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| **Peer Review of Educational Practice (REP) Form**  (To be used in conjunction with the Peer Review of Educational Practice Guide, available on your ITL DLE site)  **Part 1:**  **Information about the Review** |  |

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| *Complete Part 1 and send it to your reviewer 3 days prior to the date of the review. A session plan template is included. Feel free to use this or include your own, alternative as appropriate. These pages will form the basis of the discussion with your reviewer before the event.* | | |
| **Your Name:** Eleanor Browne | | |
| **Reviewer’s Name:** Frederico Klein | | |
| **Date:** 15/02/17 | **Start Time:** 13:00 | **End Time:** 17:00 |
| **Location:** Careers gateway, ground floor, Roland Levinsky Building | | |
| **Nature of activity/event being reviewed:** formative feedback provided to students on their draft business plans, as part of an extra-curricular business challenge programme. This session is a series of half-hour meetings with students. Most of them will be individuals, some of the appointments are with a team, where they are working together on one plan. | | |
| **Description of Stage/level of study:** extra-curricular, the students come from a variety of courses and are at different stages; most undergrad, some postgrad. | | |
| **Expected number of learners:** 11 (6 of them meeting with me individually, plus a group of 2 and a group of 3). | | |
| **Aims:** (What are you trying to achieve?)This session broadly aims to provide the students with constructive feedback on their draft business plans. Allowing them to examine the commercial viability of their plan while it is still in this draft format, prepare for meetings with professional advisors next week and give them the opportunity to improve their plans as much as possible during this challenge. | | |
| **Intended learning outcomes.** (Remember to make these SMART and ensure that these outcomes are aligned to the wider module learning outcomes.)  By the end of this session students should be able to:  Understand how their business plan will score against the judges’ criteria.  Understand the concept of a viable business, and discuss the viability of their business plan.  Recognise where they have strengths in the draft so far.  Identify which parts of their business plan require further work, and have discussed how they are going to achieve that. | | |
| **What particular factors / problems have been taken into account?**  I have taken into account that feedback should be provided to each student or team individually and so this session is a series of meetings. Students have been asked to send me drafts in advance of the session, so that we can maximise the time available to provide feedback.  I have received permission from the participating students, that their meetings can be observed for this peer assessment. | | |
| **What aspects would you particularly like feedback on?**  This is the first time I have run this session, and it would be helpful to receive your feedback on the proportion of time I spend with the students on providing feedback, listening, questioning, and guiding them. Also on the style that I use, which tends to be coaching the students towards their next steps. | | |

**Part 1 (continued):**

**Information about the Review**

*This template may be appropriate for a review of your teaching/educational practice. You may prefer to use an alternative of your own.*

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| **Timing** | **Activity** | **What I do** | **What they (learners/participants) do** |
| **1 min** | Introduction | Reminder of the purpose of this formative feedback session. Invite them to make notes or record session to ensure suitability for all learning styles. | A welcome environment, for the student/s to feel comfortable to demonstrate their understanding, explain their ideas, and be open to feedback. |
| **5 min** | Overview | Invite the student to describe how they have progressed with the task so far, listen to areas where they have concerns and questions.  Overview of their draft plan, identify areas of strength and weakness. | (Students were asked to provide their draft to me by email in advance). Bring their draft business plan to the session.  Summarise and explain their progress to date, recognising their strengths and weaknesses. |
| **15 min** | Detail | Investigate the student’s evaluation of the business’ commercial viability.  Work through their draft and discuss in detail the areas of strength and weakness, aligned to the judges’ criteria.  Question and coach the student to generate their own ideas and create their own solutions. Direct where necessary. | The student/s will need to justify their course of action, demonstrating their evaluative skills. They will actively participate in analysing and interrogating the strengths and weaknesses of their draft plan. They will need to be taking notes and preparing questions for the professional advisors session the following week. |
| **5 min** | Wrapping up and next steps | Clearly outline the next steps required and remind of the timescale.  Write up notes and links / referrals etc | Show that they are prepared to implement the next stage of refining their plans, clear understanding of next actions.  Prepare for the professional service appointments next week with suitable questions. |
| **What I need to have prepared:** I need to have read the student drafts, made preparatory notes on key points to discuss with the students. Also prepare an action list / signposting to their next steps, that will be added to during the session.  Bring with me the template Business Model Canvas, and Minimum Viable Product sheets, as a useful reminder for previous methods the students have used to produce their draft plans. | | | |
| **Other Notes:**  The discussion with each student will follow this format, half an hour each. I am holding 8 sessions, 6 of them are with individual students, 2 of the sessions are with small groups. | | | |

