

Peer Review on Teaching (Detailed Descriptions of Criteria)

This list of criteria is designed to facilitate self- and peer-review on the overall teaching performance so as to enhance teaching. To account for both the needs and characteristics of different disciplines, the proposed assessment criteria list aims to be as comprehensive and flexible as possible. Some criteria may not be relevant to your particular case.

Section 1 Review of Course Materials

A. Objectives/ Expected Learning Outcomes

(i) Scope and depth of course design/ Specification

Reference criteria:

- clearly specified: (a) content-related outcomes; (b) skill-related outcomes; (c) attitude/ value-related outcomes
- substantial: (a) content-related outcomes; (b) skill-related outcomes; (c) attitude/ value-related outcomes
- agree with programme-/ unit-level learning outcomes

(ii) Pertinence to students' learning needs

Reference criteria:

- cater for students' levels
- take into account the varying learning needs of students
- cater for career/ professional development
- prepare for further academic pursuit

(iii) Adherence to published course design

Items to consider:

- syllabus
- pedagogy (e.g., lectures, tutorials, fieldtrip, laboratory)

(iv) (For co-teaching) Compatibility with overall course design

(v) Others

B. Content

(i) Coverage

Reference criteria:

- broad/ comprehensive
- contains divergent view points
- up-to-date

(ii) Appropriate difficulty level/ depth

(iii) Apt use of examples

(iv) Others

C. Learning Resources

(i) Adequacy

Items to consider:

- text book(s)/ core readings
- reference book(s)/ supplementary readings
- other relevant materials

(ii) Relevance

Reference criteria:

- support course objectives/ learning outcomes
- cater for students' levels

(iii) Organisation/ Presentation

Reference criteria:

- well-organised
- adequate user guidelines provided
- accessible

(iv) Engagement of student interest

(v) Others

D. Learning Activities

(i) Alignment with course objectives/ learning outcomes

Reference criteria:

- supported by an appropriate range of learning activities
- scaffold student knowledge

(ii) Reflection of up-to-date subject knowledge (professional and pedagogical)

Reference criteria:

- balance instruction-based learning with practical work
- make good use of latest available technology

(iii) Design of learning activities

Reference criteria:

- well-structured
- clear guidelines and instructions provided
- include pre-activity academic preparations
- include post-activity academic follow-up
- carry appropriate workload

(iv) Student engagement/ Student-centeredness

Reference criteria:

- allow for active learning
- allow for teacher-student interactions
- allow for student-student interactions
- relevant to daily life
- take into account diverse student backgrounds

(v) Others

E. Assessment

(i) Mode of assessment (please describe)

(ii) Alignment with objectives/ learning outcomes

Reference criteria:

- measures expected learning outcomes
- appropriate degree of diversity

(iii) Reasonable corresponding workload demand

(iv) Role as learning aid

Reference criteria:

- employs formative (on-going) assessment methods
- contains mechanism for monitoring learning progress
- provides adequate feedback
- aptly includes group work
- aptly includes peer- and self-assessment components

(v) Fairness

Reference criteria:

- components (e.g., assignments, mid-term, final) and corresponding percentages clearly stated
- contains clear criteria/ grade descriptors
- grades students' work consistently
- has plagiarism handling mechanism

(vi) Examination and/ or assignment questions

Reference criteria:

- have good coverage
- include challenging questions that promote higher-order learning
- carry suitable mix of question types (e.g., open-ended question, MC, essay)
- measure expected learning outcomes

(vii) Others

Section 2 Class Observation

A. Description of Classroom Activities

The following items B(i) to B(iv) and C(i) to C(iv) apply only to lecture components. Skip if not applicable.

