

Summative Peer Review Summary Report for: [TEACHER]

Subject and Semester of Review: [SUBJECT NAME], Autumn

Date of Report: 17 February 20XX

Peer Reviewer: {NAME] University of Technology, Sydney.

Aspect of Teaching or Subject Chosen for this Review: Students creation of and participation in online collaborative groups about emerging technologies; and their management and participation in the discussion forums that are part of these.

Components of Teaching or Subject Reviewed: (Please select & briefly describe):

Subject Documents: Subject and Assignment Outline

Face to Face Class: Discussed with teacher; Lecture slides and handouts.

Discussion Board: Wiki discussions

Student Assessment Examples: A range of assignment grades and feedback when available.

Other (please specify): Review of UTSONline site.

External Criteria (promotions, awards or other) Relevant to this Review:

(Please outline the relevant criteria that this review provides supporting evidence for)

1. Approaches to teaching and learning and/or to teaching and learning support that influence, motivate and inspire students to learn
2. Development of curricula and resources that reflect a command of the field
3. Approaches to assessment and feedback that foster independent learning
4. Scholarly activities and service innovations that have influenced and enhanced learning and teaching

Review of Teaching in Blended Learning Environments:

Criteria for Good Teaching	Peer Reviewer's Comments
<p>1. Clear Goals: For students' learning and for the design of the learning environment</p>	<p>Clear intentions and extremely thoughtful design of the face to face and online learning environments creates innovative and exemplary learning activities for students. However, this is not always reflected in the documentation and written messages the students are getting about what path to follow and what to prioritise? (NB Changes to faculty procedures for subject documentation in 2008 have been a major factor and these are being addressed for 2009).</p>
<p>2. Current and Relevant Preparation: Of the content and processes of teaching and learning; informed by scholarship and consideration of likely student starting points and needs</p>	<p>Preparation is meticulous and impressive (eg excellent and extensive handouts about collaborating online). [TEACHER's] teaching in the field of [SUBJECT] is actually at the cutting edge and consequently she has been asked to contribute to the SOTL in this field internationally, as well as teach a associated subject online for a university in the US. Consideration of students needs is an integrated part of her teaching practice.</p>
<p>3. Appropriate Methods and Implementation: Thoughtfully chosen , considering the students, subject, context and available resources; also applied effectively, modified in response to students' ideas and understandings, to feedback and to changing situations</p>	<p>Methods employed in [SUBJECT] have been honed over several year of reflective teaching practice and are of international interest (see above). She has continually modified her teaching in response to students' ideas. The migration of the assignment from the blogs to the wikis is one such instance. Some of the blended nature of the subject has evolved from teaching while travelling to international conferences into a mode of teaching that is a successful and 'fully blended' experience for students. It is the way the collaboration is taught (eg specifically targeting students' creativity) that makes them a highly successful and innovative teaching and learning processes for the students.</p>
<p>4. Effective Communication: Presentation to various potential</p>	<p>[TEACHER's] communication with her students is impressive. She is a consummate presenter with a passion for her subject which she communicates to her students</p>

groups; always communication with students, may include communication with teaching team members and other colleagues.	powerfully, whilst also responding promptly to their questions and inviting their participation. She communicates with colleagues her faculty and across the university about her subject and her teaching as well as with the international community. She has published internationally on teaching in this field.
5. Important Outcomes: Strongly focused on student learning, and then achievement of additional intentions. Further outcomes may include Scholarly communication of teaching (eg via seminars or publications).	Powerful student learning occurs in this subject through student engagement in the teamwork of their collaboratories and the content.. This is evident through the complex and rich learning environments the students create for their peers and the discussions they facilitate and engage with, about emerging technologies that result in a creative learning resource for the whole group including the teachers! These resources become a platform for the whole class's essay assignments.
6. Reflective Critique Includes how the teacher critically reflects on teaching and learning, makes use of a variety of forms of evidence and acts on the findings	[TEACHER] is a highly reflective teacher who has developed this impressive subject and the innovative use of online collaborative groups and the associated assignment as a result. She has also reflected on the teaching of this subject with close colleagues, university community (forums) and in her international conference presentations and book chapters.

Reviewer's Overall Summary:

(Please make any overall comments you have regarding the level of quality and achievement of what you have reviewed which shows evidence of good teaching in blended learning environments, and about the fulfilment of any specific criteria provided above)

In summary, the teaching of this subject, and in particular the collaboratories, discussions and teamwork associated with these is inspiring. This teacher has crafted a model for teaching in this area (and more widely) that has been recognised by the international leaders in the field as exciting, in terms of both its disciplinary content and student learning.

There is of course always ways to improve students experiences and these have been highlighted in the process and write-up of the full Peer Review that is summarised by this report. Through the iterative conversations about [Teacher]'s teaching of this subject in the ongoing processes of peer review, I know that these points are being addressed (Subject Outline/online elements in UTSONline/ ReView). I have found strong evidence in the course of this review for [University] Learning and Teaching Awards Criteria 1, 2, 3 and 5.

Reviewer's Signature:

Date:

Teacher's Response to Reviewers Comments:

I have sighted / read this report:

Teacher's Signature:

Date:

I wish to make the following additional comments about the Criteria / Overall Comment:

It is very helpful to have an outsider/insider explore these critical aspects of the subject. The reviewer has put a tremendous amount of effort into a thoughtful examination of the many intricacies of this subject. I wish to acknowledge my appreciation of these efforts which have flagged many areas of strength as well as areas in need of improvement. It has been especially interesting to see the discrepancy between my in-class practice and the documentation in place for this subject highlighted. Perhaps this is a consequence of the current documentary procedures in place for subject development? It may also be a consequence of the challenges in terms of maintaining consistent communication for a dynamic subject like [SUBJECT NAME].