

Providing Feedback on Instructional Materials for learner centered class

Name of Instructor:
 Name of Observer:
 Date:

Course number and name:
 Course enrollment / Format:
 Description of space:

Components	Needs Improvement	Progressing	Accomplished Well
<p>Learning goals, assessment, and activities clear & appropriate to the target audience</p> <p>Big Idea: Is instructional design driven by specific learning goals? Are goals relevant to students, and do they warrant class time?</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Uncertain why material is included <input type="checkbox"/> Learning goals not explicit or missing from material <input type="checkbox"/> Material lacks opportunities for assessment and active learning <input type="checkbox"/> Material is too challenging or too simplistic for students <input type="checkbox"/> Sequence of material not logical, challenging for students to make connections between concepts 	<ul style="list-style-type: none"> <input type="checkbox"/> Learning goals present but lack opportunities for higher level thinking <input type="checkbox"/> Material clear, but could be sequenced in a more logical way <input type="checkbox"/> Learning goals, assessment and activities present, but much additional material without clear connection to learning goals <input type="checkbox"/> Key material present, but level is either too challenging, too detailed or not challenging enough for target audience <input type="checkbox"/> All key components present, but not particularly relevant or engaging for target audience 	<ul style="list-style-type: none"> <input type="checkbox"/> Material worth knowing <input type="checkbox"/> Material engaging and appropriately challenging <input type="checkbox"/> Material offers opportunities for higher level thinking <input type="checkbox"/> Material clear, concise and logically sequenced <input type="checkbox"/> Material encourages inquiry and active learning
<p>Alignment between goals and activities/ assessment</p> <p>Big Idea: Are learning goals, matched with planned assessments, and activities?</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Key learning goals not reflected in assessments and activities or vice versa <input type="checkbox"/> Material is excessive, dry or not engaging <input type="checkbox"/> Material difficult to follow, leaps in logic required, logic for sequence is unduly complicated <input type="checkbox"/> Material requires too much decoding 	<ul style="list-style-type: none"> <input type="checkbox"/> Engaging activities but uncertain how they pertain or are aligned with learning goals <input type="checkbox"/> Activities and/ or assessments planned, but do not allow practice of problem solving or higher level thinking 	<ul style="list-style-type: none"> <input type="checkbox"/> Assessments and activities are well matched to learning goals <input type="checkbox"/> Encourage utilization of multiple sources of information
<p>Learning community</p> <p>Big Idea: Do materials foster development of a productive, supportive learning community?</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Materials allow little to no interaction or feedback among students and between students and instructor <input type="checkbox"/> Material fosters only listening and writing notes as modes of learning 	<ul style="list-style-type: none"> <input type="checkbox"/> A few opportunities for interaction and feedback between students and instructor about learning <input type="checkbox"/> Active learning opportunities planned, but time allotted is too short to allow sufficient processing and interaction <input type="checkbox"/> Learning opportunities planned, but not easily accessible for all students 	<ul style="list-style-type: none"> <input type="checkbox"/> A number of learning activities are planned and easily accessible for all students <input type="checkbox"/> Interaction, feedback and input on teaching & learning clearly encouraged <input type="checkbox"/> Material fosters multiple modes for learning <input type="checkbox"/> Appropriate amount of time allotted for learner-centered activities

Positive feedback, questions, and 1-2 potential solutions:

Acknowledgments

This resource was adapted from Janet Batzli, Michelle Withers, Jenny Knight, and Peggy Brickman Learner-Centered Teaching Evaluation Rubrics Part A & B, which were developed as a part of Ebert-May & Derting (2008) FIRST IV (Faculty Institutes for Reforming Science Teaching) NSF.