For lectures/ small class teaching only:

B. Organisation

(i) Introduction

Reference criteria:

- captures attention
- has clear purpose/ roadmap
- connects with previous classes

(ii) Body

Reference criteria:

- topics organised in logical sequence
- transitions are effective (e.g., lecture contains clear sectional summaries)

(iii) Conclusion

Reference criteria:

- summarises and distils main points
- links up with future classes
- contains clear homework guidelines
- gives directions for further studies

(iv) Others

For lectures/ small class teaching only:

C. Content

(i) Course materials

Reference criteria:

- relevant
- appropriate for student background
- up-to-date
- present major issues/ interpretations of the field
- present divergent viewpoints

(ii) Additional resources

Items to consider:

- outlines/ handouts
- other references

(iii) Quality examples and illustrations

(iv) Others

The following items D(i) to D(v) and E(i) to E(v) apply to other forms of teaching (e.g., group discussion/ lab sessions/ clinical observations). Skip if not applicable.

For other forms of teaching:

D. Activities Design

(i) Contains sufficient opportunities for students to apply knowledge/ skills

(ii) Involves all students

(iii) Addresses individual needs

- (iv) Develops and encourages reciprocity and cooperation among students
- (v) Others

For other forms of teaching:

E. Organisation

(i) General planning

Reference criteria:

- allocates time for instruction and practice well
- has contingency plans
- makes good use of equipment/ instruments/ facilities
- is interesting

(ii) Introduction

Reference criteria:

- makes task clear at beginning
- provides clear and concise introductory directions for activities
- explains procedures adequately and clearly
- explains use of equipment/ instruments clearly
- discusses relevant safety issues (lab, PE) referred to
- contains informative demonstrations

(iii) Body

Reference criteria:

- encourages questioning
- provides timely feedback
- attends to safety issues

(iv) Conclusion

Reference criteria:

- provides good feedback
- helps students make further knowledge connections
- provides clear homework guidelines
- gives direction for further studies/ prepares for next lesson

(v) Others

F. General Items on Delivery

(i) Learning atmosphere

Reference criteria:

- maintains student attention and concentration
- makes both students and teacher enthusiastic
- fosters good participatory atmosphere/ conducive to learning
- promotes higher order thinking
- deals with disruptions or misconduct appropriately

(ii) Pacing/ Management

Reference criteria:

- paces lesson appropriately
- modifies lesson according to student learning progress
- adjusts lesson according to student abilities
- manages time well/ allows adequate time for activities (e.g., experiments)
- runs smoothly

(iii) Presentation/ Communication skills

Reference criteria:

- clear and organised presentation
- provides clear definitions for new vocabulary items or whenever appropriate
- voice
- questioning:
 - (a) employs effective questioning techniques
 - (b) provides constructive feedback
- materials presented in an interesting/ helpful way

(iv) Use of teaching aids

Items to consider:

- chalkboard content
- quality of visual aids
- use of technology
- use of equipment/ instrument/ facility

(v) Attitudes/ Style

Reference criteria:

- punctual
- confident
- treats students with respect
- respects diverse talents and ways of learning

(vi) Others

Section 3 Overall Qualities of Reviewee (judgement based on all evidence available to the reviewer, including the two sections above)

A. Professionalism

(i) Knowledgeable about:

Reference criteria:

- content
- pedagogy
- student characteristics

(ii) Stimulates student thinking

(iii) Communicates high expectation/ Makes the course challenging

(iv) Fosters student curiosity and creativity

(v) Others

B. Commitment

(i) Reflects upon own teaching regularly

(ii) Is well-prepared

(iii) Has good rapport with students

(iv) Maintains out-of-class interactions with students (e.g., consultation hours/ use of social networking platform/ discussion groups)

(v) Others

C. Good Role Model

(i) Is passionate about teaching and learning

(ii) Is enthusiastic about the subject matter

(iii) Others

D. Student Achievement

(i) Achieves course objectives

(ii) Enables student attainment

Reference criteria:

- knowledge
- skills
- desirable learning attitude

(iii) Actively engages students with course materials and activities

(iv) Encourages students to analyse related issues from an academic perspective in the future

(v) Others

Section 4 Overall Comments (e.g., commendable areas/ areas for improvement)

教學表現評核 (詳細設計準則)

