

## OUTLINE FOR PEER REVIEW COMMENTS ON A COURSE PORTFOLIO

The following headings identify four major topics that could readily be part of a review of a course portfolio. We encourage you to use these or similar headings to identify the portions of your comments related to these specific issues in teaching. You need not reply to all the prompts, but they are provided to begin your reflection on the course portfolio.

Please feel free to make your comments in either a narrative format or as identified single sections. Any additional comments about the teaching represented in these documents would be welcome. Please feel free to expand on your reactions to the intellectual quality or effectiveness of this professor's teaching beyond the types of issues that we have posed. Remember that your frank but constructive reactions to what is presented will be very helpful in the development of the course and course portfolio. At the end, please include a few sentences that describe your experience in teaching courses related to the one you are reviewing. It is not necessary that you have taught exactly this course, by type or by content; it is helpful to the author of the portfolio to know your experience.

### COURSE INTELLECTUAL CONTENT

Please evaluate the quality of the *course's intellectual content*. This may include but is not limited to:

- appropriateness of course material both for the curriculum and the institution
- intellectual coherence of course content
- articulation of intellectual goals for learners and congruence of those goals with course content and mission
- value/relevance of ideas, knowledge and skills covered by the course

### QUALITY OF TEACHING PRACTICES

Please evaluate the *quality of the teaching practices* used in the course. This may include but is not limited to:

- organization and planning of contact time; congruence between planned and actual use of contact time
- opportunities to actively engage students in the material
- opportunities (in or out of class) for students to practice the skills embedded in the course goals
- particularly creative or effective uses of contact time that seem likely to improve student understanding
- activities scheduled outside of contact time that contribute to student achievement (this may include extracurricular activities, group projects, electronic discussions, or any other planned course related assignments or activities)
- course structures or procedures that contribute especially to the likely achievement of understanding by learners

### QUALITY OF STUDENT UNDERSTANDING

Please evaluate the *quality of student understanding*. This may include but is not limited to:

- appropriateness of student performance, in light of course goals, course level and institution
- performance levels that reflect challenging levels of conceptual understanding and critical evaluation of the material appropriate to the level of the course and of the students
- appropriateness of forms of evaluation and assessment, given the stated goals of the course
- creativity in providing students with ways to demonstrate their understanding of and ability to use the ideas and content of the course
- alignment between the weighting of course assignments in grade calculation with the relative importance of the course goals
- demonstration of an appropriate percentage of students that they are achieving competence in the stated course goals, or identification of reasons why they might not be reaching these levels of competence
- revisions or modifications to the course that could improve performance

### EVIDENCE OF REFLECTIVE CONSIDERATION AND DEVELOPMENT

Please evaluate the *evidence of reflective consideration and development*. This may include but is not limited to:

- substantive reflection by the faculty member on the achievement of the goals for the course
- identification of any meaningful relations between teaching practice and student performance
- evidence of changed teaching practice over successive course offerings in reaction to prior student understanding
- evidence of insightful analysis of teaching practice that resulted from consideration of student performance

### REVIEWER'S EXPERIENCE OF TEACHING IN THIS AREA

What similar courses have you taught? (*e.g.*, class size, level, content). Have you taught using a similar format? (*e.g.*, course structure, presentation format)