## Carrick External Peer Review of Teaching Project

### Griffith University Observation of Teaching

**Peer Review of:**

<table>
<thead>
<tr>
<th>Academic's Name:</th>
<th>Dr Glenn Finger</th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculty:</td>
<td>Education</td>
</tr>
<tr>
<td>School:</td>
<td>EPS (Gold Coast)</td>
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### Observation:

<table>
<thead>
<tr>
<th></th>
<th>First</th>
<th>Second</th>
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<tbody>
<tr>
<td><strong>Course Name:</strong></td>
<td>1074EPS Learning with ICT</td>
<td>1074EPS Learning with ICT</td>
</tr>
<tr>
<td><strong>Year Level:</strong></td>
<td>1st year / Semester 1</td>
<td>1st year / Semester 1</td>
</tr>
<tr>
<td><strong>Type of Session:</strong></td>
<td>Lecture</td>
<td>Workshop</td>
</tr>
<tr>
<td><strong>Number of students in course:</strong></td>
<td>211</td>
<td>26</td>
</tr>
<tr>
<td><strong>Number of students in class:</strong></td>
<td>200 approx</td>
<td>26</td>
</tr>
<tr>
<td><strong>Date and time of session:</strong></td>
<td>01-04-08; 11 -12 noon</td>
<td>01-04-08; 4-5 pm</td>
</tr>
<tr>
<td><strong>Length of session:</strong></td>
<td>1 hour</td>
<td>1 hour</td>
</tr>
<tr>
<td><strong>Part of session observed:</strong></td>
<td>All</td>
<td>All</td>
</tr>
<tr>
<td><strong>Observers/Reviewers:</strong></td>
<td>Professor David Price Teaching/Learning Expert</td>
<td>Professor David Price Teaching/Learning Expert</td>
</tr>
<tr>
<td></td>
<td>Professor Neil Dempster Discipline Expert</td>
<td></td>
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Candidate: Dr Glenn Finger

Introduction:

Dr Glenn Finger demonstrated all the characteristics of an excellent teacher. His preparation is of the highest order, as is his face-to-face presentation in both large and small group settings. In addition Dr Finger displayed an empathic presence with his students, and a sincerity and passion for his discipline and for the profession of teaching. This is revealed in the easy way he interacts with students and the respect he has ‘won’ so early in the lives of these first year students. They attended to his presentations without apparent disruption – a clear indication that they were interested and engaged in what he was saying. He very readily uses a range of very effective dimensions of teaching and learning and shows at all times an excellent command of all essential teaching strategies.

The following is a brief synthesis of observations made by two experienced observers: one disciplined-based; one a teaching/learning expert. The discipline-based expert observed session 1 and participated in pre and post-observation discussions with Dr Finger for this session. The teaching/learning expert observed both sessions and engaged in pre and post-observation discussions with Dr Finger for both. Each session was approximately 60 minutes.

Dr Finger’s teaching, both in his initial lecture, and in his subsequent tutorial, focussed on learning with ICT, with a strong emphasis on ICT in terms of transformational change.

Observations were conducted within nine dimensions of teaching, with each dimension defined by a set of indicative teaching strategies outlined in the document: Peer Review of Teaching/Learning Protocols. Candidates were provided with a copy of this document several weeks prior to their first observation. Evidence for each dimension was rated according to four levels: Not Applicable; Limited Evidence; Moderate Evidence; Significant Evidence.

The following report is a synthesis derived from the separate reports prepared by each of the two observers.

Observation details:

Dimension 1: Students are actively engaged in learning

Dr Finger’s teaching demonstrated Significant Evidence of this dimension, in particular, he:

- fostered a supportive, non-threatening teaching/learning experience at all times.
- easily gained student participation through well crafted questions leading to discussion.
- gained the attention of his students throughout – a form of “passive” engagement.
- presented in a quiet, enthusiastic and caring manner, totally conducive to student engagement.

Dimension 2: Students prior knowledge and experience is built upon

Dr Finger’s teaching demonstrated Significant Evidence of this dimension, in particular, he:

- very effectively built on his awareness of students’ prior knowledge, using this to extend them conceptually.
- made appropriate use of student contributions to foster clearer understanding.
Dimension 3: Teaching caters for student diversity

Dr Finger’s teaching demonstrated Significant Evidence of this dimension, in particular, he:

- constantly focused on building confidence, enthusiasm and intrinsic motivation.
- strongly steered students to accepting responsibility for their own learning.
- used an effective balance between discursive and teacher-directed strategies.
- used effectively an appropriate range of teaching strategies.
- gave strong emphasis and guidance to a range of online resources of value to this course.

Dimension 4: Students are encouraged to develop/expand their conceptual understanding

Dr Finger’s teaching demonstrated Significant Evidence of this dimension, in particular, he:

- directly encouraged students towards follow-up learning and study to consolidate understanding.
- encouraged students to achieve deep rather than surface learning.
- constantly worked co-operatively with students to help them develop enhanced understanding and skills
- clearly demonstrated at all times a thorough command of his subject.

Dimension 5: Students are aware of key learning outcomes

Dimension 7: Uses IT materials and techniques appropriately

Dimension 8: Presents material logically

Dr Finger’s teaching demonstrated Significant Evidence of these three dimensions, in particular, he:

- provided a comprehensive overview of his presentation (providing this also for later use on Learning@Griffith).
- he also added in some of the longer term outcomes he is seeking to foster in students such as the use of a “techno choice” perspective on the use of ICT in teaching and learning.
- used all of his ICT media fluidly.
- when faced with an IT difficulty, had the executive capacity to call up alternatives automatically, showing the confidence and capacity he is emphasising his students need to become “transformative” teachers using ICT.
- developed his sessions in a logical, coherent manner, with brief reviews incorporated as appropriate.

Dimension 6: Actively uses links between research and teaching

Dr Finger’s teaching demonstrated Significant Evidence of this dimension, in particular, he:

- gave ample evidence that his preparation was linked to research into “Transformative Pedagogy through ICT”.
- made references to a range of authors, international and national reports and personal research peppered throughout the lecture.
- acknowledged sources, and his lecture and tutorial modelled this academic requirement for students.
- used his personal connection to research colleagues in Finland and Carolina in order to add a touch of authenticity to this link, and reinforced his approach to his discipline as that of the engaged researcher.
Dimension 9:  Seeks feedback on students understanding and acts on this accordingly

Dr Finger’s teaching demonstrated Significant Evidence of this dimension, in particular, he:

• constantly judged the level of engagement of his students and modified his presentation accordingly.
• achieved this dimension through gentle but effective interaction with students, coupled with the projection at all times, of a sincere and personal style.

Conclusion:

Dr Finger’s teaching is of an exceptional quality. He plans extremely well; executes this planning at all times in an exemplary manner; and constantly displays a thorough understanding of students and their learning needs.

He effectively bases his planning not only on research from his ICT field, but also from the field of teaching and learning in higher education; consequently, he is theoretically and conceptually very well prepared for his vital role as a tertiary teacher.