下列準則旨在幫助自評或互評整體教學表現以改善教學。其評核準則羅列詳盡，以便不同學科皆可靈活運用，故其中一些準則未必適用於個別學科。

第一節 課程材料

甲、學習目標/ 預期學習成果

i. 設計與定義

參考準則：

- 具體和清晰 (包括就內容、技能、和學習態度與價值觀方面的學習目標)
- 有實質內容 (包括就內容、技能、和學習態度與價值觀方面的學習目標)
- 跟學系、單位、或課程整體學習目標一致

ii. 顧及學生需要

參考準則：

- 就學生程度定位
- 顧及不同學生的學習能力與水平
- 考慮學生日後事業/ 職業發展
- 為學生日後進修或深造作準備

iii. 與原本課程設計吻合

可留意以下材料：

- 課程內容大綱
- 教學法 (如大課(講座)/ 指導課/ 考察/ 實驗課)

iv. (如為合教形式課程)與整體課程設計一致

v. 其他

乙、內容

i. 涵蓋面適中

參考準則：

- 涵蓋闊度
- 提出不同的觀點
- 與時並進

ii. 深淺度適中

iii. 舉例恰當

iv. 其他

丙、教材資源

i. 充裕

可留意以下材料：

- 課本/ 核心讀物

- 參考書目/ 輔助讀物
 - 其他相關材料
- ii. 貼切
參考準則：
- 有助達到課程目標/ 預期學習成果
 - 因應學生程度選材
- iii. 組織與放置安排得宜
參考準則：
- 有條理
 - 有足夠導讀指引
 - 容易找到
- iv. 引起學生興趣
- v. 其他

丁、學習活動

- i. 與課程整體學習目標一致
參考準則：
- 用不同形式的學習活動協助學生達到學習目標
 - 循序漸進、令學生逐步建立知識
- ii. 達學科/ 術科最尖端的專業標準與教學標準
參考準則：
- 於講授與實習項目取適當平衡
 - 適當利用新科技
- iii. 活動設計得宜
參考準則：
- 結構安排得宜
 - 有清晰引導與指示
 - 有活動前學術講解以作準備
 - 有活動後跟進，以確保學生達到學習成果
 - 工作量合理
- iv. 以學生為本
參考準則：
- 鼓勵學生主動學習
 - 鼓勵師生互動交流
 - 鼓勵學生間相互交流
 - 跟日常生活息息相關
 - 顧及不同性格和背景的學生之需要
- v. 其他

戊、考核

- i. 考核方法 (請描述)
- ii. 與學系/ 單位課程整體學習目標一致
參考準則：
 - 能充分量度預期學習成果
 - 種類適當
- iii. 所要求的相應工作量合理
- iv. 有助學習
參考準則：
 - 有階段性考核
 - 有機制監察學生學習過程
 - 提供足夠回饋
 - 小組工作安排恰當
 - 有合適之同儕或自我學習進度考核
- v. 公平
參考準則：
 - 考核方法交待清晰 (組成部分, 每部分之評分比重等)
 - 定有評分準則/ 不同等級之水平描述
 - 評分公平一致
 - 設有處理抄襲個案機制
- vi. 考試與習作題
參考準則：
 - 涵蓋面廣
 - 設有挑戰性問題以鼓勵高階思維
 - 不同種類 (如多項選擇題、開放式問題、論文等) 分配恰當
 - 能量度預期學習成果
- vii. 其他

第二節 觀課

甲、課室活動 (請描述)

注意：以下乙、丙兩部分只適用於評核大課(講座)式教學部分。如不適用，請跳至丁項。

只限大課(講座)/ 小班教學：

乙、組織與鋪排

- i. 引言
參考準則：
 - 吸引學生注意
 - 有明確目的與路線圖
 - 與上一節課內容有聯繫
- ii. 講授過程
參考準則：
 - 課題編排有序
 - 轉接得宜（如有清晰的段落末撮要）
- iii. 總結
參考準則：
 - 有簡明扼要之撮要
 - 與之後課堂有聯繫
 - 有清晰的習作指引
 - 提供進階學習指引
- iv. 其他

