you would like the reviewer's feedback on?
4. Effective communication and interaction Including face-to-face and/or online communication, interaction with students and interaction between students	Are there any particular aspects of your communication that you would like feedback about?
5. Important outcomes Student engagement and learning outcomes Other outcomes may include evidence of innovation or scholarship of teaching and learning	Are there particular outcomes that you would like the reviewer to give feedback about?
6. Reflection, review and improvement Learning from students and other sources, reflecting on evidence and using it to improve	How has previous reflection and feedback informed this aspect of your teaching?