Peer assessment of syllabuses

Guidelines (negotiable, if you are unhappy with these, let's discuss!)

- ? In this course, you task will be to peer assess each other's syllabuses.
- ? We agreed on some procedures to do this:
 - ? A person presents his or her syllabus in class. This syllabus is yet a draft, which will be re-worked, elaborated and improved once you receive feedback form your peers.
 - ? You can use and show the syllabus template, or you can put different components of your syllabus on separate slides.
 - ? After the presentation, the task of the assessee is to provide the written/electronic version of your syllabus to the group. You can do this via our vk-group.
 - The task for peer assessors is to provide written commentary on the syllabus, based on the criterial presented in next slides. You can do this by posting a comment to the vk-group. You have one week to do so.
 - ? Do not postpone it, as you will have to look at your other groupmates' syllabi next week.
 - ? Why double assessment (oral and written)? To provide the assessee a chance to answer your questions, if any. To give you more time to think about the syllabus of your peer.
 - ? Presentation schedule is on the next slide.

Syllabus presentation schedule

- ? Dasha 27th of November
- ? Larisa 4th of December
- ? Nadezhda 7th of December
- ? Alexis 11th of December
- ? Victor or Marina 14th of December
- ? Oxana 18th of December
- ? Victor or Marina 25th of December
- ? Final meeting 28th of December (sweets and snacks are welcome, tea will be provided ⊙

Goals and Objectives

- ? Are they realistic?
- ? Can we achieve this goals by the end of the course? Are they measurable?
- ? Do they fit SS needs?
- ? Are they general or specific?

General impression

- ? Does this syllabus have all necessary components?
- ? Is is logical and has a clear layout?
- ? Does it look like an internal, or a public document, 'a contact' with the students?
- ? Does it provide any room for negotiating with the students (in terms of content, or tasks, or assessment procedures)?
- ? Is it teacher- or student-centred?

Needs assessment

- ? Is any needs assessment information for SS included?
- ? What information was collected before the course, if any?
- ? Was this information used to build the course?

Course content

- ? Does it fit course goals and objectives?
- ? Is it appropriate for SS age and level?
- ? Is it what the students need?
- ? Does the course offer a variety of activities (develops all the 4 skills)?
- ? Is the content interactive, interesting, challenging, motivating for SS?
- ? Does the course have a culture component?

Organization of the course

- ? Are the units sequenced from simple to complex?
- ? Is the course coherent?
- ? Is material recycled throughout the course?

Materials and methods

- ? Are the materials of the right level?
- ? Are they authentic?
- ? Are the materials attractive/relevant/ appropriate for this group of learners?
- ? Are the methods appropriate in relation to course goals and learner needs?

Assessment plan

- ? Do assessment activities assess what has been taught/learned?
- ? Is assessment given in a balanced way?
- ? Is it teacher-friendly? (practical)
- ? Are the assessment criteria clear to the students?

Evaluation plan

? Is any feedback form the SS required at the end of the course?