只限大課(講座)/ 小班教學：

丙、 課堂內容

- i. 教學內容
參考準則：
 - 相關
 - 適合學生水平與先備知識
 - 與時並進
 - 釐清該領域之重要概念
 - 提出不同的觀點
- ii. 附加資料
可留意以下材料：
 - 提供大綱/ 筆記
 - 提供其他參考教材
- iii. 恰當地運用例子和圖解
- iv. 其他

注意：以下丁、戊兩項適用於評核非大課(講座)式教學部分，如小組討論、實驗工作、或臨床實習等。如不適用，請跳至己項。

只限非大課(講座)式教學：

丁、 活動設計

- i. 學生有充分機會應用其所學知識/ 技能
- ii. 引發與確保所有學生參與
- iii. 顧及個人差異
- iv. 鼓勵學生互相合作學習
- v. 其他

只限非大課(講座)式教學：

戊、組織管理

- i. 整體策劃
參考準則：
 - 妥善分配講授與活動時間
 - 有合適應變策略
 - 適當運用儀器、工具與設施
 - 有趣味
- ii. 活動引言
參考準則：
 - 清楚交待活動性質
 - 活動前講解清晰明確
 - 工序步驟指示足夠和清晰
 - 工具或儀器使用說明清晰
 - 就安全事項作討論
 - 作有價值的示範
- iii. 活動過程
參考準則：
 - 鼓勵發問
 - 合時提供回饋
 - 注意安全事項
- iv. 總結/ 事後解說
參考準則：
 - 提供合適的回饋
 - 協助學生增進知識
 - 功課有明確資訊和指示
 - 提供進階學習方向/ 為下一課作準備
- v. 其他

己、其他講授表現準則

i. 學習氣氛

參考準則：

- 吸引及維持學生注意力
- 同時推動師生對課程的興趣與熱誠
- 推廣熱衷參與教學活動之風氣
- 要求高階思維/ 深思
- 妥善處理學生不當行為

ii. 步伐節奏/ 整體管理

參考準則：

- 課堂步伐適中
- 依學生學習進度調整教學計劃
- 依學生學習能力調整教學計劃
- 時間分配得宜/ 分配足夠時間予活動項目 (如實驗)
- 教學流程順暢

iii. 講授/ 溝通技巧

參考準則：

- 講授清晰有條理
- 適時提供清晰定義及介紹新概念
- 聲線/ 語調
- 發問：
 - a. 問得其所
 - b. 向學生提出具建設性的回饋
- 令學生覺得教學內容對他們有幫助/ 對教學內容感興趣

iv. 教具應用 (包括多媒體工具、電子教學平台、和其他設施)

可留意以下材料：

- 板書內容
- 視覺教材質素
- 科技應用
- 其他教具應用

v. 態度與教學風格

參考準則：

- 守時
- 有自信
- 尊重和鼓勵學生
- 尊重才能與學習模式上的個人差異

vi. 其他

第三節 教師整體表現 (以所有相關資料作評核基礎，包括上兩節填寫之資料)

甲、專業水平

- i. 具專業知識，包括課程內容、教學法、學生特色等
- ii. 課程具啟發性
- iii. 表達對學生之高期望/ 課程具挑戰性
- iv. 誘發學生好奇心與創意
- v. 其他

乙、投入程度

- i. 定期反思，務以提升教學質素
- ii. 課程與課堂準備充足
- iii. 與學生關係良好
- iv. 跟學生課後有互動 (如設有定期諮詢時間、利用網上社交平台跟同學作課外交流等)
- v. 其他

丙、為良好榜樣

- i. 對教學有熱忱
- ii. 熱愛學科
- iii. 其他

丁、學生學習成效

- i. 達到課程目標
- ii. 學生得著
參考準則：
 - 知識層面
 - 技能層面
 - 可取之學習態度
- iii. 學生主動和踴躍閱讀課程相關教材及參與活動
- iv. 鼓勵學生日後以學術角度探討相關議題
- v. 其他

第四節 評核員對教師之整體評價，如特別可取或可改善之處