**Part 2:**

**The Reviewer’s Feedback**

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| *Get together with your reviewer as soon as possible to discuss the review whilst it is still fresh in your minds. Your reviewer will then summarise the discussion in the space below and send it to you. (Expand each section as required. Summary guidance for reviewers is available on p5, with detailed guidance available in the Peer Review of Educational Practice Guidance document available* on your ITL DLE site*).* |
| 1. Aims, objectives and outcomes |
| 1. Structure |
| 1. Learner activity and participation |
| 1. Professionalism and scholarship |
| 1. Materials and resources |
| 1. Overall impression |
| 1. Strengths and areas of particular focus to build upon |

**Part 3 :**

**Reviewee’s Response to Feedback**

**(Part 3 is only completed by the Reviewee; Part 3 is assessed)**

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| *Part 3 is the reviewee’s opportunity to respond to the reviewer’s feedback. In what ways did the review help? What new ideas do you plan to investigate? Keep an electronic copy ready for e-submission for the PGCAP701 / PDAP 701 assignment.*  ***The total word limit across all the sections of Part 3 is 500 words*** |
| **In the light of the feedback and discussion with your reviewer, what do you feel you learnt about your teaching?** For example, which of your session intended learning outcomes do you feel were achieved by your learners? How do you know this? Were any met less well and why do you feel this was the case? |
| **On reflection, based on the comments and feedback, explain how you plan to adopt or follow up on new ideas. What was useful about the review process?**  What will you do as a result and why? Refer to relevant literature. |

**Part 4:**

**Reviewer’s Response to Reviewing Someone Else’s Teaching**

**(Part 4 is only completed by the Reviewer; Part 4 is assessed)**

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| *Part 4, is the reviewers opportunity to reflect on the process of reviewing somebody else’s teaching. What did you learn from conducting a teaching review? Did the process cause you to think about your own teaching differently? Have you developed any new ideas that you plan to investigate? Keep an electronic copy ready for e-submission for the PGCAP701 / PDAP 701 assignment.*  **The total word limit across all the sections of Part 4 is 500 words** |
| **Has the process of review helped you understand your own teaching strengths and preferences?** Has it caused you to think differently about your own methods, design, values etc? Has this helped to confirm or challenge any assumptions about what constitutes effective teaching? Did you gain a different perspective on teaching from a student perspective? |
| **Have you generated any ideas about how you might like to develop your teaching? What has been most useful about this process?** Refer to relevant literature. |

**Summary Guidance for Reviewers**  
(see also the Peer Review of Educational Practice Guidance document available on your ITL DLE site for a fuller explanation of the process)

To make best use of this feedback dialogue exchange:

* consider the potential areas of focus listed below as you observe the session.
* Make notes during the observation.
* Identify the strengths you have seen in the session to be shared in the feedback dialogue.
* Outline one or two areas for development and write down key questions that may help your reviewee to explore the approach that they took.
* Exchange ideas that may enhance practice and remember to discuss the rationale behind them.

**Potential areas of focus and feedback:**

**1) Aims, objectives and outcomes**

Relevance and appropriateness. Communication of these to learners/participants. Coherent orientation of the teaching/learning/development activities and/or learning/development materials. Clarity of communication of aims and intended learning outcomes. Continuity with other learning/development activities and awareness/response to learners/participants prior knowledge.

**2) Structure**

Organisation of content. Signposting and emphasis of key points. Instructions or guidance to learners/participants. Pace of learner/development activity required. Summary of learning, (end and/or interim). Links to prior, ongoing and follow up work or assessment tasks.

**3) Learner activity and participation**

Choice/variety of teaching/learning methods. Awareness of individual needs. Assessment and evaluative procedures. Level of participation and interaction between learners/participants. Level of attention and interest. Level of inclusivity and equality.   
 **4) Professionalism and scholarship**

References and critical use of research. Awareness of current practice. Use of relevant examples and analogies. Emphasis of key points. Attitude to subject matter and to learners/participants.

**5) Materials and resources**

Appropriate use of technology, such as computer, OHP, white/blackboard and/or other hardware. Use of web based materials, presentation software, paper handouts, real examples, or other learning resources (e.g. manikins).

**6) Overall impression**

Were the intended outcomes achieved? Any issues or problems?

Appropriateness of selected teaching/learning/development methods. Clarity of communication. Awareness of needs of learners/participants.

**7) Strengths and areas of particular focus to build upon**